

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2017													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* ETST 320														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Ethnic Studies Methodologies														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Ethnic Studies Methods														
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 <u>not</u> count toward the 80-word limit.) This course provides a broad overview of social research methods in the study of race and ethnicity. Students will be introduced to formal methods of research and analysis, including field research, observation, survey, oral histories and interviews. This course prepares students for ETST 400- Senior Project.														
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/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of Instruction</th> <th style="width: 33%;">Number of Credit Units</th> <th style="width: 33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-02</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-02	Activity			Lab		
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Lecture	3	C-02												
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> 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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No ETST 101 and 301														
17. Corequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No ETST 310 (pre or co-requisite)														
18. Documentation attached:														

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

☒ Syllabus ☐ Detailed Course Outline

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

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 Ethnic 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 _____
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Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
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SIGNATURES : (COLLEGE LEVEL) :

Laurette McGuire

1. Originator (please print or type name)

11/5/14

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

(UNIVERSITY LEVEL)

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: _____

Virginia Mann

From: Laurette McGuire
Sent: Thursday, October 15, 2015 12:39 PM
To: Virginia Mann
Subject: Re: One more question!?

Hi Virginia,
It should be Ethnic Studies Methodologies.
The thinking for a corequisite for ETST 320 was that students should at the least take ETST 310 at the same time if not before taking ETST 320, but it is not necessary to have ETST 320 first or at the least at the same time as ETST 310. That was our reasoning when working through the curriculum. Do you think that might not be the best way to go?
Thank you for all your help.
Best,
Laurette

Laurette McGuire, PhD
Assistant Professor
Anthropology Department
Cal State University San Marcos
San Marcos, CA 92096

On Oct 15, 2015, at 12:01 PM, Virginia Mann <vmann@csusm.edu> wrote:

Hi Laurette – I believe you may be able to answer my two questions below re ETST 320 – re title, and also co-requisite. Sorry I neglected to copy you yesterday.

Thanks,
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

From: Virginia Mann
Sent: Wednesday, October 14, 2015 12:30 PM
To: Michelle Holling <mholling@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>; Martha Stoddard-Holmes <mstoddard@csusm.edu>; Angela Baggett <abaggett@csusm.edu>; Rebecca Lush <rlush@csusm.edu>
Subject: One more question!?

Sorry – one final question Michelle:

Ethnic Studies
Research Methods *methodologies.*
ETST 320

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

Course Overview:

Ethnic Studies is inherently interdisciplinary and draws on both the humanities and social sciences to produce critical knowledge about power and inequality. This course introduces students to methodological approaches used in the humanities and social sciences. Students will focus on ethnographic research design, practice and analysis, using a broad spectrum of interdisciplinary tools to construct relevant data sets. Emphasis will be on research design, ethics, archival and textual methods, participant and unobtrusive observation, field-notes, life histories, interviewing as well as interpreting and data analysis. In preparation for conducting research we will explore research ethics and the challenges of building non-exploitative researcher/research participant relationships and collaborations. This course prepares students for ETST 400- Senior Project.

Program SLO's:

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 methods assignments and prospectus.

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

- Demonstrated in writing of research prospectus.

Student Learning Objectives:

Upon successful completion of this course students will be able to:

1. formulate a research question.
2. demonstrate specific competencies in
 - (a) identifying research problems
 - (b) selecting appropriate research methods
 - (c) developing research strategies.
- ☑ 3. demonstrate a variety of specific research skills to produce coherent data sets relevant to assigned problems
4. apply data sets to problem solving

Required Readings:

Marshall, Catherine and Gretchen B. Rossman
2015 Designing Qualitative Research, 6th ed. Los Angeles: Sage.

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	100 points
Homework	100 points
<u>Research Prospectus</u>	<u>200 points</u>
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

Midterm Exam:

There will be an in class midterm worth 100 points. The exam will be on **(Week 7)**. The exam will be part multiple-choice, True/False justification, short answer and/or short essay.

- o **No make-up exams** will be given except in cases of documented emergencies.
 - o 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.
 - o Make-up with penalty – at the instructor's discretion and must be completed prior to the following class.
 - o What to do in these situations – contact your instructor with appropriate documentation as soon as possible (before attending the next class).

Homework Assignments:

There will be four methods exercise that you will be required to complete.

Exercise 1 - Creating a Survey Instrument:

Survey questionnaires present a set of questions to a subject who with his/her responses will provide data to a researcher. On the surface, it seems a fairly simple task to write up a set of questions to collect information, but there are many pitfalls that should be avoided to develop a good survey questionnaire. The key to developing a good survey questionnaire is to keep it short while ensuring that you capture all of the information that you need. This is not an easy task. Once you have developed your survey questionnaire, you can use your objectives to go back through the questions and determine if each of the questions is providing you with information that you need. Any question that is not providing necessary information should be removed.

Directions:

1. Research Question: Develop a research question. Describe what you want to study and why. What are the objectives of your research question?
2. Develop a list of questions that you believe will help you to answer your research question. You will have to test your questions on a practice sample group.
3. Population: Describe the universe to which you ideally would want to generalize your results. Then describe the target population that you might be able to identify and for which you can survey. How will you select your sample (what criteria)?

Exercise 2 – Free-listing Vocabulary:

Cultural domains are large categories of objects, activities, or feelings that people use to organize the cultural knowledge that they share with one another. They are important in gaining an

understanding of a culture, because they are the resources people use to access and activate their cultural knowledge.

One way of building up the structure and content of cultural domains such as kinship, pronouns, animals, foods, or colors is through free-listing. Free-listing allows for the systematic gathering of verbal data by asking people to “list all the kinds of *X* you know about,” where *X* is a cultural domain that you have reason to believe is relevant to the members of the community you are studying (in this case college students).

Directions:

1. You will come up with a category.
Ex. List all types of dogs, cats, colors, trees, beer, etc.
2. You will ask at least twenty people to “list all the kinds of *X*.”
3. Once you have collected your data you will begin analysis. The simplest approach is to determine the frequency with which terms are mentioned and use this figure to rank the terms. Do some terms have a close association with others? (Example: Do cat and dog appear in close proximity to each other?) The most frequently mentioned terms are most salient and are typically the terms that would be examined in greater detail through additional interviewing.
4. Note the research category, note themes, frequencies, issues, or problems from your free-lists. What do your findings suggest?

Exercise 3 - Participant Observation

This assignment asks you to collect and interpret information about an event, activity, or social space through participant-observation. Do not use any interview techniques to learn about the occasion you have chosen. Please confirm your proposed venue with me before you begin.

Directions:

1. Find a research site. Pick a subject that is of interest to you, and that you are not familiar with.

For example-

street fair, political rally, concert, etc., or a special, religious celebration, a wedding, a graduation, etc.

2. Describe the scene. If it seems useful, draw a map of the setting, indicating the position and movement of persons.

3. Questions to consider:

Who is present? Who is absent? Look for the structure of the situation: are the participants differentiated from each other, such as, leaders and followers, or those with more or less status? Is status differentiation or equality represented in dress, behavior, symbolic markers, differing prerogatives? How do people interact with each other? What appear to be the unspoken or spoken rules that underlie this event or activity? Is there any formal authority? To what extent is it respected? Do people seem to follow the rules, explicit or tacit, or do they bend them? Is the event characterized more by order and agreement or conflict and disorder? Do all participants seem to be deriving the same benefits or satisfactions from participation? Do they have means of communicating positive or negative judgments about the situation?

4. Turn in:

Your raw field notes as well as a descriptive write-up of the observation, your analysis and interpretation of the scene (using the above questions as a guide). Include your self-critique be sure to touch on ethical issues of research and to what extent did you 'participate' and to what extent did you 'observe'? How did the two inform each other? Comment on the effect of your presence and the degree to which you understood the activity without having directly questioned the participants. What do you think you might have misunderstood or missed? (Adapted from <http://ocw.mit.edu/courses/anthropology/21a-801j-cross-cultural-investigations>)

Exercise 4 - Interviewing

Interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Interviews differ from surveys by the level of structure placed on the interaction.

Directions:

1. Take time to write your questions. Specify 3-4 major topics for the interview. Think about your goals use open-ended questions that encourage the free-association of thoughts, and responses. Remember an interview is not a conversation. It should be informal and loose, but the other person is the one doing the talking; you are providing questions, and seeking depth, when necessary. Listen well, this takes concentration; it means really caring about what they have to tell you, and building a bridge of trust between you.
2. Decide who you want to interview. Choose someone who you would like to learn something from, someone who connects to your life in some way.
3. Be clear about why you want to interview the person, and that they have the final say in approving its use.
4. The interview should be at least a half hour. You may consult the person again later if you want to, and he or she is willing. You may want to record the interview, so you can focus on the conversation without having to take notes. If so, ask beforehand if the person is comfortable with being recorded, and comply with his or her wishes. Do not pressure anyone to be recorded. Offer to give the participant a copy of the final paper.
5. Write-up of interview:
Choose several thematic questions that address your research question, and address each question by providing relevant raw interview data and interpretations of raw data. You can choose the precise format for this write-up, drawing on course readings. However, you must present the following:
 1. The questions that you asked.
 2. The responses in the participants own words
 3. Your own interpretations, which show how people's responses address your general questions.

Research Prospectus/ Proposal:

A research prospectus describes an intended course of research and the intellectual merit of this research. Learning to write a prospectus is an invaluable skill for aspiring researchers. This is not a detailed, technical research proposal, but, rather, a considered analysis of the issues you are likely to confront in such a study. In this course you will be developing the research prospectus for the project you will be working on in ETST 400.

The prospectus will include the following: Write an essay of eight or more double-spaced pages in which you explore a problem and solution as the topic for a term research and writing project.

The Introduction- What is the focus of the study? What is the research question?

The Research project- What are the aims of the study?

The Literature Review- How have other scholars addressed this subject?

The Significance- What is new about your research?

The Methodology-What methods will you use to answer your research question?

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.

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 Schedule and Readings
Week 1	Introductions/ What is Research? READ: Marshall and Rossman- Ch. 1- Introduction
Week 2	Qualitative/Quantitative Methods READ: Marshall and Rossman- Ch. 2 Qualitative Research Genres Guest Speaker: Library
Week 3	Preparing for Research/ Designing Research READ: Maxwell- Ch. 2- Goals: Why are you doing this Study? Baca Zinn, Maxine 2001 Insider Field Research in Minority Communities. <i>In</i> Contemporary Field Research: Perspectives and Formulations, 2 nd ed. Waveland Press, Long Grove, IL. Pgs.159-166. Goldberg, David Theo 2009 Racial Comparisons, relational racisms: some thoughts on method. <i>Ethnic and Racial Studies</i> 32(7):1271-1282.

Week 4	<p align="center">Proposal Writing/ Institutional Review</p> <p>READ: Marshall and Rossman- The What of the Study: Building the Conceptual Framework. Tracy, Sarah J. 2013 Proposal Writing: Explaining your research to institutional review boards, instructors, supervisory committees, and funding agencies. In <i>Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact</i> 87-104. MA: Wiley. Guest Speaker: IRB</p>
Week 5	<p align="center">Participatory Methods and Community Based Collaborations</p> <p>READ: Rajarm, Shireen 2007 An Action Research Project: Community Lead Poison Prevention. <i>Teaching Sociology</i> 35(2):138-150. Silka, Linda et al. 2008 Creating Community-Based Participatory Research in a Diverse Community: A Case Study. <i>Journal of Empirical Research on Human Research Ethics: An International Journal</i> 3(2):5-16. Guest Speaker: Community Engagement/ Community Partner Due: Research question</p>
Week 6	<p align="center">Observation- Direct and Indirect</p> <p>READ: Emerson, Robert 2001 Fieldwork Practice: Issues in Participant Observation. In <i>Contemporary Field Research: Perspectives and Formulations</i>, 2nd ed. Waveland Press, Long Grove, IL. Pgs.113-151 Emerson, Robert and Melvin Pollner 2001 Constructing Participant/ Observation Relations. In <i>Contemporary Field Research: Perspectives and Formulations</i>, 2nd ed. Waveland Press, Long Grove, IL. Pgs.239-259. Homework: Observational Methods</p>
Week 7	<p align="center">Interviewing- Unstructured and Semistructured</p> <p>READ: Marshall and Rossman- Basic Data Collection Methods. Midterm Exam Homework: Free listing</p>
Week 8	<p align="center">Interviewing- Questionnaires</p> <p>READ: Briggs, Charles- Interview (Cougar Courses) Katherine Pratt Ewing (Cougar Courses) 2006 Revealing and Concealing: Interpersonal Dynamics and the Negotiation of Identity in the Interview. In <i>Ethos</i> 34(1):89-122. Homework: Interview/ Focus Groups Guest Speaker:</p>
Week 9	<p align="center">The Narrative</p> <p>READ: Garro, Linda and Cheryl Mattingly 2000 Narrative as Construct and Construction. In <i>Narrative and the Cultural construction of Illness and Healing</i>. Mattingly and Garro eds. University of California</p>

	Press, Berkeley, CA. Pgs.1-49. Due: Literature Review
Week 10	The Archives READ: Marshall and Rossman- Specialized and Focused Data Collection Methods.
Week 11	Feminist Methods READ: Harding, Sandra 1998 A Role for Postcolonial Histories of Science in Theories of Knowledge? Conceptual Shifts. <i>In</i> Is Science Multicultural?: Postcolonialisms, Feminisms, and Epistemologies. Indiana University Press, Bloomington, IN. Pgs. 1-22. Gailey, Christine Ward 2015 Feminist Methods. <i>In Handbook of Methods in Cultural Anthropology</i> 151-184.
Week 12	Reading Text- Content Analysis READ: Marshall and Rossman- Managing, Analyzing, and Interpreting Data. Perakyla, Anssi and Johanna Ruusuvuori 2013 Analyzing Talk and Text. <i>In</i> Collecting and Interpreting Qualitative Materials. Norman K. Denzin and Yvonna S. Lincolns eds. Los Angeles: Sage. 277-308. Due: Methodology
Week 13	Recording and Managing Data READ: Wilder Bonner, Kideste Mariam 2014 Race, Space, and Being Policed: A Qualitative Analysis of Residents' Experiences with Southern Patrols, 4(2):124-151.
Week 14	Analysis and Representation READ: Marshall and Rossman- Stressors: Time, Resources, and Politics. Journals Due
Week 15	Composition and Evaluation READ: Marshall and Rossman- Revisiting Proposal as Argument and Forecasting Final Representations.
Final	Final Prospectus Due

This document may require changes during the course of the quarter, at the discretion of the professor. Students will be notified in advance of any changes in class. Changes will also be posted on Cougar Courses.