

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): Spring 2017 (or following approval of P-form)													
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 400														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Senior Project														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) ETST Senior Project														
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.) 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.														
9. Why is this course being proposed? Course is part of new proposed curriculum for new major.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedu ling/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? Twice (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, ETST 301, ETST 310, and ETST 320														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

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

18. Documentation attached:

☒ 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 in spring semesters

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
Discipline	_____	_____	_____	_____
	Signature	Date	Support	Oppose

SIGNATURES : (COLLEGE LEVEL) :

Michelle A. Holling

11.3.2014

1. Originator (please print or type name)

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 SciencesRECEIVED
OCT - 5 2015
BY: _____

ETST 400: Senior Project

Instructor contact information

Course Description

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.

Students' required capstone projects must demonstrate proficiency in a selected theme: Colonialism, Migration and Diasporas; The State, Inequality and Resistance; or Identities and Representation. The capstone projects provide faculty an opportunity to assess program learning outcomes and students a chance to demonstrate thematic depth and breadth of understanding.

Course Expectations

This course is designed to have students put into practice skills, theories, methodologies, and knowledge acquired throughout their coursework about ethnic studies. Enrollment requirements for ETST 400 requires that students have completed all core courses for the major. In particular, students' completion of ETST 310 (Theories and Concepts in Ethnic Studies) and ETST 320 (Critical Methodologies) are foundational to assignments planned for this course. Also, students need to have with them for this course the prospectus completed for ETST 320; the prospectus is the basis for assignments students will complete for this course.

Program SLO's & Student Learning Outcomes

Upon successful completion of the course, students will have demonstrated three 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.
 - *Demonstrated in two ways: 1) reading quizzes or responses and 2) the final paper in which students responsible for identifying pertinent theoretical concepts to analyze data collected.*
- PSLO #2: Evaluate social constructions of race in a domestic and/or international context.
 - *Demonstrated in three ways: 1) class discussion of assigned readings and 2) reading quizzes or responses and 3) the final paper wherein students are accounting for processes of racialization in the topic they pursue.*
- PSLO #3 OR #4 OR #5 – students demonstrate one of three PSLO's based on a theme they select; the themes organize the major.
 - *Demonstrated in two ways: 1) literature review and 2) final paper.*

- #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 3 aligns with “colonialism, migration and diasporas” theme).
- #4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups. (PSLO 4 aligns with “the state, inequality and resistance” theme).
- #5: Describe ways representations and cultural practices are means to construct or sustain cultural identities. (PSLO 5 aligns with “identities and representation” theme).

In addition, this course is tailored to have students meet six student learning outcomes:

- #1: Acquire terminology specific to the study of race and racism.
 - *Demonstrated via contributions to in-class discussions, reading responses or quizzes, literature review, and final project.*
- #2: Comprehend the historical construction of race and systems of oppressions related to race.
 - *Demonstrated via contributions to in-class discussions, reading responses or quizzes, literature review, and final project.*
- #3: Utilize ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.
 - *Achieved by successful completion of final project.*
- #4: Identify forces that create and sustain inequality of people of color.
 - *Demonstrated via contributions to in-class discussions, literature review, data collection and final project.*
- #5: Recognize how communities of color navigate racism and struggle for liberation.
 - *Demonstrated via literature review, data collection and final project.*
- #6: Demonstrate knowledge in a theme of colonialism, migration and diasporas; the state, inequality and resistance; or identities and representation.
 - *Achieved by successful completion of literature review and final project.*

Required Texts & Materials

- ✓ Fong, T. (2008). *Ethnic studies research: Approaches and perspectives*. New York: Altamira Press.
- ✓ Add'l course readings -- either in reading packet form or posted to cougar course
- ✓ Prospectus completed in ETST 320
- ✓ Recommended: qualitative textbook used for ETST 320 and course

Assignments

- Engaged participation – 10% -- students are expected to be active contributors to class discussions. The mainstay of the class will be conducted in seminar style, which means that

students bear a good deal of responsibility for leading class discussions with the instructor facilitating the conversation and attend class having completed assigned readings with observations, questions, comments for discussion.

- Reading quizzes or responses – 25% -- regardless of the form, students will be provided with a central question that they are responsible for addressing by drawing on their own insights and support from the readings.
- Culminating Research Project – all subsequent assignments are premised on having a prospectus completed.
 - Literature review – 15% -- following the prospectus completed for ETST 320, students are to gather a minimum of ten academic sources related to your topic. The purpose of the literature review is to understand what knowledge scholars have produced and to identify what gaps in the literature exist; students' projects seek to address those gaps. Students are to conclude their literature review with a clear statement of the problem or research question they intend to address.
 - Peer review -- 10% -- in one class session, students will conduct blind peer reviews. A completed draft of the final paper is needed; students will have the class time to read one another's papers and offer comments.
 - Final paper – 30% -- an original research paper, sections of the paper are likely to include: introduction (i.e., statement of problem, research question or issue examined), literature review, methodology (i.e., method used to conduct field work, data collection, etc. as well as account for the student-scholar's positionality), findings, and discussion (e.g., implications of study, directions for future research, etc).
 - Research presentation – 10% -- each student will present his/her work in conference style format. Presentations will run 15-20 minutes, which includes a question and answer session. Students are responsible for highlighting the what, how, and why of what they studied as well as the implications of their study.

Grade Values

A	93-100%	B	83-85.9%	C	73-75.9%	D	63-65.9
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	86-89.9%	C+	76-79.9%	D+	66-69.9%	F	< 59.9%

Course Schedule

Subject to revision by instructor (each red arrow represents a class meeting)

Week 1: Introduction to Course

- ➡ Syllabus & course information
- ➡ Read: Fong, "Introduction"

Week 2: Ethnic Studies as a Field of Knowledge

- ➡ Add'l readings: "The Future of Ethnic Studies" by G. Okihiro; and excerpts from "The Academic and Social Value of Ethnic Studies" by C. Sleeter; "The History, Development, and Future of Ethnic Studies" by E. Hu-DeHart
- ➡ Assignment: Survey three ETST programs in the U.S.

Week 3: Perspectives on Ethnic Studies

- ➡ Read chapters 2 and 3 in Fong
- ➡ Read chapters 4 and 5 in Fong

Week 4: Considerations for Research

- ➡ Read chapters 5 and 6 in Fong
- ➡ Doing Ethnic Studies research -- Library visit

Week 5: cont'd, Considerations for Research

- ➡ Read chapters 7 and 8
- ➡ Read chapter 9 in Fong

Week 6: Ethics & Standpoint

- ➡ Readings TBA
- ➡ Literature Review due

Week 7: Methodological Considerations

- ➡ Read chapter 10 and 13 in Fong
- ➡ Read chapters 11 and 12 in Fong

Week 8: Data Collection & Analysis

- ➡ Add'l readings: chapter 6 (Merriam, *Qualitative Research*)
- ➡ Add'l readings: chapters 7 & 9 (Merriam, *Qualitative Research*)

Week 9: Data Collection

- ➡ Week dedicated to collecting data for final project. No class readings

Week 10: Workshop, Making Sense of Data

- ➡ Students to bring data collected

Week 11: Community Research & Social Change

- ➡ Read chapter 14 in Fong
- ➡ Read chapter 15 in Fong

Week 12: Collaboration & Activism

- ➡ Read chapter 18 in Fong
- ➡ Read chapter 19 in Fong

Week 13: Workshop

- ➡ Meetings with professor
- ➡ Peer Review
 - Bring two copies of your paper: One for me with your name on it, and one for a classmate *without* your name.

Weeks 14 & 15

- ➡ Student Research Presentations

Week: Final Exam Period

- ➡ Culminating research project due