

**ORIGINATOR'S SECTION:**

1. College:

☒ CHABSS ☐ CoBA  
☐ CoEHHS ☐ CSM

Desired Term and Year of Implementation (e.g., Fall 2008):

Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*) ☐ Yes ☒ No3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No  
("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* ETST 310

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
Theories and Concepts in Ethnic Studies6. Abbreviated Title for PeopleSoft:  
(no more than 25 characters, including spaces)  
Ethnic Studies Theory

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

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

9. Why is this course being proposed?

As part of the proposed Ethnic Studies Major.

## 10. Mode of Instruction\*

For definitions of the Course Classification Numbers:

[http://www.csusm.edu/ucademic\\_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/ucademic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-02
Activity		
Lab		

## 11. Grading Method:\*

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? ☐ Yes ☒ No
☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department - Director/Chair
14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No

If yes, how many times? (including first offering)

15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): ☒ Yes ☐ No ETST 10117. Corequisite(s): ☐ Yes ☒ No

## 18. Documentation attached:

☒ Syllabus ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

20. How often will this course be offered once established?\* Once a year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes No

If yes, please specify:

*B.A. in Ethic Studies*

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Laurette McGuire

11/4/14

1. Originator (please print or type name)

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

**RECEIVED**

**OCT 08 2015**

DEAN'S OFFICE  
College of Humanities, Arts,  
Behavioral and Social Sciences

**RECEIVED**  
**OCT - 5 2015**  
BY: \_\_\_\_\_

## Theories and Concepts in Ethnic Studies ETST 310

Semester:	CRN-
Time:	Room:
Name:	Office:
Office Hours:	Email:

### Course Overview:

This course explores prominent theoretical paradigms in Ethnic Studies and related fields. Through a survey of interdisciplinary theories we will begin with the question of how a theory “works” with regard to how a theory implies the mechanisms that lead to human action. Students will explore ethnic relations in the U.S. through the Ethnic Studies Major’s themes of Colonialism, Migration and Diasporas; the State, Inequality, and Resistance; and Identities and Representations. We will focus on theories addressing the formation of identity, intersectionality, critical race theories, settler colonialism, postcolonial, social difference as a means of inequality, the impact of culture in racial and ethnic conflict, and the importance of power in the maintenance of the status quo. Emphasis will be on understanding the premises and perspectives of different theorists and critically evaluating their assumptions and their reasoning. Students will finish the semester better able to recognize, analyze, and critically evaluate social theory.

### Program SLOs:

Upon successful completion of the course, students will have demonstrated.

PSLO #1. Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.

- Demonstrated through reading assignments and exams

PSLO #2. Evaluate social constructions of race in a domestic and/ or international context.

- Demonstrated through exams

### Student Learning Outcomes:

This course enables students to:

1. Acquire terminology specific to the study of race and racism.
2. Comprehend the historical construction of race and systems of oppression related to race.
3. Utilize ethnic studies centered perspective to navigate multiple approaches to studying race and ethnic relations.
4. Identify the forces that create and sustain inequality of people of color.
5. Recognize how communities of color navigate racism and struggle for liberation.

### Required Text:

Golash-Boza, Tanya Maria

2014 Race and Racisms: A Critical Approach. New York: Oxford University Press.

Articles posted on Cougar Courses

**Grading:**

Your final course grade will be based on points you earn during class, for a total of 400 points:

Midterm	125 points
Final	125 points
Reading assignments	100 points
Participation	50 points
Total	400 points

**Grades:**

All assignments, papers, projects and exams must be submitted in order to complete the course successfully. Grades will be based on points earned. The grade breakdown is as follows:

A = 400-376	B = 347-332	C = 307-292	D = 271-252
A- = 375-360	B- = 331-320	C- = 291-280	D- = 251-240
B+ = 359-348	C+ = 319-308	D+ = 279-272	F = 239 and below

**Exams:**

There will be two in class exams, each worth 100 points. The midterm exam will be during **Week 7** and the final exam will be during **finals week**. The exams will be part multiple-choice, True/False justification, short answer and/or essay.

- **No make-up exams** will be given except in cases of documented emergencies.
  - Make-up with no penalty – **MUST** have a doctor's note, and you **MUST** contact me before the exam takes place and complete the make-up by the end of the next class.
  - Make-up with penalty – at the instructor's discretion and must be completed prior to the following class.
  - What to do in these situations – contact your instructor with appropriate documentation as soon as possible (before attending the next class).

**Reading Assignments:**

This class will be a cooperative learning environment in which each student will be responsible for promoting her/his peers learning as well as his/her own. I expect that each student will come to class prepared with discussion questions to stimulate a class conversation.

You will turn in notes on one article for each week's reading for the weeks 2 through 14. You can miss two of the assignments without being penalized. The reading notes for each week will be **due that week**. Reading assignment must be typed.

1. Choose one article from the weeks reading and describe the three most important aspects (concepts, issues, factual information, etc.) of the reading, justifying your choices.
2. Identify two aspects of the reading you don't understand, and briefly discuss why these confusing aspects interfered with your understanding of the reading.
3. Pose a question to the text's author, the answer to which should go beyond the reading content and does not reflect the areas of confusion in requirement 2.

**University Writing Requirement:**

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. The All-University Writing Requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways (<http://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>). **In this course the requirement will be met through exams and weekly reading notes.**

**Attendance, Participation and Deadlines:**

Students are expected to attend classes, arrive to class on time, and respect assignment deadlines. Research skills are acquired incrementally so missing a class means missing key lessons. The research industry is deadline driven, so being professional means being on time. Living up to these expectations will help you make the best use of your time, help create an effective learning environment, and contribute to personal success in your program of study.

- *Attendance* is mandatory for this course. Please arrive on time to class. Attendance is more than your physical presence in a seat your active participation in discussions is required. If you miss a class, you will miss materials only available in class, including video, which may not be available to watch outside of class. Your grade will be lowered for irregular attendance. I will only excuse you from class if 1.) You are sick or hospitalized (YOU NEED A NOTE/DOCUMENTATION AS CONFIRMATION). And you are the one who is ill and infirmed and NOT somebody else. 2.) And if someone has died. In any of these instances, PLEASE contact the instructor as soon as possible. Informing me of your absence 4 weeks later is NOT appropriate and will not be honored.
- *Participation* in activities and discussions are also required. Again, your grade will be negatively impacted if you do not actively participate in class discussions and group activities. **(Texting while in class will impact your grade).**
- *Worksheets* done in class and homework turned in will count towards attendance and the participation section of your grade.
- Come prepared to class with all materials read and be ready to participate.
- Check **Cougar Courses** regularly for announcements, assignments and class materials.

**This course involves a lot of reading, writing, and preparation. If at any point during the quarter you are having difficulty or feel concerned by the amount of work, do not resort to cheating. Instead, PLEASE talk to me as soon as possible.**

**Students with Special Needs:**

If for any reason (temporary or permanent, learning or physical disability, etc.) you feel this course will present difficulties for you, or that you will need some type of accommodation(s) in order to participate fully in this course, please feel free to discuss your concerns in private with me. Additionally, it is recommended that you contact Student Disability Services. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY). Email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu).

**Cougar Courses:**

Cougar Courses will be vital for communication and updates over the course of the semester. This is where you will find assignment instructions, grades, due dates, exam dates, changes in the syllabus, etc. It is *highly* recommended that you check Cougar Courses daily for new postings and the most current course information.

**Respectful Classroom Statement:**

- Be on time to class and do not leave early! Have consideration for those around you and do not talk to your neighbor. If you have a question about something during class, raise your hand and ask.
- Silence all cell phones, iPods, and/or any other entertainment device(s) at the start of class. (THIS MEANS NO TEXTING.) Do not play games or surf the internet on your computer. If this happens you will be asked to leave and you will be marked absent for the day. Additionally, accessing email, Facebook, or any other sites during exams will result in an

automatic fail on the quiz/exam and a report to the Dean of Students.

- Contribute to an open, respectful atmosphere of sharing opinions, thoughts, and ideas, even if they conflict or contradict your own. We encourage disagreement, debate, and open-ness in all discussions but please remember you will be held accountable for any intolerant, personalized, and disrespectful commentary.

#### Academic Integrity:

- Academic misconduct is defined as, "any act that does or could improperly distort student grades or other academic records". Actions and/or behavior of these, or other, types will not be tolerated in this course. *Make sure that your work is original.*
- If you are "suspected" of any form of academic misconduct, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.
- I take a zero-tolerance position towards academic misconduct, plagiarism and cheating. A first time offense will result in an immediate "F."
- <http://www.csusm.edu/dos/hazing/studconduct.html>

#### Class Schedule:

\*This document may require changes during the course of the quarter, at the discretion of the instructor. Students will be notified in advance of any changes in class and on Cougar Courses.

\*\* It is expected that you will complete the assigned readings **BEFORE** coming to class.

Date	Class Readings
Week 1	<p style="text-align: center;"><b>Introductions</b></p> <p><b>READ:</b> Chapter 1 in Race and Racisms: A Critical Approach.</p>
Week 2	<p style="text-align: center;"><b>Theory/ Race and Racism</b></p> <p><b>READ:</b> Du Bois, W.E.B. The Conservations of Races. <i>In Theories of Race and Racism: A Reader</i> 2<sup>nd</sup> ed.</p> <p>Memmi, Albert Racism and Difference. <i>In Theories of Race and Racism: A Reader</i> 2<sup>nd</sup> ed.</p>
Week 3	<p style="text-align: center;"><b>Colonialism, Migration and Diasporas</b></p> <p><b>READ:</b> Said, Edward 1978 The Scope of Orientalism. <i>In Orientalism</i>. New York: Vintage Publishers.</p> <p>Mohanty, Chandra 1991 Under Western Eyes: Feminist Scholarship and Colonial Discourse. <i>In Third World Women and the Politics of Feminism</i>. Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres eds. Indiana: Indian University Press. Pgs. 51-80.</p> <p>Mbembe, Achille 2001 Introduction: Time on the Move. <i>In On the Postcolony</i>. Berkeley: University of California Press. Pgs. 1-23.</p>

Week 4	<p align="center"><b>Colonialism, Migration and Diasporas</b></p> <p><b>READ:</b>  Smith, Andrea  2010 Indigeneity, Settler Colonialism, White Supremacy. <i>Global Dialogue</i> 12:2.</p> <p>Veracini, Lorenzo  2010 Introduction: The Settler Colonial Situation. <i>In Settler Colonialism: A Theoretical Overview</i>. New York: Palgrave Macmillan.</p>
Week 5	<p align="center"><b>Colonialism, Migration and Diasporas</b></p> <p><b>READ:</b>  Chapter 13 in <i>Race and Racisms: A Critical Approach</i>.</p>
Week 6	<p align="center"><b>Colonialism, Migration and Diasporas</b></p> <p><b>READ:</b>  Acuña, Rodolfo  2010 Greasers go home: Mexican immigration, the 1920s. In R. Delgado and J. Stefancic (Eds.). <i>In The Latino Condition</i>. New York: NYU Press. Pp. 96-91.</p> <p>Foner, Nancy and George M. Fredrickson  2004 Introduction: Immigration, Race, and Ethnicity in the United States: Social Constructions and Social Relations in Historical and Contemporary Perspectives. <i>In Not Just Black and White</i>. Nancy Foner and George M. Fredrickson. New York: Sage. Pp. 1-19.</p>
Week 7	<p align="center"><b>The State, Inequality and Resistance</b></p> <p><b>READ:</b>  Chapter 2 and 3 in <i>Race and Racisms: A Critical Approach</i>.  <b>MIDTERM</b> (bring green-book)</p>
Week 8	<p align="center"><b>The State, Inequality and Resistance</b></p> <p><b>READ:</b>  Ngai, May M.  2004 The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law. <i>In Impossible Subjects</i>. New Jersey: Princeton University Press. Pp. 21-55.</p> <p>López, Ian Haney  2006 Racial Restrictions in the Law of Citizenship. <i>In White by Law: The Legal Construction of Race</i>. New York: New York University Press. Pp. 27-34.</p>
Week 9	<p align="center"><b>The State, Inequality and Resistance</b></p> <p><b>READ:</b>  Santa Ana, Otto  2002 Chapter 3 and 4. <i>In Brown Tide Rising</i>. Austin: University of Texas Press.</p>
Week 10	<p align="center"><b>The State, Inequality and Resistance</b></p> <p><b>READ:</b>  López, Ian Haney  2006 Colorblind White Dominance. <i>In White by Law: The Legal Construction of Race</i>. New York: New York University Press. Pp. 143-162.</p> <p>Chapter 7 in <i>Race and Racisms: A Critical Approach</i>.</p>

Week 11	<p><b>The State, Inequality, and Resistance</b></p> <p><b>READ:</b> Chapter 8 and 9 in Race and Racisms: A Critical Approach.</p>
Week 12	<p><b>Identities and Representation</b></p> <p><b>READ:</b> Chapter 4 and 5 in Race and Racisms: A Critical Approach.</p>
Week 13	<p><b>Identities and Representation</b></p> <p><b>READ:</b> Chapter 6 in Race and Racisms: A Critical Approach.</p> <p>Hall, Stuart 1992 What is this “Black” in Black Popular Culture? <i>Social Justice</i> 20(1-2):104-115.</p>
Week 14	<p><b>Identities and Representation</b></p> <p><b>READ:</b> Kassimeris, George, and Lionie Jackson 2011 The West, the rest, and the ‘war on terror’: representation of Muslims in neoconservative media discourse. <i>Contemporary Politics</i> 17(1):19-33</p> <p>Fox, Geoffrey E. 1997 Image Makers. <i>In</i> Hispanic Nation: Culture, Politics, and The Constructing of Identity. Tucson: University of Arizona Press. Pp. 184-222.</p>
Week 15	<p><b>Bringing it all Together</b></p> <p><b>READ:</b> Chapter 14 in Race and Racisms: A Critical Approach.</p>
Finals Week	<p><b>Final</b></p>

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