revised V. 3/15

CSU San Marcos Degree Program Proposal

We submit a proposal for a new Bachelor of Arts in Ethnic Studies at California State University San Marcos.

1. **Program Type:** The proposed program is a new 4-year BA that is state-supported. We propose the hiring of both tenure-track faculty and lecturers to assist in the delivery of core requirements for the major. While optimal hiring would house new faculty exclusively in Ethnic Studies, and we are receptive to joint hires. In addition, the program boasts 48 faculty affiliates, whose courses will support the major. Affiliate faculty represent 12 departments or units, the majority of which are housed in CHABSS. Further into this proposal we provide more detail regarding faculty needs. Finally, given the proximity of institutions granting degrees in Ethnic Studies (i.e., UCSD offers B.A., M.A. and Ph.D.), we anticipate a pool of scholars who may serve as adjunct instructors for the program.

2. **Program Identification**

a-e. This is a Bachelor of Arts with a major in Ethnic Studies [ETST] from California State University San Marcos. The degree program will be offered through the Interdisciplinary and Emerging Programs situated in the College of Humanities, Arts, Behavioral and Social Sciences. The program will run on state support and received approval from the Board of Trustees to be placed on the UAMP in March 2008. As noted in the CHABSS 3-Year Rolling Plan, the anticipated launch date is fall 2016, pending approval.

f. Proposers of the program are the coordinators of the Ethnic Studies program, Dr. Jule Gómez de Garcia, Professor of Liberal Studies; Dr. Michelle A. Holling, Associate Professor of Communication; Dr. Laurette McGuire, Assistant Professor of Anthropology; Dr. Dreama Moon, Professor of Communication; and, Dr. Vincent Pham, Assistant Professor of Communication.

g-h. Statements from appropriate campus administrative authorities – per Assoc. Dean Greenwood, the proposers are not responsible for securing these letters.

i. This program is not subject to WASC Substantive Change review.

j. CSU code is 22991 (Ethnic, Women's, Gender Studies) and the CIP is 5.0299

3. Program Overview and Rationale

a. **Description of program:** Ethnic Studies is the study of the histories, experiences, cultures, and issues of racial-ethnic groups in the United States. As an interdisciplinary major, the BA degree in Ethnic Studies emphasizes the social and

historical study of race and racism in the United States. The Ethnic Studies discipline is defined by its attention to the systemic power relations that arise from institutional, cultural, and global productions of "race." Through the study of power-- and its linkages to race, ethnicity, class, gender, and sexuality-- students gain an understanding of historical movements for social transformation, resistance, and liberation. While the main focus is on the experiences of racialized peoples in the United States, the program also understands that race and racism are not unique to the United States. Committed to scholarly excellence and intellectual rigor, Ethnic Studies contributes to global discourses regarding human freedom. The proposed program teaches students about the social dynamics of race, racism, structural violence, colonialism, legalized discrimination, assimilation, and the resulting impacts of such processes. Moreover, the program provides an in-depth understanding of our racial/ethnic diversity, indigenous and liberationist epistemologies, community and identity formation, artistic productions, and activism on the social, legal, and public policy front.

The major operates from a comparative approach. Core curriculum of the program anchors students in an ethnic studies perspective intellectually, theoretically, and methodologically. Augmenting the core are upper-division courses that support the three themes that characterize the curriculum: Colonialism, Migration and Diasporas; The State, Inequality and Resistance; and, Identities and Representation. Students will have the opportunity to demonstrate their knowledge of ethnic studies via application in a capstone project and/or field-work opportunities in racial-ethnic communities.

There is opportunity for students to gain both breadth and depth of study. Through the three thematic areas, students will engage a variety of issues that cut across various racial/ethnic communities. In so doing, students obtain insight on how issues play out both similarly and uniquely within racial/ethnic communities. In addition, students may acquire deeper understanding of a specific historically marginalized community in the United States and/or of a thematic area by focusing electives in a particular area.

Purpose and strengths: The purpose of the Ethnic Studies major is:

- to provide students a grounding in the legacies of racial, ethnic, gendered, and sexed inequalities and contemporary or present day impact;
- to enhance comprehension and knowledge of U.S. racial-ethnic histories, experiences, and cultures that have often been undervalued or ignored;
- to study the ways in which racial-ethnic groups pursue avenues of resistance, both historically and present day, in order to provoke social equity.

Ultimately, an Ethnic Studies major benefits students personally, academically, and professionally by equipping them with insights derived from the study of scholarly analyses and cultural productions that broaden their awareness of the breadth and depth of diversity

suffusing social life.

The strengths of the major include: the dedication to producing scholarly-creative research; theoretical and thematic foci that centralize race-ethnicity; explorations of power dialectics and modes of empowerment; collaborations with a broad group of affiliated faculty; and social justice projects developed with and for the university, home communities, and the broader public. The major provides an interdisciplinary lens through which new approaches to learning emerge. The major promotes the development of civic oriented students who are attuned to the nuances and importance of comprehending racial-ethnic relations in order to foster a socially just environment --professionally, socially or personally-- while also acquiring a competitive advantage in the workforce in a globalized world.

Justification for and fit with Mission of the College and University: The Ethnic Studies major in accordance with the mission of the College of Humanities Arts, Behavioral, and Social Sciences offers an ". . . education rooted in the liberal arts tradition, responsive to new ideas and challenges, and attuned to the diversity of human experience," and ". . . dedicated to preparing students for lifelong careers of leadership, learning, creativity, professional achievement, and community service." The major prepares students through its rigorous course work, emphasis on critical thinking skills, cultural diversity, and active community engagement to become leaders in an increasingly diverse work environment. Through an interdisciplinary perspective, students explore new ways of understanding the world and become active learners in the exploration of ideas.

The establishment of an Ethnic Studies degree upholds the mission of the university by offering a major that represents and reads students into the curriculum. In so doing, Ethnic Studies speaks to the racial-ethnic student demographics on campus and supports the university's mission to "respond to the needs of the student body with diverse backgrounds." Ethnic Studies makes manifest the university's values of intellectual engagement, community, and inclusiveness. *Intellectual engagement* is reflected in curriculum taught by faculty and produced by students in senior projects and coursework. Also, as we see in public discourse, it is difficult to foster dialogues that confront issues of race and racism, Ethnic Studies forms a community of scholars that often provide models for getting past fears of open discussion and moving towards the development of a cultural competence that acknowledges the role of racism, power, and ideology in group relations (from Approved A-form, Ethnic Studies). Second, diverse forms of *community* will be studied, embodied and practiced inside and outside of the classroom. For example, Ethnic Studies plays an important role on campus by providing a community for scholars with shared interests; intellectual support to ethnic studies aspects of new programs; support to ethnic student unions and racial ethnic minorities; and leadership to the campus community during crises and visioning (from approved A-form, Ethnic Studies). Last, the value of *inclusiveness* will be examined and questioned through the study of racial-ethnic historical experiences, advocated as a means of promoting social justice, and reflected in the range of faculty delivering the program. In sum, establishing a department of Ethnic Studies would be significant as a powerful symbol of the university's recognition of the valuable cultural

diversity in our society and its pivotal role in academic excellence, as well as a commitment to educational equity and racial justice (Approved A-form, Ethnic Studies).

Finally, the establishment of an Ethnic Studies major will supports to the University's Strategic Plan and designations as a Hispanic Serving Institution in 2011 and an Asian American Native American Pacific Islander Serving Institution in 2008. Promoting "academic excellence" is the first strategic priority of the University Strategic Plan and a value informing the proposed major, which offers students a rigorous program that centralizes, examines and interrogates the forces of, experiences, and histories of racial, ethnic, gendered, and classed populations. Related, "modeling the diversity of our region" (University Strategic Plan) is about both recognizing regional heterogeneity and providing curriculum that equips students to work within and contribute to diverse communities. Third, an Ethnic Studies major would greatly assist the campus in meeting particular objectives of "educational equity," the fifth strategic priority of the University Strategic Plan.

> Objective 5.2: Providing "welcoming environments for all communities of difference and serve to promote informal exchange of ideas" may occur in Ethnic Studies courses and/or organized events;
> Objective 5.3: "Articulat[ing] messages that advocate social justice and educational equity" are (and, have been) concerns of the Ethnic Studies program and rely upon faculty affiliates with the expertise and knowledge of social justice issues;
> Objective 5.4: "Strengthen[ing] programming . . . that promotes a culture open to diversity and equity issues" would be aided by curricular or event programming hosted by Ethnic Studies.

Moreover, an Ethnic Studies major critically aligns with the designations granted to CSUSM as a Hispanic Serving Institution in 2011 and an Asian American Native American Pacific Islander Serving Institution in 2008. Such designations would facilitate access to grants that would be beneficial to programmatic growth and student enhancement.

b. Proposed catalog description:

ETHNIC STUDIES

OFFICE: Social and Behavioral Sciences Building, Fourth Floor

TELEPHONE: (760) 750-4154

PROGRAM COORDINATORS: Jule Gómez de García, Ph.D., Michelle A. Holling, Ph. D. (contact person), Laurette McGuire, Ph.D., Dreama Moon, Ph.D., and Vincent Pham, Ph.D.

FACULTY:
Anthropology
Bonnie Bade, Ph.D., Professor, Anthropology
Konane Martinez, Ph.D., Associate Professor, Anthropology
Laurette McGuire, Ph.D., Assistant Professor, Anthropology

Aníbal Yáñez-Chávez, Ph.D., Associate Professor, Anthropology

Communication
Fredi Avalos, Ph.D., Lecturer, Communication
Michelle A. Holling, Ph.D., Associate Professor, Communication
Dreama Moon, Ph.D., Professor, Communication
Vincent Pham, Ph.D., Assistant Professor, Communication
Kendra Rivera, Ph.D., Assistant Professor, Communication
Liliana Rossmann, Ph.D., Professor, Communication

History
S. Deborah Kang, Assistant Professor, History
Carmen Nava, Ph.D., Professor, History
Alyssa Sepinwall, Ph.D., Professor, History
Jill Watts, Ph.D., Professor, History

Human Development
Fernando Soriano, Ph.D., Professor, Human Development

Interdisciplinary & Emerging Programs
Linda Pershing, Ph.D., Professor, Interdisciplinary & Emerging Programs

Library
Melanie Chu, M.L.I.S., Library Information Literacy Program/Reference
Hua Yi, M.L.S., Librarian Meta-Data

Liberal Studies
Jocelyn Ahlers, Ph.D., Professor, Liberal Studies
Jule Gómez de García, Ph.D., Professor, Liberal Studies
Kimberley Knowles-Yanez, Ph.D., Professor, Liberal Studies
Robert Yamashita, Ph.D., Associate Professor, Liberal Studies

Literature and Writing Studies
Susie Lan Cassel, Ph.D., Professor, Literature and Writing Studies
Rebecca Lush, Ph.D., Assistant Professor, Literature and Writing Studies

Modern Language Studies
Michelle Ramos Pellicia, Ph.D., Assistant Professor, Modern Language Studies

National Latino Research Center
Arcela Nuñez-Alvarez, Ph.D., Research Director, National Latino Research Center

Political Science
Staci Beavers, Ph.D., Professor, Political Science

Cynthia Chavez Metoyer, Ph.D., Professor, Political Science
Elizabeth Matthews, Ph.D., Associate Professor, Political Science

Psychology
Gerárdo M. González, Ph.D., Professor, Psychology

Sociology
Matthew Atherton, Ph.D., Associate Professor, Sociology
Kristin Bates, Ph.D. Professor, Sociology
Marisol Clark-Ibáñez, Ph.D., Associate Professor, Sociology
Sharon Elise, Ph.D., Professor, Sociology
Karen Glover, Ph.D., Associate Professor, Sociology
Alicia M. Gonzáles, Ph.D., Associate Professor, Sociology
Joely Proudfit, Ph.D., Associate Professor, Sociology
Cesar 'Che' Rodriguez, Ph.D., Assistant Professor, Sociology
Garry Rolison, Ph.D., Professor, Sociology
Xuan Santos, Ph.D., Assistant Professor, Sociology
Theresa Suarez, Ph.D., Assistant Professor, Sociology
Richelle Swan, Ph.D., Associate Professor, Sociology
Jill M. Weigt, Ph.D., Associate Professor, Sociology

Visual and Performing Arts
David Avalos, M.F.A., Professor, Visual and Performing Arts
Mtafiti Imara, Ph.D. Associate Professor, Visual and Performing Arts
Marcos Martinez, M.A., Professor, Visual and Performing Arts
Kristin Moss, Ph.D., Assistant Professor, Visual and Performing Arts
Karen Schaffman, Ph.D. Professor, Visual and Performing Arts
Deborah Small, M.F.A., Professor, Visual and Performing Arts

Women's Studies
Jodie Lawston, Ph.D., Associate Professor, Women's Studies
Sheryl Lutjens, Ph.D., Professor, Women's Studies

PROGRAMS OFFERED:

- Bachelor of Arts in Ethnic Studies

The Bachelor of Arts in Ethnic Studies focuses on the study of the histories, experiences, cultures, and issues of racial-ethnic groups in the United States. The BA degree emphasizes the social and historical study of race and racism in the United States and explores systemic power relations that arise from institutional, cultural, and global productions of "race." There is opportunity for students to gain both breadth and depth of study. Through the three thematic areas, students will engage a variety of issues that cut across various racial/ethnic communities. In so doing, students obtain insight on how issues play out both similarly and uniquely within and across racial/ethnic communities. In addition, students

may acquire deeper understanding of a specific historically marginalized community in the United States and/or of a thematic area by focusing electives in a particular area. Structuring the degree are three themes.

Colonialism, Migration and Diasporas: This theme examines colonialism in domestic and/or international contexts, and the waves of (im)migration and resulting diasporas produced from exile. Students explore the political, economic, cultural and/or social forces that produce unequal relations (e.g., colonizer/colonized, propertied or dominant/dispossessed, and citizen/immigrant). Also considered are affected communities' responses to colonization or (im)migration.

The State, Inequality and Resistance: This theme explores the ways that the nation-state deploys power that unfairly and inequitably impact racial-ethnic relations, individual or cultural identities, and opportunities for advancement. Students examine institutional systems, discourses, and/or mechanisms of the state (e.g., legal, political, educational, criminal justice, bureaus and reservations, segregation and/or policies) that seek to control and contain populations. Along with the forms of resistance aggrieved groups undertake to challenge, resist and self-empower, consequences such as discrimination and inequalities produced by the state are considered.

Identities and Representation: This theme focuses on questions of identity, its construction for and by historically marginalized populations, and how representations and cultural practices are means to construct or sustain empowering and affirming cultural identities. Students will study modes of representation (e.g., media, artistic, or performative) adopted or created by marginalized groups as well as dominant representations of racial-ethnic communities.

Students' required capstone projects must demonstrate proficiency in a selected theme (Colonialism, Migration and Diasporas; The State, Inequality and Resistance; or Identities and Representation). In so doing, students obtain insight on how issues play out both similarly and uniquely within and across racial/ethnic communities. Students acquire deeper understanding of a specific historically marginalized community in the United States and/or of a thematic area by focusing electives in a particular area. The capstone projects provide faculty an opportunity to assess program learning outcomes and students a chance to demonstrate thematic depth and breadth of understanding.

Program Student Learning Outcomes

- PSLO #1: Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.
- PSLO #2: Evaluate social constructions of race in a domestic and/or international context.
- PSLO #3: Demonstrate understanding of historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.

- PSLO #4: Describe ways representations and cultural practices are means to construct or sustain cultural identities.
- PSLO #5: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.

Careers: An Ethnic Studies degree provides students with theoretical understandings in racial and ethnic groups' histories, experiences, and cultures that are organized by the themes structuring the major. The B.A. prepares students for a variety of occupations where knowledge and understanding of racial and ethnic groups is essential. These may include fields such as: education; Diversity training in the private sector; Social Services; Immigrant rights activism; Federal, State, Tribal & Local government and community service; Public Health Education and Policy; Union organizing; Natural Resources development and technology transfer: practices, economics, and law in ethnic contexts; Media; Archival and museum studies; Non-profit agencies; Politics; and Graduate studies or professional programs.

Degree Requirements: Students must complete ETST 101 or its equivalent in advance of enrolling in the upper-division core courses. The design of the curriculum encourages students to complete the upper-division core courses, with the exception of the Senior Seminar, prior to registering for courses supporting the three themes. Completion of the major requires a minimum of 39 units.

Required Lower-Division Coursework (3 units):

Introduction to Ethnic Studies (ETST 101)	3 units

Required Upper-Division Core (12 units):

Ethnic Studies and Society (ETST 301)	3 units
Theories and Concepts in Ethnic Studies (ETST 310)	3 units
Ethnic Studies Methodologies (ETST 320)	3 units
Senior Seminar (ETST 400)	3 units

Upper-Division Electives 6 units

After completing the upper-division core, students are to select two additional courses from those listed but not already counting toward one of the themes. Students may also elect to complete an internship or independent study.

Theme Coursework – complete two courses in each of the three themes 18-20 units

Select two courses in each of the three themes based on the offerings. Some courses may support one or more theme, those courses are identified by an asterisk (**). In such cases, the course may only fulfill one theme.

Colonialism, Migration and Diasporas (select two courses) 5-6 units

BRS 300 (3)	HIST 334 (3)
ETST 420 (3)	HIST 337 (3)

HIST 345 (3)
HIST 346 (3)
HIST 347 (3)
HIST 350 (3)
HIST 371 (3)**
HIST 374 (3)
HIST 375 (3)**
HIST 381 (3)
HIST 382 (3)
HIST 383 (3)
LBST 375 (3)**
LTWR 345 (3)
LTWR 410 (3)**
LTWR 420 (3)**
MUSC 423 (3)
MUSC 425 (3)
PSCI 337 (3)
SOC 349 (3)
SOC 469 (2)

The State, Inequality and Resistance (select two courses) 6-8 units

BRS 430 (3)
COMM 330 (3)
COMM 430 (3)
COMM 454 (3)
EDUC 364 (3)
ETST 420 (3)
HIST 335 (3)
HIST 338A (3)
HIST 352 (3)
HIST 371 (3)**
HIST 375 (3)**
ID 340 (3)
LBST 375 (3)**
LING 341 (3)
PSCI 305 (3)
PSCI 338 (3)
PSCI 341 (3)
PSCI 348 (3)
PSCI 361 (3)
PSYC 341 (3)
SOC 313 (4)
SOC 322 (4)**
SOC 339 (4)
SOC 373 (4)
SOC 442 (4)
SOC 449 (4)
SOC 463 (2)
SOC 465 (2)
TA 325 (3)**
TA 410 (3)
WMST 301 (3)
WMST 303 (3)

Identities and Representation (select two courses) 6-7 units

ANTH 200 (3)
ANTH 301 (3)
ANTH 325 (3)
COMM 410 (3)
COMM 455 (3)
COMM 485 (3)
DNCE/WMST 323 (3)
ETST 420 (3)
HIST 355 (3)
HIST 356 (3)
HIST 362 (3)
LING 305 (3)
LING 355 (3)
LING 371 (3)
LING 451 (3)
LTWR 334D (3)
LTWR 410 (3)**
LTWR 420 (3)**
LTWR 450 (3)
MLAN 331 (3)
MUSC 421 (3)
MUSC 427 (3)
SOC 322 (4)**
SOC 375 (3)
SOC 467 (3)
SPAN 350B (3)

TA 323 (3)**
TA 325 (3)
TA 421 (3)
VPA 311 (3)
VSAR 323 (3)

All courses taken for the major must be completed with a grade of C (2.0) or better.

Admission and Graduation Requirements: The Bachelor of Arts in Ethnic Studies maintains the same general Undergraduate Admission and Graduation Requirements and/or Transfer Policies/Requirements described in California State University San Marcos' Catalog.

Preparation: High school students should take four years of English, including Composition. Social Science and Civics courses, including History and Economics, are encouraged. Familiarity with computers and the Internet is also desirable.

Transfer Students: Community college transfer students may transfer a maximum of three (3) lower-division units that is the equivalent of ETST 101 offered at CSUSM. Students must have earned a grade of C (2.0) or higher in the coursework to be counted for credit toward the major.

Requirements for the Major: A minimum of eighteen (18) units of upper-division credits must be earned at CSUSM. No more than three (3) hours of independent study and/or internship may be applied toward the major.

BACHELOR OF ARTS IN ETHNIC STUDIES
Graduation Requirements

	Units
Total required	120
General Education	51
Core Requirements	15
Themes/Topical Areas	18-20
Upper-division Electives	6

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120.

4. Curriculum

a. Listed below are the goals for the program (i.e., PSLO's) and SLO's for core courses composing the proposed major. The design of PSLO's parallels core courses and themes structuring the major. PSLO's 1 and 2 are demonstrated by core courses whereas, PSLO 3, 4, and 5 each align with one of the three themes given the number of courses supporting each themes.

Students will:

- PSLO #1: Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.
- PSLO #2: Evaluate social constructions of race in a domestic and/or international context.
- PSLO #3: Demonstrate understanding of historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.
- PSLO #4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.
- PSLO #5: Describe ways representations and cultural practices are means to construct or sustain cultural identities.

- SLO #1: Acquire terminology specific to the study of race and racism.
- SLO #2: Comprehend the historical construction of race and systems of oppressions related to race.
- SLO #3: Utilize ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.
- SLO #4: Identify the forces that create and sustain inequality of people of color.
- SLO #5: Recognize how communities of color navigate racism and struggle for liberation.
- SLO #6: Demonstrate knowledge in a theme of colonialism, migration and diasporas; the state, inequality and resistance; or identities and representation.

b. Regarding plans for assessing program goals: The degree is designed so that students meet PSLO's incrementally yet, students will be introduced to all PSLO's in ETST 101, Introduction to Ethnic Studies. Core courses bear the responsibility for reinforcing or having students practice PSLO's 1 and 2 as those program goals are anchored in the discipline of Ethnic Studies. Supporting courses that structure the three themes of the major will reinforce PSLO's 3, 4 or 5. The degree culminates in ETST 400, Senior Seminar, which has students demonstrate proficiency in PSLO's 1 and 2 as well as in one of three themes of their choosing (see "P*" below in the table). Finally, a review of the Ethnic Studies program might be best served by conducting a pre- and post-test of all PSLO's in ETST 101, which introduces students to program goals. In addition, conducting a second post-test in ETST 400 (which has students practice program goals) may be enlightening of students' depth of knowledge; as well, the senior seminar required of all students in ETST 400 would be an ideal assessment method of program goals.

Key: I= Introduce R= Reinforced P= Practiced

Learning Outcomes	**Preparation for the Major**	**Upper Division Core**				**Themes in the Major**		
PSLOs:	ETST 101	ETST 301	ETST 310	ETST 320	ETST 400	CMD	SIR	IR

#1: Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.	I	R	R	P	P			
#2: Evaluate social constructions of race in a domestic and/or international context.	I	R	R	P	P			
#3: Demonstrate understanding of historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.	I				P*	R		
#4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.	I				P*		R	
#5: Describe ways representations and cultural practices are means to construct or sustain cultural identities.	I				P*			R
SLOs:								
#1: Acquire terminology specific to the study of race and racism.	I	R	R	P	P			
#2: Comprehend the historical construction of race and systems of oppressions related to race.	I	R	R		P			

#3: Utilize ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.	I	R	R	P	P			
#4: Identify forces that create and sustain inequality of people of color.	I	R	R		P			
#5: Recognize how communities of color navigate racism and struggle for liberation.	I	R	R	R	P			
#6: Demonstrate knowledge in a theme of colonialism, migration and diasporas; the state, inequality and resistance; or identities and representation.	I			R	P			

c. Total number of units required for the major is a minimum of 39 units.

d. Not applicable – this program will not require more than 120-semester units

e. Not applicable – there are no formal options, concentrations, or special emphases.

f. Required courses for the major:

ETST 101 (new)	Introduction to Ethnic Studies	3 credits
ETST 301 (new)	Ethnic Studies & Society	3 credits
ETST 310 (new)	Theories and Concepts in Ethnic Studies (prereq: ETST 101 or equivalent)	3 credits
ETST 320 (new)	Ethnic Studies Methodologies (prereq: ETST 101 or equivalent and ETST 301)	3 credits
ETST 400 (new)	Senior Seminar	3 credits

g. In light of the number of courses that support the major and serve as electives, a list of elective courses that can be used to satisfy requirements for the major appears in Appendix A

h. Listed are proposed catalog descriptions for new courses that are needed to initiate the program and needed during the first two years after implementation:

ETST 101: Introduction to Ethnic Studies (3)
Introduces the field of Ethnic Studies as an interdisciplinary introduction to racial-ethnic discrimination experienced by aggrieved populations, historically and contemporarily. Topics include contact and conquest, colonialism and imperialism, racism, resistance and empowerment within a domestic context primarily.

ETST 301: Ethnic Studies and Society (3)
Examines social, political, economic and/or educational issues that bear historical and contemporary significance for racial-ethnic populations. Also considers the ways that marginalized communities lobby for, pursue or create communities that are affirming, sustaining and transformative.

ETST 310: Theories and Concepts in Ethnic Studies (3)
Surveys interdisciplinary theories and concepts that help interpret and analyze racial-ethnic (along with class, gender and sexuality) dynamics and relations, domestically and/or internationally. May include theories of intersectionality, critical race studies, settler colonialism, race and racism, postcolonial or diaspora(s). Prerequisite ETST 101

ETST 320: Critical Methodologies (3)
Introduction to social science methods for conducting research in racial-ethnic communities. Students learn ethical considerations for entering and exiting marginalized communities. Attention to various qualitative methods (i.e., focus groups, participant observation, needs assessment, field notes, interviews, and analysis of documents, texts, or archives) as a means to understand and contribute to empowering affected communities. Opportunities to implement, collect, and/or analyze data. Enrollment restricted to students with junior or senior standing. Enrollment requirement: ETST 101 and 301; Co-requisite ETST 310

ETST 400: Senior Seminar (3)
Students demonstrate mastery in theories and methods of Ethnic Studies and in one of three themes of their choice. Expectation that students integrate, synthesize and apply prior course work in the major to complete an original project that examines a social issue from their selected theme that impacts a racial-ethnic community. Enrollment requirements: Completion of all core courses for the major.

ETST 420: Special Topics in Ethnic Studies (3)
Advanced study in a specialized topic or issue of Ethnic Studies. A course description will be available before registration in the semester offered. May be repeated for credit as topics change for a total of six (6) units. Students should check the class schedule for listing of actual topics. This course will support one or more of the themes.

ETST 495: Internship: Fieldwork in Racial-Ethnic Communities (3)

Offers students an opportunity to meld academics with work or service settings. Requires students be placed in an organization that serves historically marginalized populations. Internships may be for a non-profit, government or tribal agency, grassroots organization, or private enterprise and, may be paid or unpaid.

ETST 499: Independent Study (3)
For students who wish to develop an individual research project with a professor. Number of units decided between instructor and student. Enrollment restricted to students who have obtained instructor consent.

i. Please consult Appendix B for a proposed course offering plan for ETST core courses as well as supporting courses for the first three years of program implementation.

j. Not applicable – the program is not a master's degree

k. Admissions criteria will be the same as the general Undergraduate Admissions for CSUSM.

l. Criteria for student continuation in the program is that the student remain in good academic standing and not subject to Academic Disqualification. A grade of C (2.0) or better must be received in each course taken for the B.A. degree in Ethnic Studies. At least 18 units of the required upper-division courses for the degree must be completed at CSUSM.

m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.

Transfer credit will be awarded for lower and upper-division courses taken at accredited U.S. or foreign institutions recognized by California State University San Marcos, and where content and level is equivalent to courses offered at CSUSM (taken from the ENVS p-form). Below lists proposed articulation agreements with Community Colleges "feeder schools" in the area. Mira Costa does not currently offer Ethnic Studies but has been looking to develop an Ethnic Studies program. In Southern Riverside County, Mt San Jacinto has an Ethnic Studies program pending. Southwestern is interested in developing an Ethnic Studies program in the future. With the development of these programs we can look forward to developing articulation agreements with them and the future Ethnic Studies transfer students to CSUSM they will provide.

at least 1st, transfers will need to take 101 + 301

Articulation Agreements Relevant for the B.A. in Ethnic Studies at CSUSM					
From Palomar	From San Diego Community College	From Miramar	From Mira Costa	From Southwestern	Mt. San Jacinto
MCS 200 Race, Class and Ethnic Groups in America	None	None	None	None	None
None	None	None	None	None	None

None	None	None	None	None	None
None	None	None	None	None	None
None	None	None	None	None	None

n. If there is a Lower-Division Transfer Pattern (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: http://www.calstate.edu/AcadAff/ldtp.shtml

N/A the LDTP no longer exists.

o. Advising "roadmaps" that have been developed for the major.

Roadmaps no longer used by university; per advice of Associate Dean Greenwood, CHABSS, we worked with Domenica Pearl to provide a major advising worksheet – see Appendix C

p. N/A – this program does not have accreditation requirements.

5. Need for the Proposed Degree Major Program

a. For a list of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program see Appendix D.

b. Differences between the proposed program and programs listed in Appendix D are as follows:

CSU East Bay offers a BA in Ethnic Studies with a concentration in one of the following: 1) American Indian Studies, 2) African American Studies, 3) Asian American Studies, 4) Gender and Sexualities in Communities of Color, or 5) Latin@ Studies. A potential similarity between the proposed Ethnic Studies major at CSUSM and CSU East Bay is the possibility for students to take coursework that emphasizes a singular racial-ethnic group. Differences between the two majors are that the proposed program encourages a broad comparative approach given the curriculum structuring the program. Second, the proposed program has required courses on method and theory, unlike the B.A. in Ethnic Studies at CSU East Bay.

CSU Fullerton offers a BA in Ethnic Studies with a concentration in one of the following: 1) Asian American Studies, 2) African America Studies, or 3) Chican@ Studies. A potential similarity between the proposed Ethnic Studies major at CSUSM and CSU Fullerton is the possibility for students to take coursework that emphasizes a singular racial-ethnic group. Differences between the two majors is the proposed program encourages a broad comparative approach given the themes structuring the curriculum; and, the B.A. in Ethnic Studies at CSU Fullerton

allows for 9 units of elective course work whereas the proposed CSUSM degree allows for 6 units of elective course work.

CSU Sacramento offers a BA in Ethnic Studies with a concentration in one of the following: 1) Chican@ Studies, 2) Pan African Studies, 3) Teachers in bilingual Education, 4) General Ethnic Studies, 5) Teachers in Urban Settings, 6) Native American Studies, or 7) Asian American Studies. Sacramento State's Ethnic Studies degree is similar to CSUSM's proposed degree in that students at CSUSM may elect to complete course work that concentrates on an individual racial-ethnic group or courses that allow for a comparative approach. Unlike the CSUSM required upper division courses, Sacramento State upper division requires students to take a course in each of the four ethnic groups (Asian American, Chican@ American, Native American, and Pan African). The proposed degree at CSUSM requires students to take two course within each theme: Colonialism, Migration, and Diasporas; The State, Inequality, and Resistance; Identities and Representations.

Cal Poly San Luis Obispo offers a BA in Comparative Ethnic Studies with a concentration in Comparative Ethnic Studies-General. The proposed Ethnic Studies major at CSUSM, similar to the Ethnic Studies major at Cal Poly San Luis Obispo, is a degree emphasizing a comparative perspective. Students at CSUSM may elect to complete coursework that focuses on singular racial-ethnic group or takes a comparative approach. Unlike the proposed program, there is no required theory course in the Cal Poly San Luis Obispo degree.

CSU Stanislaus offers a BA in Ethnic Studies with the following concentrations: 1) Ethnic Studies General, 2) Socio-Cultural Emphasis in Ethnic Minority Families, or 3) Socio-Political Focus on Ethnic Experiences. The proposed Ethnic Studies major at CSUSM is a degree emphasizing a comparative approach in Ethnic Studies whereas the degree program at CSU Stanislaus offers concentrations in comparative Ethnic Studies, Socio-cultural, or Socio-political. A difference is the proposed Ethnic Studies program offers students a greater variety of courses in which to meet the requirements for the major within each required theme.

Three programs in the CSU offer a concentration, ***not*** a B.A., in Ethnic Studies, which distinguishes the proposed ETST program at CSUSM: (1) CSU Bakersfield offers a BA in Sociology with a concentration in Ethnic Studies; (2) CSU Stanislaus also offers a BA in Liberal Studies with a concentration in Ethnic Studies; (3) SDSU offers a BA in Liberal Studies with a concentration in Ethnic Studies. An additional distinction is the depth and breadth of study offered by a BA in the proposed program.

In addition, we recognize that San Francisco State University through the College of Ethnic Studies offers the following BA degrees: 1) Africana Studies, 2) American Indian Studies, 3) Asian American Studies, or 4) Latin@ Studies; *however*, it *does not* offer a B.A. in Ethnic Studies which distinguishes SFSU from the proposed program at CSUSM.

Finally, of the neighboring universities, UCSD and USD offer the B.A. in Ethnic Studies. A similarity between the proposed program and UCSD's is both have a theory and a methods requirement. Differences between the programs are the core courses composing the proposed

program as well as the thematics that organize the upper-division electives. Next, two curricular similarities between the proposed program and USD is each offers an introductory and capstone courses. The proposed program differs from USD through its requirement of a theory and a methods course, themes that structure upper-division curriculum, and emphasis on breadth and depth in understanding racial-ethnic groups.

5c. Other curricula currently offered on campus that are closely related to the proposed Ethnic Studies degree program is the Native Studies minor. Students with an interest in pursuing studies in the areas of race, ethnicity, indigeneity, gender, sexuality, class, and dis/ability have sought majors in other disciplines.

5d. Conceiving and developing the Ethnic Studies major at CSUSM has had some community feedback throughout its history. Coordinators of the Ethnic Studies program over the years have participated in the San Diego Ethnic Studies Consortium, a conglomerate of faculty who teach and research in the area of Ethnic Studies and/or allied fields (i.e., Chican@ Studies, African American Studies, or Native American Studies). Members of the Consortium have been, and remain, supportive of the development of an Ethnic Studies program in North County. In fact, various Consortium members have offered to write letters of support for the development of an Ethnic Studies major at CSUSM.

5e. Discussed below are applicable workforce demand projections and other relevant data.

An Ethnic Studies degree prepares students with understanding of racial and ethnic groups' histories, experiences, epistemologies, and ontologies. The coursework for the major offers students breadth and/or depth of study given the themes structuring the major. The B.A. will prepare students for a variety of occupations where knowledge and understanding of racial and ethnic groups is essential.

The 2007 survey by the National Association of Colleges and Employers (NACE) found that most hiring managers are more interested in a job candidate's skills rather than their college major. The survey argues that skills such as communication and critical thinking (also referred to as "critical employability skills") are what employers seek in potential hires. Majoring in Ethnic Studies may not correlate to a particular occupation; instead, it encourages students to develop critical employable skills that are transferable to a variety of career paths. Marketable skills developed by students majoring in Ethnic Studies would include, but are not limited to: critical thinking and analysis, research skills, strong oral and written communication skills, cultural competency, and ability to work with diverse populations based on knowledge of racial-ethnic experiences. These skills would be beneficial in careers such as education (e.g., primary, secondary, adult or refugee/immigrant education); Diversity training in the private sector; Social Services including Counseling Health Care and Civil Service; Federal, State, Tribal & Local government and community service; City and Urban Planning; Community Development; Environmental Justice; Public Health Education and Policy; Union Organizing; Natural Resources development and technology transfer: practices, economics, and law in ethnic contexts; Media; Archival and museum studies; Non-profit agencies; Politics; or, Graduate studies or professional programs.

The knowledge and types of skills garnered from an Ethnic Studies degree positions students as employable, contributing members to society. In a report by the Georgetown University Center on Education and the Workforce, researchers examining 2010 census data found that Ethnic Studies Graduates had an unemployment rate of 5.7% (comparable to many other fields of study), and the median earnings of those with an ES degree was $48,000 (2012).

Major Field	Unemployment Percent	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
AREA ETHNIC AND CIVILIZATION STUDIES	5.7%	$34,000	$48,000	$76,000	66

Source: Georgetown University Center on Education and the Workforce based on 2010 Census data.

Projections for occupations with the most expected openings in San Diego County during 2010-2020 by the Employment Development Department indicate marketing specialists, management analysts, secondary school teachers, and lawyers to be among the occupations with the most vacancies to fill. The insights about racial-ethnic relations and experiences that students majoring in Ethnic Studies would acquire is advantageous to the aforementioned occupations, whether to develop culturally sensitive marketing campaigns or teach an ever-increasing heterogeneous student population, for instance.

Three of the top five expanding industries in the United States are fields in which an Ethnic Studies graduate might choose as a career path are education; healthcare and social assistance; federal, state, and local government (National Association of Colleges and Employers 2014). According to the 2010-2020 San Diego County Projection report, industries in educational services, healthcare, and social assistance are projected to have the third largest increase in employment with an expected 31,900 jobs in these areas in San Diego County by 2020 (Employment Development Department 2012).

The Bureau of Labor Statistics projected industry employment is distributed among occupation based on how industries are expected to use those occupations.

Occupation	Expected increase in demand
Instructional Coordinators	13%
Elementary School Teachers	13%
Middle School Teachers	12%
Social and Community Service Managers	21%
Training and Development Managers	11%
Arbitrators, Mediators, and Conciliators	11%
Urban and Regional Planners	10%
Community and Social Services	17%
Life, physical, and social sciences	11%

Source: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook

According to the National Association of Colleges and Employers 2014 report salaries for graduates earning degrees in the humanities and social sciences saw a 3.5% increase in starting salary from 2013 to 2014. This was the highest increase in the 11 reported disciplines for 2014 (NACE 2014:4).

5f. Ethnic Studies as a discipline grew out of the 1960s civil rights movement to meet society's need to better understand the experiences of diverse populations nationally. Ethnic Studies programs are important to understanding American national identity and the American national project. Through the systematic examination of the connecting forces of power and inequality that are rooted in socially constructed categories of race, ethnicity, gender, sexuality, and class, Ethnic Studies is committed to challenging models that systematically marginalize the experiences of diverse populations. The discipline is committed to developing global citizens, who are able to put into practice knowledge of race-ethnicity as a lens to interpret and analyze global relations, and to producing culturally informed students, who are positioned to help bring about equitable relations and communities. Through a systematic interdisciplinary approach students gain a deeper understanding of the variety of American racial-ethnic histories and heritages thus, preserving a legacy of knowledge vital to a just society.

6. Student Demand (CPEC "Student Demand")

a. Student Interest in Ethnic Studies

During spring 2014 a student survey was conducted to assess current student interest regarding an Ethnic Studies major. Five hundred and thirty-five (535) surveys were administered in a variety of courses in the College of Humanities, Arts, Behavioral and Social Sciences including those in Communication, Sociology, Anthropology, Women's Studies, Liberal Studies, and Literature and Writing. The survey asked students to indicate their level of support for an Ethnic Studies major at CSUSM, and their level of interest in pursuing such a major if offered. In addition to these questions, their knowledge of the availability and interest in an Ethnic Studies minor was assessed. Lastly, student interest in taking Ethnic Studies courses as part of the General Education requirement was assessed as well as student perceptions of the contribution of Ethnic Studies to the overall quality of education provided at CSUSM. Both quantitative and qualitative data was gathered. For the purposes of this document, data are reported for Questions 1, 2, 5, and 6 which address questions regarding an Ethnic Studies major (Questions 3 and 4 concerned the Ethnic Studies minor).

QUESTION 1:

	Very supportive	Somewhat supportive	Not at all supportive
Question 1: How supportive would you be of an Ethnic Studies major at CSUSM?	60%	36%	4%

In terms of Question 1, 60% of those students surveyed responded "very supportive" of an Ethnic Studies major. Of the 187 students who offered explanations for their strong support, four themes emerged from the data including the need for major diversity (24), diversification of the curriculum (17), critical analysis of racial/ethnic issues (13), and increasing cultural knowledge (133).

IMPORTANCE OF MAJOR DIVERSITY: Twenty-four (24) of those students responding stated that an Ethnic Studies major would allow interested parties to pursue this subject matter beyond a minor. Most in this category were concerned with increasing the range of choices for students whether or not they would be personally interested in pursuing an Ethnic Studies major. Sample responses in this response category include "People who want to pursue ethnic studies should have the option to go beyond a minor," "I think it is always beneficial to have a wide variety of majors offered," and "Students should be able to major in what they find interesting."

IMPORTANCE OF CURRICULUM DIVERSITY: Seventeen (17) students addressed the need to diversify the curriculum. Here, students expressed the importance of deviating from a "white-centered" curriculum, and one that empowers students by allowing them to see themselves in their coursework. Sample responses in this category include "reduces assumptions that only the dominant culture is worthy of focus," "from an ethnic background, I feel as if this kind of course could help create an awareness for those of non-ethnic background," and "because we need an education curriculum that is not white-, male-centered."

IMPORTANCE OF CRITICAL ANALYSIS OF RACIAL/ETHNIC ISSUES: Thirteen (13) students spoke to the need to make societal changes and expressed the notion that education is the first step in making such changes. Students stated that such a major would open up more conversation about racial, social, and political injustices, which in turn might lead students to become more involved in addressing social disadvantage. Sample responses include "I believe the study of racial ethnic diversity can help people become more informed and involved in the racial, social and political injustices," "To raise awareness and promote equality for all," and "It expands the knowledge to those who do not know anything about ethnic [issues]. Decreases racial profiling and racism."

IMPORTANCE OF INCREASING CULTURAL KNOWLEDGE: An overwhelming number of students (133) wrote of the importance of an Ethnic Studies major to increasing cultural knowledge of one's own and other racial/ethnic groups. Students expressed that this is a crucial goal in a multicultural society and that increasing cultural knowledge is imperative to improving cultural understanding, developing tolerance/open-mindedness and respect for others, improving intercultural communication and relations, increasing knowledge of the benefits of diversity, as well as for acquiring important knowledge and skills for business and careers. Sample responses include: "I believe that a critical study of racial ethnic people would help many people understand society and accept ethnic people," "I think it's important to have these kinds of studies for people to be well-rounded and cultured," "Crucial for today's society," "It's important to understand the differences in races or I could say ethnicities of other

people in order to communicate with one another more effectively," "It's good to see different points of view in the world," "It is important to promote diverse education to our diverse student population," "I think it is something that is necessary for everyone to be given a chance to learn about racial differences, diversity, and social justice because it is all present in everyday life and in each career," and "It's important for companies, businesses and life."

QUESTION 2:

	Very interested	Somewhat interested	Not at all interested
Question 2: If offered, how interested would you be in pursuing a major in Ethnic Studies?	11%	42%	47%

In response to Question 2 a little over half of students (286) surveyed indicated that they would be strongly (60) or somewhat interested (226) in declaring an Ethnic Studies major, if one were offered. The reasons they gave for doing so mirrored those offered in responses given in Question 1 thus will not be repeated here.

The data from those students who indicated no interest (249) are interesting in terms of the reasons provided. While most simply indicate "no interest" or "already have a major" as explanations for their lack of interest, a significant minority seemed puzzled by career opportunities for such a major. This suggests the need for more elaboration on the connection of an Ethnic Studies major to potential career paths as a strategy for creating more interest in the major. Yet, as will be discussed in the next question, students recognize the relevance of Ethnic Studies curriculum to the workplace.

QUESTION 5:

	Very interested	Somewhat interested	Not interested at all
Question 5: If you are not interested in pursuing an Ethnic Studies Major or Minor, how interested would you be in taking Ethnic Studies general education courses?	43%	43%	12%

Eighty-six percent of those surveyed expressed interest in having Ethnic Studies GE courses, evenly divided between strong and some interest. Less than half of those surveyed (N= 204) provided further explanation for their quantitative responses.

Of those who provided qualitative remarks for "very interested" or "somewhat interested" responses (N =200), five themes emerged which address a variety of student benefit from having Ethnic Studies GE courses including: **global/local citizenry, workplace benefit, personal benefit, social benefit, and academic benefit**. Below examples of each theme are provided from student responses.

1. Global/local citizenry: Responses in this theme addressed the relevance of Ethnic Studies to a global and local community, for example, "I think the U.S. and world at large

is "shrinking" socially (becoming more interconnected) and it is important to learn about other cultures and world societies," and "To include the topics in my education would provide me foundational and holistic knowledge of the world around me."

2. Workplace benefit: Comments in this theme were related to the relevance of Ethnic Studies GE courses to future careers, for example, "Students from various areas have different experiences and learning about the experiences of others would enhance productivity in the workplace," "To understand better my future students' background," and "It is interesting and the information could apply to many different jobs."

3. Personal benefit: Responses in this theme addressed personal relevance of Ethnic Studies GE courses for students, for example, "Ethnic studies empowers students and creates a sense of identity and where they came from," "It's not a field I want to pursue. But general ed courses should be offered. Ethnic Studies is as important as taking human anatomy. We should have the option," and "I feel that it is not until now that I have been exposed to learning about my community. I really like it."

4. Social benefit: Responses in this theme connected to student perceptions of how Ethnic Studies GE courses would broaden their sense of social inequality, for example, "Opens people's eyes to equality and the hardship people of different races go through," and "Ethnic studies would be a great option for general ed. That way students can be educated in how to be aware and sensitive to issues in the community."

5. Academic benefit: Responses in this theme highlighted the intellectual benefit of Ethnic Studies GE courses, for example, "Because we need a more inclusive conversation," "GE courses are not that exciting. Variety," "It would give me the opportunity to have a more educated discourse about ethnicity and race," and "My interests also include analyzing and discussing topics concerning ethnic people in the US."

Of those who responded "not interested at all" and who provided qualitative explanation (N = 25), students basically responded that they were not interested in the subject matter, were more interested in courses related to their major, or thought it would prolong graduation. One student responded that they thought that Ethnic Studies should be more of a focus and not simply a GE course.

QUESTION 6:

	Very important	Somewhat important	Somewhat unimportant	Very unimportant
Question 6: How important do you think an Ethnic Studies major is to the quality of education provided at CSUSM?	48%	41%	8%	3%

Of those surveyed, 89% stated that an Ethnic Studies major is either very or somewhat important to the quality of education provided at CSUSM. Only a small number of students provided qualitative elaboration for this question (less than 10%). Although elaborations were limited, some provided intriguing insight into student perspectives on how Ethnic Studies and a quality education are connected.

In the responses, the term "diversity" was thematically repeated. Of those who responded, they expressed a fair amount of clarity about the value and potential impact of courses and majors that address issues related to diversity. Examples include:

- "I think it is important because many people are blind to the issues other students of color may be experiencing today and not just in the past. Knowledge can lead others to make a difference."
- "Diversity and intellect allows for discussion and progress."
- "With fraternity and sorority incidents going on about race and gender, this campus needs knowledge on studies of culture."
- "A diversity of majors would be beneficial to our campus in terms of attracting more students."
- "Helps diversify, gives academic representation to minority groups."
- "To raise awareness and promote civility, tolerance, equality, social justice, and diversity."
- "The more we're informed about diversity and racism, the less hate there will be."
- "Where we live, Southern California, there is a major home base for many different racial groups."
- "Diversity is positive. This could allow for more students to understand/explore the subject."

In summary, students surveyed are overwhelmingly supportive of an Ethnic Studies major and about 10% indicate that they themselves would become a major if one were offered. The majority of the over 500 students surveyed asserted that a major in Ethnic Studies is vital to the campus community for a wide variety of reasons, including benefits to intellectual, career, analytical, and social skills. Moreover, the reasons that students provide for their support are clearly in conversation with both campus and college strategic priorities. Student responses clearly demonstrate their support of and allegiance to the principles outlined in the campus Strategic Priority 1: Academic Excellence, Strategic Priority 3: Campus Climate and Strategic Priority 5: Educational Equity as they link curriculum diversification to issues of equity, excellence, and climate. Student responses also quite clearly support and elaborate on CHABSS Strategic Goal 1 (advance a transformative learning environment for all students), Goal 3 (prioritize ethics, personal and social responsibility, and social justice in the classroom, in the curriculum and in student culture), and Goal 4 (enact a broadly defined culture of diversity and global engagement in values and actions), articulating understanding of the links among a diverse curriculum and transformative learning environments, civil campus climates, and socially responsive campuses. The data lead us to conclude that students see Ethnic Studies as a viable and desirable major option that should be instituted.

National Demand for Ethnic Studies

Another way of considering potential student demand for an Ethnic Studies major is to contemplate national demand survey data. Based on the 2009 American Community Survey, researchers at Georgetown University published a report on 171 majors in the U. S. that examined, in part, the popularity of those majors. Among 171 majors, Ethnic Studies rates 66th in terms of popularity. The report notes that graduates with a degree in Ethnic Studies or related field are like to acquire jobs in education, management, office work, sales, and the arts (p. 43). Industries that are likely to absorb Ethnic Studies majors include education, professional services, finance, retail, and health services (p. 43). Median income for Ethnic Studies majors is $45,000 annually, surpassing the median earnings for other liberal arts majors such as anthropology, linguistics, intercultural and international studies, and theology (p. 133).[1]

b. Issues of access considered when planning this program.

This program is designed to run as a state supported program to be offered to CSUSM undergraduates.

c. N/A – the proposed program is not a master's degree proposal

d. Professional uses of the proposed degree program.

- Three of the top five expanding industries in the United States are fields in which an Ethnic Studies graduate might pursue a career; these include:
  - Education
  - Healthcare and Social Assistance
  - Federal, state, and local government (National Association of Colleges and Employers 2014).

- Similarly, the 2010-2020 San Diego County Projection report indicates that industries in educational services, healthcare, and social assistance are projected to have the third largest increase in employment with an expected 31,900 jobs in these areas in San Diego County by 2020 (Employment Development Department 2012).

e. Following the placement of the Ethnic Studies minor on the UAMP in March 2008, the number of minors ranges from 10-18; during the last two years, the program averages 11 minors (AY 2011/2012 through AY 2013-2014). At this writing, Ethnic Studies has 16 minors.

[1] Carnevale, A. P., Strohl, J., & Melton, M. (2010). What's it worth?: The economic value of college. Center on Education and the Workforce: Georgetown University. https://georgetown.app.box.com/s/5bgczqc0nefsx68bj4u4 *Wall Street Journal.* (July 20, 2014). From college major to career. http://graphicsweb.wsj.com/documents/NILF1111/#term=

Given this historical consistency, it is reasonable to expect that student interest will increase as students who are pursuing Ethnic Studies majors on campuses in our region find reason to attend our campus, transfer from multicultural studies programs at feeder community colleges, and as our demographics continue to change to include more racial ethnic diversity, thus increasing public interest. As a Hispanic and Asian Pacific Islander serving institution, we can reasonably expect to see our ethnic population to continue to grow. Furthermore, 10% of the 500+ students surveyed (50) indicated a strong interest in becoming an Ethnic Studies major if one were available. Thus, we expect it reasonable to assume that an Ethnic Studies major, while not anticipated to become a large program, should become a robust small to moderate level major similar to other CHASBSS programs such as Anthropology (64 majors), Global Studies (69 majors), Women Studies (36 majors), and Philosophy (11 minors/no majors) (data provided by the Dean's office, August 2014).

Local data seems to support our assumptions of slow but steady growth. For example, historical data provided by the Ethnic Studies department at the University of San Diego for majors in Years 1, 3, and 5 of their Ethnic Studies department show slow but consistent growth:

TOTAL	2003	2004	2005	2006	2007	2008
Majors	-	7	20	10	10	17
Minors	-	10	8	13	10	6

In addition to data from USD, we reviewed CSU wide analytic data for comparison purposes. However, projecting expected growth of the Ethnic Studies major at CSUSM on that data is difficult due to reporting methodologies in the CSU wide statistics. That report aggregates data for Gender/Ethnic/Women's Studies and accounts for particular areas (i.e., African-American Studies, Asian/Asian-American Studies, Mexican American/Chicano Studies, etc).

We did, however, obtain programmatic growth from Colorado State University. The department of Ethnic Studies offers a B.A. and a minor in Ethnic Studies. The curriculum of that program maintains a few parallels to the proposed program here at CSUSM (e.g., introductory course, theory course, and a capstone as well as an emphasis on curricular breadth and depth). Historical data below indicates consistent and robust growth of the major. In particular, the department chair explained the growth from year one to year two in three ways: students minoring in Ethnic Studies became majors, students majoring in Liberal Studies with a concentration in Ethnic Studies switched their major to Ethnic Studies, and academic advisor(s).

TOTAL	S 2009*	S 2010	F 2011	F 2012	F 2013	F 2014
Majors	5	31	43	41	35	42

7. Existing Support Resources for the Proposed Degree Major Program

a. Faculty who would teach in the program, along with their rank, appointment status, highest degree earned, date and field of highest degree, professional experience,

affiliations with other campus programs, and faculty publications are provided in Appendix E.

b. Space and facilities that would be used in support of the proposed program: Lecture (i.e., classroom) space to support ETST courses will be needed. With five new courses proposed we anticipate that initially four ETST courses will need to be on the schedule each semester. In addition, one office is needed for the requested first faculty hire. And, we foresee the hiring a second tenure line jointly appointed faculty in the future, which requires an additional office.

c. Attached is a report from Dean Fabbi, whose report "reviews the current capacity and describes probable needs of the CSUSM library to support" the ETST program. Consult Appendix F

d. Attached is a report from Interim Dean Ward, Instructional and Information Technology Services (IITS), that addresses information technology and academic computing resources available to support the program. Consult Appendix G

8. Additional Support Resources Required

a. We anticipate the need to hire lecturer(s) and a dedicated, tenure-track faculty in the first two years of the program. In order to launch the program, lecturers will play a pivotal role in curricular delivery of lower- and upper-division courses. Lecturer(s) hired would preferably hold a Ph.D. in Ethnic Studies or related discipline and have experience teaching ethnic studies curriculum. During the first year, a tenure-track faculty search would also commence with the goal of a dedicated ETST faculty beginning in year two. The faculty holds a Ph.D. in the field of Ethnic Studies or related discipline, delivers core curriculum, and develops new ETST electives. S/he would deliver core requirements and develop course(s) that serve at least two of the three themes structuring the major. Next, a half-time (.5) senior faculty member (chosen from among ETST affiliates) is needed to serve as Program Director. To serve in such capacity, s/he would require one course release per semester for program administration, development, and outreach. Finally, although the program currently as staff support (i.e., 5% of 1.0 staff), we anticipate an increase in the percentage.

Looking five years ahead in the program, a second faculty hire would be jointly appointed in Ethnic Studies and another unit. The teaching load would be evenly divided between the two units; scholarship and service responsibilities would be assigned primarily to Ethnic Studies.

- $26,655.00 per year to hire a lecturer and/or offer course buy-outs to existing ETST affiliates (Year 1)
- $47,979.00 per year to hire two lecturers and/or offer course buy-outs to existing ETST affiliates (Years 2 & 3)
- $95,888.00 (approx.) to hire tenure-track ETST faculty (Year 2)

- $47,944.00 (approx.) to hire tenure-track jointly appointed faculty (Year 5)
- $10,662.00 per year for course buy-outs for Program Director

The healthy range of supporting courses already developed throughout the College will enable us to immediately offer curriculum supporting the three themes of the major.

b. There is no additional lecture or laboratory space required to initiate or sustain the program beyond what is currently available across campus. The program would benefit by having a conference room or lounge area that would cultivate community among and between faculty and students and/or serve as a meeting place for the Program Director, ETST faculty, students and/or faculty affiliates.

c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

See Appendix F for Library Report

d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

See Appendix G for IITS Report

9. Additional CSUSM New Program Requirements

Below is a list of all pre-requisites and/or required preparatory courses for the major, and the year in a four-year sequence they would be taken. Also, please consult Appendix B, which identifies required and elective courses, and the semester and year in the sequence. No ETST course or elective courses have course based fees.

Course Title	Units of Credit	Year Taken	Outside major dept?
Introduction to Ethnic Studies (ETST 101)	3	Fall of 1st year	No
Ethnic Studies and Society (ETST 301)	3	Spr 1st year	No

Appendix A

Question 4.g. **Elective Courses for the Ethnic Studies Major**

Course number	Course Title	Units
ETST 420 (new)	Special Topics in Ethnic Studies	3
ETST 495 (new)	Internship: Fieldwork in Racial-Ethnic Communities	3
ETST 499 (new)	Independent Study	3
ANTH 200	Cultural Anthropology	3
ANTH 301	Culture and Medicine: Healers and Healing Practices	3
ANTH 325	Ancient Mexican Society and Art	3
BRS 300	Borders and Regions: Interdisciplinary Perspectives	3
BRS 430	Immigration and Education	3
COMM 330	Intercultural Communication	3
COMM 410	Asian Americans and the Media	3
COMM 430	Power, Discourse and Social Identity	3
COMM 454	Communicating Whiteness	3
COMM 455	Television and Culture	3
COMM 485	Chicana/o-Latina/os in Film and T.V.	3
DNCE 323	Women in Performance: Choreographies of Resistance	3
EDUC 364	The Role of Cultural Diversity in Schooling	3
HIST 334	Foundations of the African-American Experience	3
HIST 335	The African American Struggle for Equality	3
HIST 337	American Indian Response to White Expansion	3
HIST 338A	Modern U.S. Indian Policy	3
HIST 338B	Native Communities in Southern California from Colonization to the 20th Century	3
HIST 345	The Immigrant Experience	3
HIST 346	Development of the American Frontier	3
HIST 347	California History	3
HIST 350	Chicana/o Experience in the Borderlands	3
HIST 371	Modern African History	3
HIST 374	Africa Under European Imperialism 1880-1975	3
HIST 375	African Nationalism and Independence	3
HIST 381	Comparative French Colonialism: From the Caribbean to Indochina	3
HIST 382	Travel and Contact in the Early Modern World	3
HIST 383	Women and Jewish History	3
ID 340	Diversity and Discrimination in the U.S.	3
LBST 375	Urban Change and Ethnicity	3
LING 305	Languages in Contact	3
LING 341	Language Issues in the United States	3
LING 355	Heritage Languages and Heritage Speakers	3
LING 371	Language and Culture	3
LING 451	Bilingualism	3
LTWR 345	Native American Literatures	3
LTWR 334D	Native American Cinema	3

LTWR 410	Global Literature I	3
LTWR 420	Global Literature II	3
LTWR 450	Comparative American Ethnic Literature	3
MLAN 331	World Languages and Their Speakers	3
MUSC 421	Survey of World Music I	3
MUSC 423	Music of the African Diaspora	3
MUSC 425	Latin American Music & Society	3
MUSC 427	Music and Culture in the United States	3
PSCI 305	Race, Ethnicity, Power and Politics in the U.S.	3
PSCI 337	African Politics	3
PSCI 341	Latin American Politics Through Film	3
PSCI 348	Government and Politics of a Selected Nation-State	3
PSCI 361	U.S.- Latin American Relations	3
PSYC 341	Multicultural Perspectives in Psychology	3
SOC 311	Inequality	4
SOC 313	Race/Ethnic Relations	4
SOC 322	Youth Gangs	4
SOC 339	Social Inequality and Civil Rights	4
SOC 349	Asian American/Pacific Islander Communities	3
SOC 373	Race Gender and Work	4
SOC 375	Race and Identity	3
SOC 442	Analysis of the Justice System and Criminal Law	4
SOC 449	Comparative Analysis of Criminal Justice Systems	4
SOC 463	Seminar in White Privilege	2
SOC 465	Critical Race Theory	2
SOC 467	Media, Race and Representations	3
SOC 469	Colonial and Post-Colonial Theory	2
SPAN 350B	Spanish American Civilization	3
TA 323	Power and Popular Culture	3
TA 325	Latino/Chicano Theatre in the United States	3
TA 410	Contemporary American Theatre	3
TA 421	Viva el Teatro	3
VPA 311	Arts of World Cultures	3
VSAR 323	Chicano Art in the Border Region	3
WMST 301	Gender, Race, and Class in Contemporary Societies	3
WMST 303	Education, Gender, and Race	3

Appendix B

Question 4.i. Course offerings in first three-years of the ethnic studies B. A.

Delivery of ETST courses during year one of the program relies upon lecturers and assumes approval of and search underway to conduct a tenure-track faculty hire. In years two and three, course delivery would involve both lecturers and a TT hire. Also, TT faculty assignment in year two assumes one course release each semester during the first year for a new faculty.

Note: Number of sections listed below in parenthesis for supporting courses is based on reviewing course offering data for four semesters beginning fall 2012 through spring 2014.

1st Year, Fall Semester			**1st Year, Spring Semester**	
Course (approx. # of sections)	*Instructor*		*Course*(approx. # of sections)	*Instructor*
ETST 101	Lecturer		ETST 101	Lecturer
ETST 101	Lecturer		ETST 101	Lecturer
ETST 301	Lecturer		ETST 301	Lecturer
ANTH 200 (9-10)	ANTH faculty		ANTH 200 (7-8)	ANTH faculty
ANTH 301 (7-10)	ANTH faculty		ANTH 301 (6-8)	ANTH faculty
ANTH 325 (1)	ANTH faculty		COMM 330 (3)	COMM faculty
BRS 300 (2)			COMM 430 (1)	COMM faculty
COMM 330 (3)	COMM faculty		COMM 440 (1)	COMM faculty
COMM 430 (1)	COMM faculty		COMM 455 (1)	COMM faculty
COMM 454 (1)	COMM faculty		DNCE 323 (3) (offering varies)	VPA/Dance faculty
COMM 455 (1)	COMM faculty		HIST 335 (1)	HIST faculty
COMM 460 (1)	COMM faculty		HIST 345 (1)	HIST faculty
DNCE 323 (3) (offering varies)	VPA/Dance faculty		HIST 347 (4)	HIST faculty
HIST 334 (1)	HIST faculty		HIST 350 (1)	HIST faculty
HIST 346 (1)	HIST faculty		HIST 355 (3)	HIST faculty
HIST 347 (3)	HIST faculty		HIST 356 (3) (offering varies)	HIST faculty
HIST 352 (3)	HIST faculty		HIST 362 (3) (offering varies)	HIST faculty
HIST 356 (3) (offering varies)	HIST faculty		HIST 381 (1)	HIST faculty

HIST 362 (3) (offering varies)	HIST faculty		HIST 383 (1)	HIST faculty
ID 340 (3-4)	ID faculty		ID 340 (4-5)	ID faculty
LTWR 410 (1) (offering varies)	LTWR faculty		LTWR 420 (1) (offering varies)	LTWR faculty
MUSC 421 (1)	MUSC faculty		LING 341 (1)	LING faculty
MUSC 423 (1)	MUSC faculty		LING 371 (1)	LING faculty
MUSC 427 (1)	MUSC faculty		MUSC 421 (1)	MUSC faculty
PSCI 305 (1)	PSCI faculty		MUSC 423 (1)	MUSC faculty
PSCI 337 (1)	PSCI faculty		MUSC 427 (1)	MUSC faculty
PSCI 338 (3) (offering varies)	PSCI faculty		PSCI 338 (3) (offering varies)	PSCI faculty
SOC 313 (1)	SOC faculty		PSCI 341 (1)	PSCI faculty
SOC 322 (1)	SOC faculty		SOC 313 (1-2)	SOC faculty
SOC 375 (1)	SOC faculty		SOC 322 (1)	SOC faculty
SOC 442 (3-4)	SOC faculty		SOC 375 (1)	SOC faculty
SOC 449 (1)	SOC faculty		SOC 442 (3-4)	SOC faculty
SOC 465 (1)	SOC faculty		SOC 449 (1)	SOC faculty
SPAN 350B (1)	SPAN faculty		SPAN 350B (1)	SPAN faculty
TA 323 (1)	TA faculty		TA 323 (1)	TA faculty
TA 325 (1)	TA faculty		TA 410 (1)	TA faculty
TA 421 (1)	TA faculty		VSAR 323 (1)	VSAR faculty
VPA 311 (1)	VPA faculty		WMST 301 (4-5)	WMST faculty
VSAR 323 (1)	VSAR faculty		WMST 303 (1)	WMST faculty
WMST 301 (4-5)	WMST faculty			
WMST 303 (1)	WMST faculty			
2nd Year, Fall Semester			**2nd Year, Spring Semester**	
ETST 101	Lecturer		ETST 101	Lecturer
ETST 101	Lecturer		ETST 101	Lecturer
ETST 301	Lecturer		ETST 301	Lecturer
ETST 310	Faculty Hire #1		ETST 310 or 320	Faculty Hire #1
ETST 320	Faculty Hire #1		ETST 400	Faculty Hire #1
ANTH 200 (9-10)	ANTH 200 (9-10)		ANTH 200 (7-8)	ANTH faculty
ANTH 301 (7-10)	ANTH 301 (7-10)		ANTH 301 (6-8)	ANTH faculty

ANTH 325 (1)	ANTH 325 (1)		COMM 330 (3)	COMM faculty
BRS 300 (2)	BRS 300 (2)		COMM 430 (1)	COMM faculty
COMM 330 (3)	COMM 330 (3)		COMM 440 (1)	COMM faculty
COMM 430 (1)	COMM 430 (1)		COMM 455 (1)	COMM faculty
COMM 454 (1)	COMM 454 (1)		DNCE 323 (3) (offering varies)	VPA/Dance faculty
COMM 455 (1)	COMM 455 (1)		HIST 335 (1)	HIST faculty
COMM 460 (1)	COMM 460 (1)		HIST 345 (1)	HIST faculty
DNCE 323 (3) (offering varies)	DNCE 323 (3) (offering varies)		HIST 347 (4)	HIST faculty
HIST 334 (1)	HIST 334 (1)		HIST 350 (1)	HIST faculty
HIST 346 (1)	HIST 346 (1)		HIST 355 (3)	HIST faculty
HIST 347 (3)	HIST 347 (3)		HIST 356 (3) (offering varies)	HIST faculty
HIST 352 (3)	HIST 352 (3)		HIST 362 (3) (offering varies)	HIST faculty
HIST 356 (3) (offering varies)	HIST 356 (3) (offering varies)		HIST 381 (1)	HIST faculty
HIST 362 (3) (offering varies)	HIST 362 (3) (offering varies)		HIST 383 (1)	HIST faculty
ID 340 (3-4)	ID 340 (3-4)		ID 340 (4-5)	ID faculty
LTWR 410 (1) (offering varies)	LTWR 410 (1) (offering varies)		LTWR 420 (1) (offering varies)	LTWR faculty
MUSC 421 (1)	MUSC 421 (1)		LING 341 (1)	LING faculty
MUSC 423 (1)	MUSC 423 (1)		LING 371 (1)	LING faculty
MUSC 427 (1)	MUSC 427 (1)		MUSC 421 (1)	MUSC faculty
PSCI 305 (1)	PSCI 305 (1)		MUSC 423 (1)	MUSC faculty
PSCI 337 (1)	PSCI 337 (1)		MUSC 427 (1)	MUSC faculty
PSCI 338 (3) (offering varies)	PSCI 338 (3) (offering varies)		PSCI 338 (3) (offering varies)	PSCI faculty
SOC 313 (1)	SOC 313 (1)		PSCI 341 (1)	PSCI faculty
SOC 322 (1)	SOC 322 (1)		SOC 313 (1-2)	SOC faculty
SOC 375 (1)	SOC 375 (1)		SOC 322 (1)	SOC faculty
SOC 442 (3-4)	SOC 442 (3-4)		SOC 375 (1)	SOC faculty
SOC 449 (1)	SOC 449 (1)		SOC 442 (3-4)	SOC faculty
SOC 465 (1)	SOC 465 (1)		SOC 449 (1)	SOC faculty

SPAN 350B (1)	SPAN 350B (1)		SPAN 350B (1)	SPAN faculty
TA 323 (1)	TA 323 (1)		TA 323 (1)	TA faculty
TA 325 (1)	TA 325 (1)		TA 410 (1)	TA faculty
3rd Year, Fall Semester			**3rd Year, Spring Semester**	
ETST 101	Lecturer		ETST 101	Lecturer
ETST 101	Lecturer		ETST 101	Lecturer
ETST 301	Faculty Hire #1		ETST 301	Faculty Hire #1
ETST 310	Faculty Hire #1		ETST 310 or 320	Faculty Hire #1
ETST 320	Faculty Hire #1		ETST 400	Faculty Hire #1
			ANTH 200 (7-8)	ANTH faculty
ANTH 200 (9-10)	ANTH 200 (9-10)		ANTH 301 (6-8)	ANTH faculty
ANTH 301 (7-10)	ANTH 301 (7-10)		COMM 330 (3)	COMM faculty
ANTH 325 (1)	ANTH 325 (1)		COMM 430 (1)	COMM faculty
BRS 300 (2)	BRS 300 (2)		COMM 440 (1)	COMM faculty
COMM 330 (3)	COMM 330 (3)		COMM 455 (1)	COMM faculty
COMM 430 (1)	COMM 430 (1)		DNCE 323 (3) (offering varies)	VPA/Dance faculty
COMM 454 (1)	COMM 454 (1)		HIST 335 (1)	HIST faculty
COMM 455 (1)	COMM 455 (1)		HIST 345 (1)	HIST faculty
COMM 460 (1)	COMM 460 (1)		HIST 347 (4)	HIST faculty
DNCE 323 (3) (offering varies)	DNCE 323 (3) (offering varies)		HIST 350 (1)	HIST faculty
HIST 334 (1)	HIST 334 (1)		HIST 355 (3)	HIST faculty
HIST 346 (1)	HIST 346 (1)		HIST 356 (3) (offering varies)	HIST faculty
HIST 347 (3)	HIST 347 (3)		HIST 362 (3) (offering varies)	HIST faculty
HIST 352 (3)	HIST 352 (3)		HIST 381 (1)	HIST faculty
HIST 356 (3) (offering varies)	HIST 356 (3) (offering varies)		HIST 383 (1)	HIST faculty
HIST 362 (3) (offering varies)	HIST 362 (3) (offering varies)		ID 340 (4-5)	ID faculty
ID 340 (3-4)	ID 340 (3-4)		LTWR 210 (1) (offering varies)	LTWR faculty
LTWR 410 (1) (offering varies)	LTWR 410 (1) (offering varies)		LTWR 420 (1) (offering varies)	LTWR faculty
MUSC 421 (1)	MUSC 421 (1)		LING 341 (1)	LING faculty
MUSC 423 (1)	MUSC 423 (1)		LING 371 (1)	LING faculty

MUSC 427 (1)	MUSC 427 (1)		MUSC 421 (1)	MUSC faculty
PSCI 305 (1)	PSCI 305 (1)		MUSC 423 (1)	MUSC faculty
PSCI 337 (1)	PSCI 337 (1)		MUSC 427 (1)	MUSC faculty
PSCI 338 (3) (offering varies)	PSCI 338 (3) (offering varies)		PSCI 338 (3) (offering varies)	PSCI faculty
SOC 313 (1)	SOC 313 (1)		PSCI 341 (1)	PSCI faculty
SOC 322 (1)	SOC 322 (1)		SOC 313 (1-2)	SOC faculty
SOC 375 (1)	SOC 375 (1)		SOC 322 (1)	SOC faculty
SOC 442 (3-4)	SOC 442 (3-4)		SOC 375 (1)	SOC faculty
SOC 449 (1)	SOC 449 (1)		SOC 442 (3-4)	SOC faculty
SOC 465 (1)	SOC 465 (1)		SOC 449 (1)	SOC faculty
SPAN 350B (1)	SPAN 350B (1)		SPAN 350B (1)	SPAN faculty
TA 323 (1)	TA 323 (1)		TA 323 (1)	TA faculty
TA 325 (1)	TA 325 (1)		TA 410 (1)	TA faculty
TA 421 (1)	TA 421 (1)		VSAR 323 (1)	VSAR faculty
VPA 311 (1)	VPA 311 (1)		TA 323 (1)	TA faculty
VSAR 323 (1)	VSAR 323 (1)		TA 410 (1)	TA faculty
WMST 301 (4-5)	WMST 301 (4-5)		VSAR 323 (1)	VSAR faculty
WMST 303 (1)	WMST 303 (1)			

Appendix C -- Question 4. o. -- Advising worksheet for the major. NOTE: as a separate document, the worksheet would be double sided (in this document margins distort making the worksheet longer than what it is as a stand alone worksheet)

CATALOG YEARS: 2016/2017 **TOTAL UNITS REQUIRED = 120**

Ethnic Studies Major

Student Name: _____ **ID#**_____ **Grad Term:** _____

This worksheet is intended for supplemental use only. The University will use your Academic Requirements Report (ARR) to track all of your graduation requirements, including those for your major. Please continue to check your ARR for accuracy. If your ARR requires a correction, please submit an ARR Correction Form.

- All non-articulated courses MUST be reviewed and approved by a faculty advisor.
- All courses used for the major must be completed with a grade of C (2.0) or higher.
- A minimum of eighteen (18) of upper-division units must be completed at CSUSM.
- No more than three (3) units of independent study and/or internship may be applied toward the major.

LOWER-DIVISION COURSEWORK (3 UNITS)

Students must complete ETST 101 or its equivalent in advance of enrolling in the upper-division core courses.

Course	Title	Units	Grade	Sem	Equivalent	Institution	Need	IP	Met
ETST 101	Introduction to Ethnic Studies	3							

UPPER-DIVISION CORE COURSEWORK (12 UNITS)

Students are encouraged to complete the upper-division core courses, with the exception of ETST 400, prior to registering for courses supporting the three themes.

Course	Title	Units	Grade	Sem	Equivalent	Institution	Need	IP	Met
ETST 301	Ethnic Studies and Society	3							
ETST 310	Theories & Concepts in Ethnic Studies	3							
ETST 320	Ethnic Studies Methodologies	3							
ETST 400	Senior Seminar	3							

UPPER-DIVISION THEMED COURSEWORK (18-20 UNITS)

Complete a minimum of six (6) units in each of the following themes. Additional courses may be approved for the Themed Coursework. Please see Ethnic Studies Faculty for Course Approvals. **Some courses may support one or more theme. In such cases, the course may only fulfill one theme.

A. COLONIALISM, MIGRATION AND DIASPORAS (6 UNITS)

Select a minimum of six (6) units from the following:

- BRS 300 Borders & Regions: Interdisciplinary Perspectives
- HIST 334 Foundations of the African-American Experience
- HIST 337 American Indian Response to White Expansion
- HIST 345 The Immigrant Experience
- HIST 346 Development of the American Frontier
- HIST 347 California History
- HIST 350 Chicana/o Experience in the Borderlands
- HIST 371** Modern African History
- HIST 374 Africa Under European Imperialism 1880-1975
- HIST 375** African Nationalism and Independence
- HIST 381 Comparative French Colonialism: Caribbean to Indochina
- HIST 382 Travel and Contact in the Early Modern World
- HIST 383 Women and Jewish History
- LBST 375** Urban Change and Ethnicity
- LTWR 345 Native American Literatures
- LTWR 410** Global Literature I
- LTWR 420** Global Literature II
- MUSC 423 Andean Music and Culture
- MUSC 425 Latin American Music and Society
- PSCI 337 African Politics
- SOC 349 Asian American/Pacific Islander Communities
- SOC 469 (2 UNITS) Colonial and Post-Colonial Theory

Course/Title	Units	Grade	Sem	Equivalent	Institution	Need	IP	Met
	3							
	3							

B. THE STATE, INEQUALITY AND RESISTANCE (6-8 UNITS)

Select a minimum of six (6) units from the following:

• BRS 430	Immigration and Education	• PSCI 348	Government and Politics of a Selected Nation-State
• COMM 330	Intercultural Communication	• PSCI 361	U.S. –Latin American Relations
• COMM 430	Power, Discourse and Social Identity	• PSYC 341	Multicultural Perspectives in Psychology
• COMM 454	Communicating Whiteness	• SOC 313	Race/Ethnic Relations
• EDUC 364	The Role of Cultural Diversity in Schooling	• SOC 322**	Youth Gangs
• HIST 335	The African American Struggle for Equality	• SOC 339	Social Inequality and Civil Rights
• HIST 338A	Modern U.S. Indian Policy	• SOC 373	Race, Gender and Work
• HIST 352	Mexico, Past and Present	• SOC 442	Analysis of the Justice System and Criminal Law
• HIST 371**	Modern African History	• SOC 449	Comparative Analysis of Criminal Justice Systems
• HIST 375**	African Nationalism and Independence	• SOC 463	Seminar in White Privilege
• ID 340	Diversity & Discrimination in the U.S.	• SOC 465	Critical Race Theory
• LBST 375**	Urban Change and Ethnicity	• TA 325**	Latino/Chicano Theatre in the United States
• LING 341	Language Issues in the United States	• TA 410	Contemporary American Theater
• PSCI 305	Race, Ethnicity, Power and Politics in the U.S.	• WMST 301	Gender, Race, and Class in Contemporary Societies
• PSCI 338	Government & Politics of Selected Latin American Nation-State(s)		
• PSCI 341	Latin American Politics Through Film	• WMST 303	Education, Gender, and Race

Course/Title	Units	Grade	Sem	Equivalent	Institution	Need	IP	Met
	2-4							
	2-4							
	2-4							

C. IDENTITIES AND REPRESENTATION (6 UNITS)

Select a minimum of six (6) units from the following:

• ANTH 301	Culture & Medicine: Healers & Healing Practices	• LTWR 420**	Global Literature II
• ANTH 325	Ancient Mexican Society & Art	• LTWR 450	Comparative American Ethnic Literature
• COMM 410	Asian Americans and the Media	• MLAN 331	World Languages and Their Speakers
• COMM 455	Television and Culture	• MUSC 421	Survey of World Music I
• COMM 485	Chicana/o Latina/os in Film & TV	• MUSC 427	Music and Culture in the United States
• DANCE 323/WMST 323	Women in Performance: Choreographies of Resistance		
• HIST 355	Women in Latin America	• SOC 322**	Youth Gangs
• HIST 356	Culture and Identity in Latin America	• SOC 375	Race and Identity
• HIST 362	China and the West	• SOC 467	Media, Race and Representations
• LING 305	Languages in Contact	• SPAN 350B	Spanish American Civilization
• LING 345	Heritage Languages and Heritage Speakers	• TA 323**	Power and Popular Culture

- LING 371 Language and Culture
- LING 451 Bilingualism
- LTWR 334D Native American Cinema
- LTWR 410** Global Literature I
- TA 325 Latino/Chicano Theatre in the U.S.
- TA 421 Viva el Teatro
- VPA 311 Arts of World Cultures
- VSAR 323 Chicano Art in the Border Region

Course/Title	Units	Grade	Sem	Equivalent	Institution	Need	IP	Met
	3							
	3							

UPPER-DIVISION ELECTIVES (6 UNITS)

Select a minimum of six (6) units of additional upper-division courses from the above themes that have not already been used. Students may also elect to complete and internship or independent study course.

Course/Title	Units	Grade	Sem	Equivalent	Institution	Need	IP	Met
	3							
	3							

Appendix D

Question 5.a. List of other California State University campuses and list of neighboring institutions, public or private, currently offering or projecting the proposed degree major program.

CSU's offering Ethnic Studies degree						
Campus	***Degree***	***Units Req***	***Major***	***Concentration***	***Delivery***	***Code***
East Bay	BA	180 qtr	Ethnic Studies	American Indian Studies	Face to Face	22991
East Bay	BA	180 qtr	Ethnic Studies	African American Studies	Face to Face	22991
East Bay	BA	180 qtr	Ethnic Studies	Asian American Studies	Fully online	22991
East Bay	BA	180 qtr	Ethnic Studies	Genders and Sexualities in Communities of Color	Fully online	22991
East Bay	BA	180 qtr	Ethnic Studies	Genders and Sexualities in Communities of Color	Hybrid	22991
East Bay	BA	180 qtr	Ethnic Studies	Asian American Studies	Hybrid	22991
East Bay	BA	180 qtr	Ethnic Studies	Latino/a Studies	Face to Face	22991
Fullerton	BA	120 sem	Ethnic Studies	Asian American Studies	Face to Face	22996
Fullerton	BA	120 sem	Ethnic Studies	African American Studies	Face to Face	22111
Fullerton	BA	120 sem	Ethnic Studies	Chicano Studies	Face to Face	22131
Sacramento	BA	120 sem	Ethnic Studies	Chicano Studies	Face to Face	22991
Sacramento	BA	120 sem	Ethnic Studies	Pan-African Studies	Face to Face	22991
Sacramento	BA	120 sem	Ethnic Studies	Teachers in Bilingual Education	Face to Face	22991
Sacramento	BA	120 sem	Ethnic Studies	General Ethnic Studies	Face to Face	22991
Sacramento	BA	120 sem	Ethnic Studies	Teachers in Urban Settings	Face to Face	22991
Sacramento	BA	120 sem	Ethnic Studies	Native American Studies	Face to Face	22991
Sacramento	BA	120 sem	Ethnic Studies	Asian American Studies	Face to Face	22991
San Luis Obispo	BA	180 qtr	Comparative ES	Comparative Ethnic Studies- General	Face to Face	22991

Stanislaus	BA	120 sem	Ethnic Studies	Ethnic Studies-General	Face to Face	22991
Stanislaus	BA	120 sem	Ethnic Studies	Socio-Cultural Emphasis in Ethnic Minority Families	Face to Face	22991
Stanislaus	BA	120 sem	Ethnic Studies	Socio-Political Focus on Ethnic Experiences	Face to Face	22991
CSU's offering *concentrations* in Ethnic Studies or in related field						
Campus	***Degree***	***Units Req***	***Major***	***Concentration***	***Delivery***	***Code***
Bakersfield	BA	180 qtr	Sociology	Ethnic Studies	Face to Face	22991
SDSU	BA		Liberal Studies	Ethnic Studies		
Stanislaus	BA	120 sem	Liberal Studies	Ethnic Studies	Face to Face	49012
SDSU	BA & Minor		Chicano/a Studies	n/a		
SDSU	BA & Minor		American Indian Studies	n/a		
SDSU	BA & Minor		Africana Studies	n/a		
SFSU	BA		Africana Studies	College of Ethnic Studies		
SFSU	BA		American Indian Studies	College of Ethnic Studies		
SFSU	BA		Asian American Studies	College of Ethnic Studies		
SFSU	BA		Latin@ Studies	College of Ethnic Studies		
List of neighboring institutions, public and private, currently offering the proposed degree major program						
UCSD	BA		Ethnic Studies	n/a	n/a	n/a
USD	BA		Ethnic Studies	n/a	n/a	n/a

CSU Academic Master Plan Ten-Year Overview of Future Programs Projections Proposed to the Board of Trustees and planned for implementation between 2014-15 and 2024-25
(Bold type and asterisk denote new proposed program projections)

CSU BAKERSFIELD

2016	EdD	Educational Leadership (2011)
	MS	Computer Science (2009)

CSU CHANNEL ISLANDS

2014	BA	Global Studies
	MFA	Art (2010)
	MPA	Public Administration (2012)
	MA	Digitally Integrated Media Arts
	EdD	Educational Leadership
2015	BA	Freedom and Justice Studies
	BS	Health Science (2012)
	MA	English
	MA	History (2012)
	MS	Coastal Sustainability (2012)
	MS	Nursing
2016	BA	Philosophy
	BS	Computer Engineering (2012)
	MS	Applied Sociology
	MS	Biology (2012)
2019	BS	Kinesiology/Athletic Training
	BS	Nutrition/Dietetics

CSU CHICO

2014	BA	Environmental Policy and Planning (2011)
	MS	Mechatronic Engineering (2012)

CSU DOMINGUEZ HILLS

2014	MA	Communication Disorders (2011)
	BS	Exercise Science (2010)
	MPH	Public Health (2009)
2015	BS	Environmental Engineering
	MS	Exercise Science (2009)
2016	MA	Spanish (2011)
2018	MA	International Peace and Security

CSU EAST BAY

No programs are projected at this time.

CSU FRESNO

2014	**BS**	**Biochemistry***
	BS	Emergency Management and Homeland Security
	MS	**Food and Agricultural Science***
	MS	Water Resource Management (2012)
2015	**BS**	**City and Regional Planning***

CSU FULLERTON

2014	BA	Chinese Studies (2012)
	BA	Vietnamese
	BFA	Dance (2010)
	BS	Software Engineering (2009)
	MA	Adult and Lifelong Learning (2009)
	MA	Criminal Justice (2011
	MA	Japanese (2010)
	MA	Liberal Studies (2010)
	MS	Accounting and Finance
	MS	Engineering Management (2012)
	MS	Integrated Marketing Communication (2009)
2015	**MS**	**Financial and Risk Engineering***
2016	**MS**	**Digital Marketing***

HUMBOLDT STATE

2014	BA	International Studies (2010)
2015	BA	Child Development
	BA	**Critical Race, Gender, and Sexuality Studies***
	BA	Recreation Administration
	BFA	**Art***
	BS	Marine Biology

CSU LONG BEACH

2014	BFA	Theatre Arts (2011)
	MS	Accountancy
	MS	Information Systems
2015	**MBA/MA**	**Business Administration/Languages and Cultures** (concurrent degrees)
	MS	**Engineering Management***
	MS	**Global Financial Management***
	MS	**Professional Physics***

CSU LOS ANGELES

2015	BA	Computer Science (2012)
	MS	Aerospace Engineering (2011)
	MS	Systems Engineering (2012)
2016	BA	Urban Studies (2012)
	MA	Liberal Studies (2013)
	AuD	Audiology (with Western University of Health Sciences) (2011)

PhD Complex Systems (with Claremont Graduate University) (2011)
PhD Forensic Sciences (joint doctoral partner to be determined) (2012)

MARITIME ACADEMY
2014 BS Electronic and Computer Engineering--*pilot*

CSU MONTEREY BAY
2015 **MS** **Accounting***
MPA Public Administration (2013)

2016 **BS** **Computer Engineering***
EdD Educational Leadership (2012)

CSU NORTHRIDGE
2014 MA Sustainability Practices

2015 MS Market Analytics (2013)
MS Nursing (2014)

2016 **BFA** **Art***

2017 **BA** **Criminology and Justice Studies***
2017 MS Human Resources (2013)
MS Real Estate

2018 MS Entertainment and Sports Management (2014)
MS Entrepreneurship

2019 **BA** **Interdisciplinary Social Science***
MS Management

2021 **BS** **Neuroscience***

CAL POLY POMONA
2014 MS System Engineering--*pilot*

2017 **BA** **Early Childhood***
BS **Regenerative and Sustainable Studies***
MS International Apparel Management
MS **Mechatronics and Robotics Engineering***

SACRAMENTO
2014 MS Finance (2013)

CSU SAN BERNARDINO
2014 BS Information Systems and Technology (2011)
MA Applied Archaeology (2012)
MA Music (2011)
MA STEM Education (2010)
MFA Art (2011)
MS Special Education (2010)

2015 MS Kinesiology

SAN DIEGO STATE
2014 BFA Graphic Design (2012)
MA Translation and Interpretation (2012)
2014 MFA Film, Television, and Digital Media (2012)
MS Biomedical Quality Systems (2012)
EdD Special Education (with UCSD) (2010)

SAN DIEGO STATE (continued)
2015 PhD Applied Social Science Emphasis in Substance Abuse (2012)
PhD Communication (with Fielding Graduate Institute) (2012)
PhD Hearing Science (with UC San Diego)
PhD Social Work (with USC)

SAN FRANCISCO STATE
No programs are projected at this time.

SAN JOSÉ STATE
2014 MS Biomedical Devices

CAL POLY SAN LUIS OBISPO
2014 MS Nutrition (2012)
MS Printed Electronics and Functional Imaging (2012)

2015 BS Marine Science
MEng **Civil and Environmental Engineering***
MPS **Forage and Feed Science***

2016 MA Disaster Management and Homeland Security (2011)
MS Architectural Engineering
MS Food Science

SAN MARCOS
2014 BA Child and Adolescent Development (2009)
BA Digital and Media Arts (2008)
BA Ethnic Studies (2010)
BA Music (2009)
BA Philosophy (2008)
BS Communicative Sciences and Disorders
MS Chemistry (2008)
MS Kinesiology--*pilot*

2015 BA Theatre
MS **Speech Language Pathology***

2016 MS Health Information Management*

SONOMA STATE

No programs are projected at this time.

CSU STANISLAUS

2014 MA Teaching (2009)
MS Digital Media and Visual Anthropology—*pilot* (2011)

Some projected implementation dates have been adjusted on this document to meet societal need, student demand, or resource requirements. Original trustee-approved implementation dates remain are in parentheses and appear on campus academic plans.

*Newly proposed for Trustees "planning authorization." Implementation subject to review and approval by the Chancellor.

Appendix E

7.a. Faculty who would teach in the program are as follows:

Jocelyn Ahlers, Ph.D., Professor, Liberal Studies. Ph.D., 1999. University of California, Berkeley,
Dr. Jocelyn Ahlers is a linguistic anthropologist whose work focuses on the documentation and revitalization of Native California languages. She has helped to lead a number of language camps and has been involved in training language teachers and learners, under the auspices of the Master-Apprentice Language Learning Program and the Breath of Life, Silent No More Language Restoration Workshop. Ahlers' recent research has focused on the role of Native California languages as semiotic resources in the performance of multiple and overlapping identities among Native Californians, and her published work includes a consideration of the role of non-fluent language use in public identity work, as well as an examination of conflicting interpretations of gendered language use in the context of language revitalization.

- Ahlers, Jocelyn. 2012. "Language revitalization and the (re)constituting of gender." *Gender and Language*.
- Ahlers, Jocelyn. 2012. "Two eights make sixteen beads: The counting systems of Elem Pomo." *International Journal of American Linguistics*.
- Ahlers, J. Forthcoming. Native California languages and intersecting identities. In *Papers from the First VOX California Workshop*.
- Ahlers, Jocelyn. 2009. "The many meanings of collaboration: Fieldwork with the Elem Pomo." *Language and Communication* 29(3):230-243.

Matthew Atherton, Ph.D., Associate Professor, Sociology
Matthew Atherton is Faculty in Sociology and additionally teaches in the Criminology & Justice Studies Major. He is currently a Faculty Fellow for Teaching & Learning for the 21st Century. Being a first-generation college student has strongly influenced his research, teaching, and student oriented service at California State University San Marcos. Other research interests include Latino student populations, innovative pedagogy, popular criminology, courts and criminological theory. Matthew was recently promoted to Associate Professor.

- *Atherton, Matthew. (2013). "Teaching Criminological Theory through Film: Utilizing Popular Criminology in the Classroom" Journal of Excellence in College Teaching.*
- *Atherton, Matthew. (2012). "Academic Preparedness of First-Generation College Students: Two Perspectives" Journal of College Student Development (Forthcoming 2015).*
- *Atherton, Matthew. (2012). "Using Web-Based GIS Tools to Evaluate Spatial Aspects of Crime" CSU Geospatial Review, Vol. 10, Spring 2012.*
- *Atherton, Matthew (2012). "Tweeting Criminology: Using Twitter to Teach Criminological Theory." The Criminologist*

Fredi Avalos, Ph.D., Lecturer, Communication
Fredi Avalos received her doctorate in Cultural and Media Studies from Claremont Graduate University in Los Angeles. She has been a member of the adjunct faculty for 13 years. Dr. Avalos teaches a wide variety of courses in both Communication and Media Studies, including Intercultural Communication, Media and Society, and Discourse, Power and Social Identity. Recently, she received funding from the Collective Voices organization and is currently developing partnerships with CSUSM students, the International Rescue Committee and the National Latino Research center to teach at-risk high school youth Critical Media Literacy and Public Speaking skills.

Bonnie Bade, Ph.D., Professor, Anthropology

Bonnie Bade is a Medical Anthropologist whose work focuses on farmworker health, health care, California agriculture and farm labor, transnational migration, ethnomedicine and ethnobotany among peoples of both indigenous Oaxaca and indigenous Southern California. Dr. Bade has worked specifically with Mixtec communities in California and Oaxaca for over 20 years. Dr. Bade earned her Ph.D. in Anthropology at the University of California, Riverside in 1994. Her dissertation is entitled *Sweatbaths, Sacrifice, and Surgery: The Practice of Transnational Health Care by Mixtec Families in California*.

Kristin Bates, Ph.D. Professor, Sociology

Dr. Bates joined the Sociology department as an Assistant Professor in the Fall of 1998. Prior to joining the faculty at CSUSM, she attended the University of Washington[Department of Sociology], where, while finishing her Ph.D., she taught courses in the Sociology of the Family and Deviance and Social Control and worked on several research projects concerning racial disproportionality in the criminal justice system. At CSUSM she generally teach courses in the criminology area, such as juvenile delinquency, criminology, inequalities in the criminal justice system, and women and crime. Her continuing research interests are family and delinquency, micro level theories of delinquency, disproportionality in the justice system, and classroom teaching strategies.

- Bates, Kristin A. and Richelle S. Swan. Forthcoming. Juvenile Delinquency in a Diverse Society.Thousand Oaks: Sage Publishing.
- Inderbitzin, Michelle, Kristin A. Bates, and Randy Gainey. 2012. Deviance and Social Control: A Sociological Perspective. Thousand Oaks: Sage Publishing.
- Bates, Kristin A. and Richelle S. Swan (eds.). 2010. Through the Eye of Katrina: Social Justice in the United States, 2ed. Durham, NC: Carolina Academic Press.
- Bates, Kristin A. and Richelle S. Swan (eds.). 2007. Through the Eye of Katrina: Social Justice in the United States. Durham, NC: Carolina Academic Press

Staci Beavers, Ph.D., Professor, Political Science

Professor Beavers is Professor of Political Science and currently serving as Associate Dean, Resources and Faculty/Staff Development for the college (CHABBS). She joined the department after receiving her Ph.D. (1996) from the University of Nebraska-Lincoln (doing her studies there while the Huskers won back-to-back National football championships in 1995 & 1996). Her areas of interest and research include civil liberties and civil rights, federalism, and American national institutions. Professor Beavers served as the department's pre-law advisor and as faculty advisor to the Pre-Law Society and Pi Sigma Alpha, the Political Science Honor Society.

Melanie Chu, M.L.I.S., Library Information Literacy Program/Reference

Melanie Chu has served as Outreach Librarian at California State University San Marcos since 2003. She coordinates outreach initiatives and library exhibit series to reach targeted populations on campus and in the community, including international, disabled, and first generation college students. She teaches students how to conduct college-level research, both in the classroom and one-on-one, using a range of instructional technology and social media. As library faculty, she participates in library and university governance, and contributes to professional literature, associations, and conferences.

- Chu, M. (2009).Ageism in Academic Librarianship. The Electronic Journal of Academic and Special Librarianship, 10(2).
- Chu, M., and Meulemans, Y.N. (2008). The problems and potential of Myspace and Facebook usage in academic libraries. Internet Reference Services Quarterly, 13(1), 69-85.
- Chu, M. (2007).Universidad del Bio-Bio and California State University San Marcos: A Comparative Case Study of Academic Libraries. New Library World, 108(7/8), 370-377.

Marisol Clark-Ibáñez, Ph.D., Associate Professor, Sociology
Dr. Clark-Ibáñez joined the Sociology Department at CSUSM in September 2003. She earned tenure in June 2009. Dr. Clark-Ibáñez is currently the Graduate Coordinator for the Master of Arts in Sociological Practice (MASP).Her general research interests are in education, childhood, immigration, inequality, qualitative methodology, visual sociology, gender, race, and relationships. Her current research is on undocumented Latino students. Dr. Clark-Ibáñez is working on a book about the (leaking) educational pipeline for undocumented Latino students.

- Clark-Ibáñez, Marisol and Richelle Swan. (2009) *Spicing Up Sociology: The Use of Films in Sociology Courses.* Wadsworth/Cengage Press.
- Clark-Ibáñez, Marisol; Fredi Garcia-Alverdín; and, Gricelda Alva. (2011) "A passport to education: Undocumented Latino university students navigating their invisible status," pp. 497-513. in *International Handbook of Migration, Minorities, and Education: Understanding Cultural and Social Differences in the Process of Learning,* editors, Zvi Bekerman and Thomas Geisen. Springer Press.
- Clark-Ibáñez, Marisol. (2011). "Overview of Minorities in Higher Education." In *International Handbook of Migration, Minorities, and Education: Understanding Cultural and Social Differences in the Process of Learning,* editors, Zvi Bekerman and Thomas Geisen. Springer Press.
- Clark-Ibáñez, Marisol. (2008) "Gender and being 'bad': Inner-city students' photographs," pp. 95-113. In *Doing Visual Research with Children and Young People: Stories from the Field,* editor, Pat Thomas. Routledge Press.

Sharon Elise, Ph.D., Professor, Sociology
Sharon Elise, Ph.D. joined the the faculty of CSUSM as Assistant Professor of Sociology in the Spring of 1994. Her teaching and research center on her interests in critical race studies, Black Studies, Black feminism, Intersectionality, women of color and sociopoetics. She has been active in the university and in her discipline, and has held leadership positions in her department, college, academic senate, faculty union, and professional organizations. Dr. Elise continues to serve as Sociology Department Chair (since Fall 2012).

- Elise, Sharon, Rolison, Garry and Daoud, Annette. (2013). Perils, Promise and Pitfalls of Diversity: One Step Forward, Two Steps Back. *Journal of Diversity in Education, Common Ground Publication.*
- Elise, Sharon and Umoja, Adewole. (2008). Spike Lee Constructs the New Black Man: Mo' Better. REPRINTED In Fight the Power: The Spike Lee Reader, Editors Janet D. Hamlet and Robin Means Coleman, Peter Lang Publishers. Original publication (1992) in *Western Journal of Black Studies*, Vol. 16 (2).
- Elise, Sharon. (2005). How Whites Play their rAce Card: Drylongso Stories Reveal the Game. *Sociological Perspectives*, Vol. 47, 45 pages.

Karen Glover, Ph.D., Associate Professor, Sociology
Dr. Glover joined the Sociology Department in the Fall of 2007 upon completing my doctorate at Texas A&M University after many years of community college courses. Her research and teaching interests include racial and ethnic studies, critical criminology, sociology of law, police studies, critical race theory, and qualitative methodology. She is especially interested in racialization and criminalization processes in the criminal justice system, such as racial profiling. In 2009, she co-founded the Critical Criminology & Justice Studies Conference and cultivated the collective through 2013. Her most recent scholarly and community action interests involve therapeutic community and college programs for formerly incarcerated folks.

- Glover, Karen S., Miguel Penalosa and Aaron Scharlmann. (August 2010). "Racial Profiling and Traffic Stops: An Examination of Research Approaches and Findings in the War on Drugs." In *Sociology Compass*. (Invited work.)
- Glover, Karen S. (2009). Racial Profiling: Research, Racism, and Resistance. Rowman and Littlefield.
- Glover, Karen S. (2008). "Citizenship, Hypersurveillance, and Double-Consciousness: Racial Profiling as Panoptic Governance." Book chapter in Surveillance and Governance: Crime Control and Beyond, edited by Matthew Deflem. *Sociology of Crime, Law and Deviance*, Volume 10. Elsevier.
- Glover, Karen S. (August 2007). "Police Discourse on Racial Profiling" In the *Journal of Contemporary Criminal Justice.*

Jule Gómez de García, Ph.D., Professor, Liberal Studies, Ph.D. 1994, University of Colorado, Boulder
Dr. Jule Gómez de García specializes in the documentation and revitalization of endangered languages and has worked on language revitalization efforts with several communities, including the Oklahoma Kickapoo, the Jicarilla Apache, the Q'anjob'al Maya community in San Diego, and the Ixhil Maya community in Nebaj, El Quiché, Guatemala. She collaborated with other linguists and a team of Jicarilla Apache speakers on a dictionary of their language and has presented a number of articles on Ixhil sociolinguistics and grammatical structures, and on the emergent literacy of the Ixhil women with whom she works. She is currently working with a team of Ixhil Maya consultants and other linguists and anthropologists on the production of a National Science Foundation-supported grammar and dictionary of the Nebaj dialect of Ixhil.

- Gómez de García, Jule, Melissa Axelrod, and María Luz García. (2010). "Sociopragmatic influences on the development and use of the discourse marker*vet* in Ixhil Maya". In Berez, Andrea L., Daisy Rosenblum & Jean Mulder (eds.). Fieldwork and linguistic analysis in Indigenous languages of the Americas. *Language Documentation & Conservation* Special Publication No. 2. Honolulu: Language Documentation and Conservation.
- Gómez de García, Jule, Melissa Axelrod, and Jordan Lachler. (2009). "English is the Dead Language: Native Perspectives on Bilingualism." In Margaret Field and Paul Kroskrity (eds.). *Native American Language Ideologies: Language Beliefs, Practices, and Struggles in Indian Country*. University of Arizona Press.
- *Abáachi Mizaa Ilkee' Siijai: Dictionary of Jicarilla Apache*. (2007). Martinez, Matilda (Jicarilla Abáachi Nation), Maureen Olson (Jicarilla Abáachi Nation), Wilhelmina Phone (Jicarilla Abáachi Nation), Melissa Axelrod, Jule Gómez de García, and Jordan Lachler. University of New Mexico Press.
- Brown, Katherine and Jule Gómez de García. (2006). "Linguistic Research Meets Cultural Historical Theory: Fieldnotes from Guatemala." *Mind, Culture and Activity*. Center for Sociocultural and Activity Theory Research: Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Alicia M. Gonzáles, Ph.D., Associate Professor, Sociology. Ph.D. 1995. Arizona State University
Dr. Gonzáles is an Associate Professor teaching in aging, ethnogerontology, family, race and ethnicity, and statistics. She joined CSUSM after completing a two-year National Institute of Aging Post Doctorate Fellowship at the University of Michigan.

Gerárdo M. González, Ph.D., Professor, Psychology, Ph.D. 1989, California School of Professional Psychology, Fresno.
Dr. Gonzalez joined CSUSM in the Fall of 1991; his area of specialization is clinical psychology. He

completed his predoctoral and postdoctoral clinical training at the University of California, Berkeley and a clinical-research fellowship at the University of California, San Francisco. Among his research interests are multicultural mental health issues (particularly for the Spanish-speaking), computerized clinical assessment, and the cognitive treatment of depression.

Michelle A. Holling, Ph.D., Associate Professor of Communication. Ph.D. 2000, Interdisciplinary degree in Human Communication, Arizona State University.
Dr. Holling joined CSUSM in 2007. Her teaching interests are rhetorical studies (theory, criticism and argumentation), Chicana/o-Latina/o studies, and gender-feminist studies. A motivating force in her scholarship concerns theorizing Chicana/os', and more broadly Latina/os', vernacular rhetoric and representations for the ways it constructs notions of identity, subjectivity, and community and operates ideologically to affirm, counter-act, subvert or advance alternate understandings of Chicana/os. She served as Second Vice President of the Western States Communication Association, and President of the Organization for Research on Women and Communication.

- Holling, M. A. (2014). "So My Name is Alma. I Am the Sister of . . .": A Feminicide Testimonio of Violence and Violent Identifications." *Women's Studies in Communication*.
- Holling, M. A., Fu, M., & Bubar, R. (2012). Dis/jointed appointments: Solidarity amidst inequity, tokenism and marginalization. In G. Gutiérrez y Muhs, Y. Flores Niemann, C. G. González, and A. Harris (Eds.), *Presumed Incompetent: The Intersections of Race and Class For Women in Academia*. Utah State University Press, pp. 250-265.
- Holling, M. A. (2012). A Dispensational Rhetoric in "The Mexican Question in the Southwest." In D. Robert DeChaine (Ed.) Border Rhetorics: Charting Enactments of Citizenship and Identity on the U.S.-Mexico Frontier. University of Alabama Press, pp. 65-85.
- Holling, M. A. & Calafell, B. M. (Eds.). (2011). Latina/o Discourse in Vernacular Spaces: Somos de una Voz? Lanham, MD: Lexington Press.

M'tafiti Imara, Ph.D. Music Composition, Michigan State University, *Saxophonist, Composer, Educator*
Only rarely does a musician come along who has successfully combined elements of artistry, spirituality, and folk accessibility. With roots in classical African Diaspora idioms of the blues, gospel, R&B, and the jazz avant-garde – Dr. Imara began his performing and teaching career in the San Francisco-Oakland Bay Area, and has since performed and conducted workshops in Brazil, India, Europe, West Africa and throughout the U.S. He has composed for a wide-range of musical medium - including dance, saxophone quartet, choral, and opera - as well as for traditional "jazz" settings. His debut recordings as a leader *Mwafrika* (2003) and *Faun's Dance* (2009) brought together and challenged the improvisational chops of some of the finest San Diego area musicians. His latest recording of original compositions, *Amir's Fears: In & Out*, is due for release in January 2015.

- Imara, M & Basu, R. (2014) Shifts in Global Economic Power: Do We Dare to act Differently? Economic & Political Weekly, Vol. XLIX No. 32, Aug. 9, 2014
- Imara, M. & Basu, R. (2013) "Feminization of a Music Industry: Exploring the Relationship between Tourism and Music Culture in Goa, India". Tourism Research: An Interdisciplinary Perspective, Nazmi Kozak and Metin Kozak, Eds. Cambridge Scholars Publishing, United Kingdom: Newcastle upon Tyne
- Imara, M. (2010) "Global Vernaculars: the rhetoric, irony, and ritual of opening up cultural spaces through music". Fifth International Global Studies Conference, Moscow
- Imara, M. (2010) "Cogito Ergo Jazz: Improvisational Transformations in Joe Henderson's No Me Esqueça". VI Simpósio de Cognição e Artes Musicais (SIMCAM 6), Rio de Janeiro, Brazil

S. Deborah Kang, Ph.D., Assistant Professor, History, Ph.D. in History, U.C. Berkeley.

S. Deborah Kang is an assistant professor in the History Department at California State University, San Marcos beginning 2011. She is a specialist in the areas of borderlands, immigration, and legal history, having received her Ph.D. in United States History and her M.A. In Jurisprudence and Social Policy from U.C. Berkeley. Her book manuscript, *The Legal Construction of the Borderlands: The INS, Immigration Law, and Immigrant Rights on the U.S.-Mexico Border* (under contract with Oxford University Press) offers the first comprehensive history of the Immigration and Naturalization Service in the twentieth century borderlands.

- S. Deborah Kang, *The Legal Construction of the Borderlands: The INS, Immigration Law, and Immigrant Rights on the U.S.-Mexico Border, 1917-1954* (New York: Oxford University Press, under contract).
- Jon Gjerde, *Catholicism and the Shaping of Nineteenth Century America,* edited with a Preface and Epilogue by S. Deborah Kang (New York: Cambridge University Press, 2012).
- S. Deborah Kang, "Crossing the Line: The INS and the Federal Regulation of the Mexican Border," in *Bridging National Borders in North America,* edited by Andrew Graybill and Benjamin Heber Johnson (Durham, N.C.: Duke University Press, 2010).

Kimberley Knowles-Yanez, Ph.D., Professor, Liberal Studies

- Ahlers, Jocelyn and Kim Knowles-Yánez. (2010). Locating the "border" in "border studies": creating coherence in border pedagogy. In *Gendering Border Studies*. Jane Aaron, Chris Weedon and Henrice Altink (eds.). University of Wales Press.
- Knowles-Yánez, Kim. (2010). Chapter 23: Social justice, planning, and opportunity post-Katrina. In *Through the Eye of Katrina: Social Justice in the United States*, Second Edition. Kristin A. Bates and Richelle S. Swan (eds.). Carolina Academic Press. 423-438.
- Knowles-Yánez, Kim. (2010). Chapter 22: The disappearing neighborhood: an urban planner's tour of New Orleans. In *Through the Eye of Katrina: Social Justice in the United States*, Second Edition. Kristin A. Bates and Richelle S. Swan (eds.). Carolina Academic Press. 413-421.
- Knowles-Yánez, Kim. (2009). Asking practical ethical questions about youth participation. *Les Ateliers de l'etique* 4:1. 97-104. (Special issue on Children and Ethical Participation; http://www.creum.umontreal.ca/IMG/pdf_11_Knowles-Yanez.pdf)

Susie Lan Cassel, Ph.D., Professor of Literature and Writing Studies. Ph.D. 1996, University of California, Riverside; M.A. 1988 Harvard University.

Prof. Cassel joined CSUSM in 1996 and specializes in multi-ethnic American literature with a focus on Asian and especially Chinese American literature. She is currently interested in critical race theory, mixed race identity, feminist discourses, and grant writing. Her first book, *The Chinese in America: A History from Gold Mountain to the New Millennium*, was nominated for the Association of Asian American Studies' History Book Award. She has published several articles and held several grants in support of her current work on "The Ah Quin Diaries," forthcoming from Stanford University Press. Her second area of research is composition studies in which she published *Techniques for College Writing* with Kathleen Moore in 2011 (Cengage, 320 pages).

Jodie M. Lawston, Ph.D., Associate Professor and Chair of Women's Studies, Ph.D. 2006, University of California San Diego (sociology).

Dr. Lawston joined CSUSM in 2006. She specializes in women's incarceration and grassroots social movements against prison expansion. She examines the intersections of race, class, gender, and sexuality as they pertain to mass incarceration and treatment of people behind bars.

- **Lawston, Jodie M.** and April Shueths, eds. (2014). *In Between the Shadows of Citizenship: Mixed Status Families and Immigration*. University of Washington Press.
- **Lawston, Jodie M.** and Erica Meiners. (2014). "Ending Our Expertise: Feminists, Scholarship, and

Prison Abolition." *Feminist Formations,* forthcoming Summer 2014.

- Lawston, Jodie M. (2013). "Prisons, Gender Responsive Strategies, and Community Sanctions: The Expansion of Punishment in the United States." *Women, Punishment, and Community Sanctions: Human Rights and Social Justice*, edited by Margaret Malloch and Gillian McIvor. Routledge.
- Lawston, Jodie M. and Ashley Lucas, eds. (2011). *Razor Wire Women: Prisoners, Activists, Scholars, and Artists*. Albany: State University of New York Press.

Rebecca M. Lush, Ph.D., Assistant Professor of Literature. English, Ph.D. 2011, University of Maryland.
Dr. Lush joined CSUSM in 2011. She specializes in early American literature and Native American literature and focuses in particular on the intersection of gender and race in literary representation. Her teaching interests include early Colonial and U.S. American Literature, Early Modern Trans-Atlantic Literature, Native American Literature, Drama, Women's Studies, Film Studies, Children's Literature, and Speculative Fiction.

- Lush, Rebecca "Wampum, Bibles, Treaties, and American Letters: Native American and Anglo-American Communications in Early America." *Early American Literature* (forthcoming 49.3 (Fall 2014): 771-785).
- Lush, Rebecca "The Royal Frontier: Colonist and Native Relations in Aphra Behn's Virginia." in *Before the West Was West*. Eds. Amy Hamilton and Thomas Hillard (University of Nebraska Press, forthcoming November 2014).
- Lush, Rebecca "Turning Tricks: Sexuality and Trickster Language in Vizenor's *The Heirs of Columbus*." *Studies in American Indian Literatures*. 24.2 (Summer 2012): 1-16.
- Lush, Rebecca "The Memory of Romance: Love and War in Aphra Behn's Colonial Virginia." *Early Modern Women: An Interdisciplinary Journal*. 6 (Fall 2011): 223-230.

Sheryl Lutjens, Ph.D., Professor, Women's Studies
Dr. Lutjens joined the Women's Studies Department at CSUSM as Chair in January 2008. Her teaching areas include Feminist Theory, Women and Politics, Gender and Organizations, Gender and Development, and Women and Revolution. Dr. Lutjens research has focused on power, participation, the state, and democracy; women/gender and politics in the U.S., Spain, and Latin America; and feminist politics and political theory. As a Cuba specialist, her research on Cuba has explored the state and administrative reform, popular participation and democracy, women, education, and U.S.-Cuba academic relations.

- "The Subject(s) of Academic and Cultural Exchange: Paradigms, Power, and Possibilities," chapter in *Debating U.S.-Cuba Relations: Shall We Play Ball?* eds. Rafael Hernández and Jorge I. Domínguez (Routledge, forthcoming)
- "Corrientes acádemicas y culturales Cuba-Estados Unidos: temas y actores,"*Temas* (Havana) no. 62-63 (April-September 2010)
- "Comment: Naming the Problem in Nebaj," *Latin American Perspectives* 37 (2010): 143-144
- "Introduction: Cuba at 50: Thinking Critically toward the Future," *Latin American Perspectives* 36, no. 3, Issue 166 (May 2009): 1-3

Minda Martin, M.F.A., Associate Professor, Visual and Performing Arts
I am a tenured professor in the department of visual and performing arts at California State University, San Marcos. I have held faculty positions at University of California at San Diego visual arts department and Ngee Ann Polytechnic Institute, Singapore film and media studies department. I see teaching as an extension to filmmaking. Working with students is an exciting way to inspire a new generation of filmmakers to tell underrepresented stories. Though many of my courses are production based, I use the

classroom as a space to unify theory and practice. I am devoted to helping students produce strong content, encourage them to share their ideas in innovative forms, and create an atmosphere that facilitates engagement with each other and their intended audiences.

Konane Martinez, Ph.D., Associate Professor, Anthropology
Dr. Martinez is an applied medical anthropologist with over 10 years of experience working with Latino immigrant communities in the U.S. Mexico Border Region. Her areas of expertise include transnationalism, critical medical anthropology, border health, health disparities, disaster preparedness for vulnerable communities, and culturally and linguistically appropriate services in health care. As a graduate student she studied transnational communities with a focus on Mixtec communities from the Southern Mexican state of Oaxaca. Her current research examines how immigrant and transnational communities navigate the structures of health and social service agencies in California. She is a founding member of the Farmworker CARE Coalition a collaborative of over 40 agencies dedicated to improving the health and wellbeing of farmworkers and their families in San Diego California.

Marcos Martinez, M.A., Professor, Visual and Performing Arts
Marcos Martínez, Professor of Theatre in the School of the Arts, California State University, San Marcos. Recent projects include directing Dreams in the Sand, an original piece about Mexican immigration by Joe Powers and acting in Remy De Vos' Alpenstock presented at the San Diego Fringe Festival in 2013. He is a director and actor whose writings include articles, plays, and monologues. As a teacher of Suzuki Actor Training Method (a physical actor training technique) he initiated and organized a global symposium, "What is Suzuki Method" under the direction of Tadashi Suzuki* at the Suzuki Company of Toga in Toga Mura, Japan. Upcoming projects include lecture/workshops in London (October 2014) and Chicago (April 2015). A co-founder and former Artistic Director of La Compañía de Teatro de Alburquerque, Martínez is a graduate of the Juilliard School Drama Center (Group 12).

- 2013 Dreams in the Sand, by Joe Powers, Community play/project about immigration developed with community and students, CSUSM San Marcos, CA.
- 2013 "High Performance Standards for Latino Actors" 25 Years Celebrating Hispanic Culture in the United States: The International Hispanic Theatre Festival of Miami edited by Beatriz J. Rizk and Nelsy Eschavez-Solano. Miami, Florida: Ediciones Universal, 2013. Pp 303-308.
- 2012 "The Suzuki Method of Actor Training: Uncovering the Body's Hidden Theatrical Beauty" The International Symposium on the Suzuki Method of Actor Training: Toga Art Park, Toyama, Japan 2009-2011, pp. 42-51 and 110-111.
- 2007 "La Compañía de Teatro de Alburquerque: Community development through creation of an actor-centered theatre" Expressing Culture: Essays on Nuevomexicana/o Creativity, Everyday Ritual, and Oppositional Remembrance Edited by Phillip B. Gonzales. University of Arizona Press, 2007. Pp. 87-113.

Laurette McGuire, Ph.D., Assistant Professor, Anthropology. Ph.D. 2012 University of California Riverside
Laurette McGuire specializes in Medical and Indigenous Anthropology. Dr. McGuire's research lies at the intersection of biomedicine, genetics and race and explores how race, class, and knowledge are co-produced through medical discourse. Most recently, she is exploring these issues through the topics of chronic illness, including type 2 diabetes, cancer, palliative care, health policy and cultural meanings of health. These topics highlight the links between social inequality, risk and health through knowledge and practices associated with chronic disease. The issues raised point to the intersection among three broad areas of scholarly investigation; the production of knowledge, the social construction of racial hierarchies in biomedical research, and the politics of US-Indian health policy. Her work highlights the links between how knowledge and discourse occurs within a social, political, and historical context, and

the ways in which that knowledge is understood and acted upon. As a researcher, she is interested in building and maintaining collaborative research that engages multiple stakeholders.

- Laurette McGuire. (2012). Indian Health Service. *In* Multicultural America. Carlos E. Cortes and Geoffrey J. Golson, eds. Thousand Oaks: Sage Publications.
- Laurette McGuire, Diane Weiner. (2008). Maayha Nye'mut: California American Indian Palliative Care Education (Health education information). Lance Armstrong Foundation
- Laurette McGuire. (2005). History of Native American Health. In Medicinal Plants used by Native American Tribes in Southern California. Marcia Roper ed. Loma Linda University and Rincon Indian Health Services.
- Laurette McGuire. (2004). Diabetes Prevention Programs in American Indian Communities web content for www.americanindian.ucr.edu. Center for California Native Nations, University of California, Riverside.

Cynthia Chavez Metoyer, Professor of Political Science. Political Science, Ph.D. 1994, Northern Arizona University.

Metoyer joined the CSUSM faculty in 1994. Dr. Chavez Metoyer's teaching interests include Latin American politics, comparative politics, international relations, and gender and development. Dr. Chavez Metoyer has served in a number of leadership capacities since her arrival to campus, including President of Latino Association of Faculty and Staff, Academic Senator, Department Chair of Political Science, Interim Program Coordinator of Women's Studies, and chair of the Promotion and Tenure Committee (PTC). Dr. Chavez Metoyer spearheaded the campus project to honor Cesar E. Chavez with a statue and plaza, and served as chair of the Hispanic Serving Institute (HSI) Taskforce III, during which time CSUSM applied and received HSI designation.

- Metoyer, Cynthia Chavez. "Nicaragua: State Formation, Democratization and the Development of Civil Society in Nicaragua. Review Essay. *Latin American Perspectives*. Vol. 38, No. 96, November 2011.
- Metoyer, Cynthia Chavez. "Women's Activism and Feminist Agency in Mozambique and Nicaragua" Book Review. *Politics and Gender*. (2010), 6, pp 307-309.
- Metoyer, Cynthia Chavez and Michelle Saint-Germain. *Women Legislators in Central America*. (Austin: University of Texas Press, 2008).
- Metoyer, Cynthia Chavez. *Women and the State in Post-Sandinista Nicaragua*. (Boulder: Lynne Rienner Publishers, 2000).

Dreama Moon, Ph.D., Professor, Communication, Ph.D. 1997, Interdisciplinary Degree in Human Communication, Arizona State University.

Dr. Moon joined CSUSM in 1998. Since her arrival on campus, she has initiated and/or participated in many social justice initiatives including Communicating Common Ground, an anti-hate service learning initiative in partnership with the National Communication Association, the Southern Poverty Law Center, Campus Compact, and the American Association for Higher Education; a founding member of the Social Justice and Equity Institute, the Words Matter Project, and the Annual Whiteness Forum. Her teaching interests are intercultural communication studies, gender, and critical whiteness studies. Her research broadly focused on how ideologies of domination, such as white supremacy, classism, and misogyny, are reproduced in and by communication/discourse as well as how communication is used to contest, disrupt, and resist such ideologies.

- Moon, D. G. (Forthcoming). Social Class. In J. Bennett (Ed.), *Encyclopedia of Intercultural Competence*. Thousand Oaks, CA: Sage.
- Moon, D. G. (2010). Critical reflections on culture and critical Intercultural Communication. *Blackwell Handbook of Critical Intercultural Communication* (pp. 34-52). Boston, MA: Blackwell.

- Moon, D. G. & Hurst, A. (2007). "Reasonable Racism": The "new" white supremacy and Hurricane Katrina. In K. A. Bates & R. Swan (Eds.), *Through the eye of Katrina: Social justice in the United States* (pp. 125-146). Durham, NC: Carolina Academic Press.
- Flores, L. A., Moon, D. G., & Nakayama, T. K. (2006). Dynamic rhetorics of race: California's Racial Privacy Initiative and the shifting grounds of racial politics. *Communication and Critical/Cultural Studies, 3(3),* 181-201.

Kristin Moss, Ph.D., Assistant Professor, Visual and Performing Arts
Kristin Moss is an Assistant Professor of Visual Arts/Visual Cultures at CSUSM who studies art, cultural identity, and social change. Kristin earned a BA in Art/Art History from Kalamazoo College, MA in International & Intercultural Communication, and Ph.D. in Intercultural Communication from the University of Denver. Her interdisciplinary scholarship integrates theories from intercultural communication, visual culture and media studies, critical/cultural studies, and art history. She has published research on intercultural dialogue and mural art in the Howard Journal of Communications and Western Journal of Communication. Kristin's teaching emphasizes theory and experiential methods in courses including visual culture studies, art & social change, public expression in the arts, and contemporary and women artists.

Carmen Nava, Ph.D., Professor, History
Carmen Nava earned her Ph. D in Latin American History at UCLA in 1995 and joined the History Department at California State University, San Marcos in 1996. Her research on nationalism, national identity, and gender considers Brazil, comparative Latin America, and the Chicanoa/o experience in California. The book *Brazil in the Making* (Rowman & Littlefield 2006), for which she is lead co-editor and contributing author, features multi-disciplinary work by Brazilian scholars and Brazilianists on Brazilian national identity. In 2007, *Brazil in the Making* was published in Portuguese by Editora Atica, *Brasil: uma identidade em construção.* Her current project on "Commemorating Cesar E. Chavez" analyzes patterns of public memory in California public art and memorial pieces. Also, she is working on a book contracted with Rowman & Littlefield, entitled *Envisioning Women in Latin American History,* which is designed to facilitate active student learning using visual and written historical source material. She is Professor of Latin American History and teaches courses in Latin American history and California History. She was born in Los Angeles, California, and has lived in Mexico, Spain, and Brazil.

- Carmen Nava, review of *Native and National in Brazil: Indigeneity after Independence,* by Tracey Devine Guzman. *The American Historical Review* 2014 119 (2): 572-573.
- Carmen Nava, review of *Juana Briones of Nineteenth Century California* by Jeanne Farr McDonnell. H-Net Reviews (Humanities and Social Sciences Online), H-California, June 18, 2010.
- Ludwig Lauerhass and Carmen Nava, organizadores, *Brasil: uma identidade em construção,* Editora Atica, 2007.
- Carmen Nava and Ludwig Lauerhass, Jr., eds., *Brazil in the Making. Facets of Brazilian National Identity*, Rowman & Littlefield, 2006.

Linda Pershing, Ph.D., Professor, Interdisciplinary & Emerging Programs
Linda Pershing is Professor of Folklore and Cultural Studies at California State University San Marcos. Her current research and teaching focus on the politics of popular culture and folklore, including women's activism in peace movements, race and ethnicity issues in protests against the Iraq and Afghanistan Wars, issues of social inequality in the Harry Potter and Hunger Games series, and deconstruction of Disney culture.

- "Fortune Favors the *Brave*: Examining Gender Roles and the Mother-Daughter Relationship in Pixar's 2012 Fairy Tale Film," with students Amanda Lenox and Melissa Martinez. In press, *Motherhood in World Cinema*, ed. Asma Sayed. Toronto: Demeter Press.

- "Blaming the Mother: The Politics of Gender in Cindy Sheehan's Protest of the Iraq War." In press, *The Mother-Blame Game*, eds. Vanessa Reimer and Sarah Sahagian. Toronto: Demeter Press.
- "Team Teaching with Undergraduate Students: Feminist Pedagogy in a Peer Education Project," with student Alisha Ochoa. 2013. *Feminist Teacher* 22(1):23-42.
- "Do Not Go Gentle into that Good Night: The Tragic Death of Brian Arredondo." 2013. 127(503):82-90. *Journal of American Folklore*.

Vincent N. Pham, Ph.D., Assistant Professor of Communication. Communication, Ph.D. 2011, University of Illinois at Urbana-Champaign.

Dr. Pham joined CSUSM in 2011. He specializes in critical and theoretical analysis of media representations and public discourse as they are constructed by or affect the Asian American community, specifically focusing on the intersections of race, rhetoric, and media organizations. His teaching interests are rhetorical studies (theory, criticism and argumentation), Asian American studies, and media studies. He currently serves as co-chair for the Asian Pacific American Caucus of the Society of Cinema and Media Studies.

- Pham, V. N. (2012). Entertaining Kang and Lee: (Self) Identifications and Representations in CYJO, Hwang, and Tran. Asian American Literature Review, 2(3).
- Pham, V. (2012). One Less Car: Bicycling and the politics of automobility. [Book Review]. Quarterly Journal of Speech, 98(3), 353-357.
- Ono, K. A., & Pham, V. N. (2009). Asian Americans and the Media. Malden, MA: Polity Press.
- Pham, V. N., & Ono, K. A. (2008). Abercrombie and Fitch and 'Artful Bigotry & Kitsch': A Study of Stereotype, Mimicry, and Satire of T-Shirt Rhetoric about Asian Americans. In L. Mao & M. Young (Eds.), Representations: Doing Asian American Rhetoric (pp. 175-197). Logan: Utah State University Press.

Joely Proudfit, Ph.D., Associate Professor, Sociology

Joely Proudfit (Luiseño), PhD, is a descendant of the Pechanga Band of Luiseño Mission Indians. Dr. Proudfit holds an M.A. and Ph.D. in Political Science with emphasis in Public Policy and American Indian Studies from Northern Arizona University and a B.A. in Political Science with an emphasis in Public Law from California State University, Long Beach. As the first member of her family to complete a high school diploma, Joely serves as a role model for Native youth and encourages self-determination through knowledge and education. She is one of only a few American Indians with a Ph.D. in Political Science and was the first recipient of the American Political Science Association Native Fellows Program. As the Director of Native American Academic Strategic Planning, she will play a leadership role in the development of the California Indian Culture and Sovereignty Center (CICSC) at CSUSM.

Michelle F. Ramos Pellicia, Ph.D., Assistant Professor of Spanish Applied Linguistics, Linguistics, Ph.D. 2004, The Ohio State University

Dr. Ramos Pellicia joined the CSUSM Faculty in 2011. She is interested on issues related to linguistic identity and combines research methodologies employed in discourse analysis and quantitative sociolinguistics to study the linguistic ideologies among Hispanics of Mexican and Puerto Rican origin. Dr. Ramos Pellicia is also interested in language contact, heritage learning, and quantitative variationist analysis to determine how existing ideological differences materialize in speakers' sociolinguistic behavior.

- Ramos Pellicia, Michelle F. 2014. Language Ideologies in Action: When Different Latino Linguistic Identities Collide. New Directions in Hispanic Linguistics. Cambridge Scholars Publishing. (pp.24-50) ISBN:ISBN (10): 1-4438-5441-7, ISBN (13): 978-1-4438-5441-2.

- Ramos Pellicia, Michelle. 2013. Retention and Deletion of /s/ in Final Position: The Disappearance of /s / in the Puerto Rican Spanish spoken in the US Midwest. International Journal of the Linguistic Association of the Southwest. Volume 31.1.
- Ramos Pellicia, Michelle F. 2009. *Language Contact and Dialect Contact: Cross-generational phonological variation in a Puerto Rican community in the Midwest of the United States*. Saarbrücken, Germany: VDM Verlag.
- 2007 – Ramos Pellicia, Michelle F. - "Lorain Puerto Rican Spanish and 'r' in Three Generations." *Selected Proceedings of the Third Workshop on Spanish Sociolinguistics*. Ed. by: Jonathan Holmquist, Augusto Lorenzino & Lotfi Sayahi. Somerville, MA: Cascadilla Proceedings Project. (pp. 53-60).

Kendra Rivera, Ph.D., Assistant Professor, Communication

Kendra Dyanne Rivera, PhD, is an assistant professor in the Department of Communication at California State University San Marcos. She received her doctorate in human communication from the Hugh Downs School of Human Communication at Arizona State University. She is an affiliated scholar with the Project for Wellness and Worklife, and has worked with community partners such as health clinics and domestic violence shelters. Her research focuses on the ways that communication can both shape and reflect wellness, with an emphasis in exploring stress, emotion, stigma, and resilience. In particular, her work seeks to provide opportunities for at-risk populations, at the identity intersections of gender, race, socioeconomic status, and wellness.

- Rivera, K. D. (Forthcoming). Emotional Taint: Making Sense of Emotional Dirty Work at the U.S. Border Patrol. *Management Communication Quarterly*.
- Rivera, K. D., & Tracy, S. J. (2014). Embodying emotional dirty work: A messy text of Patrolling the Border. *Qualitative Research in Organizations and Management*, 9(3).
- Hernandez, K. D., & Rivera, K. D. [authors listed alphabetically] (2014). Understanding and alleviating cultural stressors and health disparities in the perinatal outcomes of Mexican-American women. Journal of *Zero to Three: National Center for Infants, Toddlers, and Families, 34 (4), pp. 37-45.*
- Rivera, K. D., & Tracy, S. J. (2012). Patrolling the Ethical Borders of Compassion and Enforcement. In S. May (Ed.), *Case studies in organizational communication: Ethical perspectives and practices, 2nd ed.* (pp. 271-282). Thousand Oaks, CA: Sage.

Garry Rolison, Ph.D., Professor, Sociology

Dr. Rolison joined the Sociology Program at CSUSM in fall 1996 as an Associate Professor. Before coming to CSUSM, he served as an Assistant Professor at Arizona State University, University of Oklahoma, and, UC Santa Barbara. His research interests and publications are in the areas of Race/Ethnicity, Social Control and the Sociology of Black Americans. He teaches courses on Black Communities, Race and Ethnicity, Sociological Theory and Media at the undergaduate level and Sociological Theory and Quantitative Analysis at the graduate level.

- Gonzales, Alicia M. and Garry Rolison. "Social Oppression and Attitudes toward Sexual Practices." Journal of Black Studies. Vol. 35, No. 6 (2005): 715-729.
- Garry L. Rolison & Kathy M. Rolison, "Freed People and Tribal Sovereignty: The Cherokee and Chickasaw Nations after the Civil War," UCLA School of Law, 5th Annual Critical Race Studies Symposium: Race and Soverignty, Los Angeles, California, April 2011.
- Garry Rolison & Sharon Elise, "Beyond the Post-Racial: Government as Blackface." 2013 Celebration of Faculty Scholarship and Creative Activities, CSUSM, April 2013.

Liliana Rossmann, Ph.D., Professor, Communication

Dr. Liliana Castañeda Rossmann holds a Ph.D. in Communication from the University of Massachusetts, Amherst, and an M.A. in International Peace Studies from the University of Notre Dame. She is a mediator and works facilitating public dialogue with community groups. Her teaching approach derives from the empowerment model in transformative mediation. Her research interests include storytelling by Mexican migrants, especially as it pertains to the social construction of identity. Her academic work has been published in national (*American Behavioral Scientist*) and international (*Text*; *Human Systems*) journals. Her recent book "Transcending Gangs: Latinas Story Their Experience," was published by Hampton Press in 2013. She is a member of the Mayor's Gang Prevention Task Force in San José, California. She is a native of Tampico, México.

Karen Schaffman, Ph.D., Professor of Dance. Dance History and Theory, 2001, University of California Riverside.

Dr. Schaffman is an educator, dance artist, and curator exploring sensorial perception, memory, and the politics of transgression. She is interested in witnessing bodies, both everyday and spectacular, in curious states of investigation. Her research focuses on choreography and identity, specifically within the field of post-modern dance, improvisation, and contact improvisation. Dr. Schaffman is the founding faculty of the Dance Studies area at CSUSM, which offers students an experiential understanding of contemporary movement practices and performance within an artistic, political, social, and cultural context. Course offerings carefully consider physical ability, race, ethnicity, class, gender, and sexual identity as integral to the discussion of the body and performance.

- (2014) Co-Curator: *The Live Legacy Project: Correspondences between Judson Dance Theatre Movement and Germany Contemporary Dance,* Duesseldorf, Germany. Funded by TanzFond Erbe/German Federal Government.
- (2013) Artist-Scholar Collaboration: Choreography and performance, University of California San Diego. Conference paper: *The Fantasy Project*. Performances at *Anatomical Research and The Fantasy of Spectatorship: Rocking, Taxidermy and the Red Heel.* Presented at the Congress on Research in Dance annual conference, University of California Los Angeles.
- (2011-2012) Artist-Scholar: Tour of *FIRE*, an adaption of choreography by Deborah Hay. Performances, The Chapel at the Naval Training Center (San Diego), Deborah Hay Performance Festival (Philadelphia), University Art Gallery (University of California San Diego). Invited teaching and paper presented regarding this landmark choreographer's work for *ReDANCE* at artEZ Dance Institution (Arnhem, The Netherlands).
- (2011-2012) Artist Collaboration: Direction and tour of *BARK* at REDCAT (Los Angeles), Counterpulse (San Francisco), Seattle Festival of Improvisation (Seattle), Highways (Los Angeles), and Agit Prop Gallery (San Diego).

Alyssa Sepinwall, Ph.D., Professor, History, PhD. 1998, Stanford University.

Alyssa Goldstein Sepinwall is Professor of History at CSUSM. She received her PhD at Stanford University in 1998 in History and Jewish Studies. She is the author of numerous works on French, French colonial, Haitian and Jewish history, and serves on the editorial board of *French Historical Studies*. Her many classes include Women and Jewish History; Comparative French Colonialism: Haiti, Algeria, Vietnam; and Haiti and World History. She also serves on the board of the San Diego Jewish Film Festival.

- *Haitian History: New Perspectives* (New York/London: Routledge, 2013).
- "Still Unthinkable? The Haitian Revolution and the Reception of Michel-Rolph Trouillot's *Silencing the Past*," *Journal of Haitian Studies* (special issue on Michel-Rolph Trouillot) 19, no. 2 (Fall 2013): 75 – 103.
- "Teaching about Haiti in World History: An Introduction," *World History Connected* 10, no. 2 (June 2013), available at http://worldhistoryconnected.press.illinois.edu/10.2/sepinwall.html.

- "Sexuality, Orthodoxy and Modernity in France: North African Jewish Immigrants in Karin Albou's *La Petite Jérusalem*," in Lawrence Baron, ed., *Modern Jewish Experiences in World Cinema* (Waltham, MA: Brandeis University Press, 2011), 340 – 347.

Theresa Suarez, Ph.D., Assistant Professor, Sociology

Dr. Theresa C. Suarez is an Assistant Professor in the Critical Race Studies concentration of the Department of Sociology at CSUSM. Professor Suarez earned a doctorate in Ethnic Studies from UC San Diego in 2008, and a master's degree in Asian American Studies from UCLA in 1997. Her scope of research examines the racialized militarization of gender, family, and migration. She is currently conducting a research study on how Junior Reserve Officer's Training Corps (JROTC) programs influence the educational and career pathways for students upon graduation from San Diego County public high schools.

- Suarez, Theresa C. 2012. "Teaching Race/Ethnic Studies with GIS." In *CSU Geospatial Review*. San Francisco State University: CSU GIS Specialty Center
- Suarez, Theresa C. 2010. "Militarized Filipino Masculinity and the Language of Citizenship in San Diego." In *Militarized Currents: Towards a Decolonized Future in Asia and the Pacific,* edited by Setsu Shigematsu and Keith L. Camacho, 181 - 204. Minnesota: University of Minnesota Press.

Richelle Swan, Ph.D., Associate Professor, Sociology.

Dr. Richelle Swan is an Associate Professor of Sociology and Criminology & Justice Studies at California State University, San Marcos. Professor Swan's current research projects focus on a number of topics related to the intersection of issues of crime, law, and justice. Her recent scholarship includes examinations of issues of juvenile delinquency, the impact of gang injunction laws on Southern California communities (with Dr. Kristin Bates), and the examination of the legal consciousness of undocumented young adults (with Dr. Marisol Clark-Ibáñez), as well as ongoing scholarship on popular culture and social constructions of crime. Past research has included works on topics such as problem solving courts, welfare fraud diversion, restorative justice, and social justice movements.

- Swan, Richelle S. (2014. forthcoming). "Popular Culture, Media, and Crime." In M. Maguire and D. Okada (Eds.) *Critical Issues in Crime and Justice: Thought, Policy and Practice*. Thousand Oaks, CA: Sage Publications.
- Bates, Kristin A. & Swan, Richelle S. (2013). *Juvenile Delinquency in a Diverse Society*. Newbury Park, CA: Sage Publications.
- Bates, Kristin A. & Swan, Richelle S. (2010). (Eds.) *Through the Eye of Katrina: Social Justice in the United States* (2nd edition). Durham, NC: Carolina Academic Press.
- Clark-Ibáñez, M. & Swan, Richelle S. (2009). *Spicing Up Sociology: The Use of Films in Sociology Courses.* Wadsworth/Thomson Press.

Robert Yamashita, Ph.D., Associate Professor, Liberal Studies

- Pakbaz Z., Treadwell M., Kim H.Y., Trachtenberg F., Parmar N., Kwiatkowski J.L., Cunningham M.J., Martin M., Sweeters N., Neufeld E.J., Giardina P.J., Olivieri N., Yamashita R.C., Vichinsky E.. 2010. Education and Employment Status of Children and Adults with Thalassemia in North America, Pediatric Blood and Cancer (June 9, PMID: 20535817).
- Trachtenberg, F., Foote D., Martin M., Carson S., Coates T., Beams O., Vega O., Merelles-Pulcini M., Giardina P.J., Kleinert D.A., Kwiatkowski J., Thompson A.A., Neufeld E.J, Schilling L., Thayalasuthan V., Pakbaz Z., Yamashita R.C. 2010. "Pain as an Emergent Issue in Thalassemia," *American Journal of Hematology*, 85(5): 367-71.
- Choy, J., D Foote, J. Bojanowski, R. Yamashita, and E. Vichinsky. 2000. Outreach strategies for Southeast Asian communities: experience, practice, and suggestions for approaching Southeast

Asian immigrant and refugee communities to provide Thalassemia education and trait testing. *Journal of Pediatric Hematology/Oncology*, 22 (6).
- Yamashita, R. 1999. Outlining social and economic cost center models for the distribution of digital and analog images. *Visual Resources*, 14: 375-397.

Aníbal Yáñez-Chávez, PhD, Associate Professor, Department of Anthropology. Latin American Studies Ph.D., 1994, University of California, Berkeley.

At CSUSM since 1992, Dr. Yáñez-Chávez is an interdisciplinary scholar who has developed and teaches courses on world regional geography, Latin American geography, US-Mexico border studies, immigration and education in the USA, cultural anthropology, economic anthropology, and visual anthropology. His research interests include the process of integration between the United States and Mexico, the development of capitalism in the Americas, transformations in the geography of North America, the ethnomusicology of diaspora communities in the USA, and contemporary ethnographic practices that are between art and anthropology.

- Yáñez, A. (2010) The persistence of invisible walls: art on the border between Mexico and the USA. In Mayra Besosa, Chengiah Rogers Ragaven, Sharon Loree Allen, an Anthony O'Halloran, eds. *Walls, Fences, Borders, and Boundaries: Essays on Social Exclusion, Inclusion, and Integration* (Kendall Hunt Publishing).Hua Yi, M.L.S., Librarian Meta-Data

Jill M. Weigt, Ph.D., Associate Professor, Sociology

Dr. Weigt joined the Sociology department as an Assistant Professor in the Spring of 2003. Prior to joining the faculty at CSUSM, she attended the University of Oregon(Department of Sociology), where, while finishing my Ph.D., she taught courses in the Sociology of Families and Families in Poverty and worked as a researcher at the Center for the Study of Women in Society, studying the effects of welfare reform on family well-being. She teaches courses in the area of families (i.e., Families and Intimate Relationships, Community and Families, Poverty and Families), inequality, critical perspectives on human service delivery, and qualitative research methods. Her current research focuses on the experiences of families who have timed out of welfare, balancing low-wage work and family, and gender and economic transition in Iceland.

- Weigt, Jill. (October 2010) "'I feel like it's a heavier burden': The Gendered Contours of Heterosexual Partnering after Welfare Reform," Gender & Society
- Morgen, Sandra, Joan Acker, and Jill Weigt (2010). Stretched Thin: Poor Families, Welfare Work, and Welfare "Reform", Ithaca/London: Cornell University Press.
- Weigt, Jill and Catherine Richards Solomon (2008). "Work/family Management among Low-wage Service Workers and Assistant Professors in the United States: A Comparative Intersectional Analysis," Gender, Work, and Organization, 15, 6:621-649.
- Weigt, Jill (2006). "Compromises to Carework: The Social Organization of Mothers' Experiences in the Low-wage Labor Market after Welfare Reform," Social Problems, 53, 3: 332-351.