

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA D7: Interdisciplinary Social Science**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: ETST 101		Course Title: Introduction to Ethnic Studies	
Number of Units: 3			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2017	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Laurette McGuire		Email: lmcguire@csusm.edu	Submission Date: 1/26/2015

1. Course Catalog Description:

ETST 101: Introduction to Ethnic Studies (3)

Using an interdisciplinary approach this course introduces students 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions NONE
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Laurette McGuire 2/2/15
Course Proposer Date

M. Chubb 10/8/15
Department Chair Date

Please note that the department will be required to report assessment data to the GEC annually. DC Initial

M. Chubb Support Do not support*
see email
Library Faculty Date 10/16/15

Impacted Date
Discipline Chair

Support Do not Support*

Impacted Discipline Date
Chair

Approve Do not Approve

GEC Chair Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Laurette McGuire Phone: 8078 Email: lmcguire@csusm.edu

From: Melanie Chu
Sent: Friday, October 16, 2015 1:58 PM
To: Laurette McGuire; Virginia Mann
Cc: Michelle Holling
Subject: Re: Request for Signature for ETST 101 for D7

Hi Laurette and Virginia,

Thank you for the opportunity to review "Intro to Ethnic Studies."

Current library database subscriptions include access to both scholarly and popular press required for the article review assignments. I look forward to collaborating with ETST faculty to ensure students have the necessary information literacy skills to complete their research as needed.

Please consider this email my approval for the ETST 101 course.

Melanie Chu

Outreach Librarian, Library Faculty
California State University San Marcos
mchu@csusm.edu | KEL 3306 | 760.750.4378

From: Laurette McGuire <lmcguire@csusm.edu>
Date: Wednesday, October 14, 2015 at 4:21 PM
To: Melanie Chu <mchu@csusm.edu>
Cc: Michelle Holling <mholling@csusm.edu>
Subject: Request for Signature for ETST 101 for D7

Hi Melanie,
Attached is the syllabus for the proposed Ethnic Studies 101 course. I am writing to ask for your support of the course. If you would please review and let me know if you have any questions. Your email response can serve in lieu of a signature.
Respectfully,
Laurette McGuire

Laurette McGuire, Ph.D.
Assistant Professor
Department of Anthropology
CCHC Coordinator
ETST Co-Coordinator
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

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Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Through lectures and readings students will be introduced to the history, theory, and methods of disciplines such as: Communication, History, Anthropology, and Sociology. These disciplines have historically informed Ethnic Studies research.	Assessment will be through assignments that require students to evaluate and analyze course readings.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	The focus of this course is to provide students with a better understanding of social issues from multiple perspectives and how historical, social, political, and structural forces impact and are impacted by race, class, gender and areas of intersection.	Students are expected to apply the concepts introduced in this course to writing assignments and in exams.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Throughout the semester this course's emphasis is on the contemporary and historical experience of people of color to better understand the social, culturally, and politically forces that marginalized groups face.	Through quizzes, exams, and writing assignments, students will demonstrate an understanding of the content presented in lecture and readings. For example, one writing assignment requires students to find a scholarly article that utilizes an Ethnic Studies perspective and to summarize and respond to it as if they were speaking to the author.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	Students will come to see the importance of using an interdisciplinary approach to study the histories, experiences, cultures, and issues of racial-ethnic groups in the United States.	Exams will include questions about how various disciplines have approached and contributed to our understanding of the topic of race, ethnicity, and gender.

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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Through reflective paper assignments, reviews, and exams students will have an opportunity to practice these skills.	Throughout the semester students will be expected to complete a variety of writing assignments. For example a reflective paper assignment requires students to be self-reflexive and explore their own understanding of race. Writing assignments ask them to find a scholarly article, summarize and respond to it as if they were speaking to the author.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Through reading and writing assignments that require students to think critically regarding the ways in which historical, social, political, and structural forces impact and are impacted by conceptions of race, and ethnicity that lead to inequalities across racial groups.	In-class writing assignments, quizzes, paper assignments, and exams will require students to critically engage with the material. For example, the Popular Press Article Review requires students find a popular press article that talks about race and respond to it as if they were writing a letter to the author.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students are required to find, evaluate and present two articles that speak to issues covered in the course.	Students are required to find two articles that speak to issues covered in class, one that utilizes an Ethnic Studies perspective and one from popular media concerning race. They will be required to evaluate the articles and to present the articles to the class, connecting the articles to ideas and concepts covered in class.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course provides students the framework to examine how race, ethnicity, gender and class impact historically marginalized groups in the United States and around the globe.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students in this course engage with scholarship that exams social, historical, political, and cultural issues that impact people of color at the local, national and global level.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	The All-University Writing requirement is met through exams, article reviews, and self-reflexive assignments (see syllabus).
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Instructors will evaluate and provide students with detailed commentary on all written work.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students will be assigned readings that include important scholarship in Ethnic Studies.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Through assignments like the article reviews and class presentation students have an opportunity to gain information literacy.

ETST 101 - Introduction to Ethnic Studies

Office:
Office hrs:
Office Ph:
E-mail:

Course Description & Format

Through an interdisciplinary approach this course introduces students to the field of Ethnic Studies, focusing on the historical and contemporary experiences of people of color, and systems of oppression foregrounding race/ethnicity. In addition, students will be introduced to the activism of those groups in the struggle for social justice. Informed by multiple disciplines, students will learn concepts and methods used in the study of race and ethnic relations in the United States. This course provides students with a better understanding of U.S. society through an examination of contemporary social issues from multiple perspectives and how historical, social, political, and structural forces impact and are impacted by conceptions of race, racism and ethnicity that lead to the inequalities across racial groups.

Course Expectations

This course is designed to introduce students to the various stories and concerns of racially marginalized peoples in the United States and to understand historical, social, cultural, economic, and legal forces that impinge on everyday life. Although we all live our lives to the best of our individual abilities, we also have social histories and structures that burden our lives. And in the case of the U.S. history, people of color have shouldered most of this burden for U.S. society. In order to engage in these topics, I expect you to come prepared with the readings completed. This will allow us to come to understand different experiences and histories from a shared educational background. From this background, we can explore our differences and similarities.

Student Learning Objectives

Upon successful completion of the course, students will:

Program SLO's & Student Learning Outcomes

Upon successful completion of the course, students will have demonstrated five 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 and 2) exams*
- PSLO #2: Evaluate social constructions of race in a domestic and/or international context.
 - *Demonstrated in two ways: 1) class discussion of assigned readings and 2) reading quizzes or responses*
- 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.
 - *Addressed in Section 4: Activism. Demonstrated in Scholarly Article Review*

- PSLO #4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.
 - *Addressed in Section 3 & 4. Demonstrated in Popular Press Article Review*
- PSLO #5: Describe ways representations and cultural practices are means to construct or sustain cultural identities.
 - *Addressed in Section 3. Demonstrated in discussions following film screenings.*

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

- #1: Acquire terminology specific to the study of race and racism.
 - *Demonstrated via contributions to in-class discussions & reading responses for Section 1 – Notions of Race*
- #2: Comprehend the historical construction of race and systems of oppressions related to race.
 - *Demonstrated via contributions to in-class discussions & reading quizzes via Section 2 – Land, History, and Migration*
- #3: Utilize ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.
 - *Demonstrated in “Article Review – Popular Press” assignment*
- #4: Identify forces that create and sustain inequality of people of color.
 - *Demonstrated via Section 2 – Land, History, and Migration & Section 3 – Cultural Oppression/Cultural Resistance*
- #5: Recognize how communities of color navigate racism and struggle for liberation.
 - *Demonstrated via Section 4 - Activism*

Required Texts

Gallagher, C.A. (2012) *Rethinking the Color Line: Readings in Race and Ethnicity*. 5th Edition. McGraw Hill.

Assignments

More detailed assignments are posted to Cougar Courses in “Assignments” folder

5% - Racial Biography (2-3 pages) – Write a 2-3 self-reflective paper that answers this question: When did you first recognize “race?” Explore this question from your own perspective, recalling what was the context it came up, who or what taught you about race, and how this has changed or stayed the same.

10% Engagement – Covers activities on in class, such as in-class writing assignments, quizzes, dialogues, etc. Participation assignments allow students to demonstrate acquired skills, contribute to class discussions, and reflect comprehension of course material.

15% Reading Quizzes and Postings – Weekly reading quizzes on Cougar Courses.

20% Exam 1 - Covers material leading up to the day of the exam. “Exam material” refers to course readings, in-class lectures, examples of speeches, and/or video material.

20% Exam 2 -- Covers material leading up to the day of the exam. "Exam material" refers to course readings, in-class lectures, examples of speeches, and/or video material.

10% - Scholarly Article Review (3-4 pages) – Find a scholarly article that utilizes an Ethnic Studies perspective – summarize and respond to it *as if you were speaking to the author*.

10% - Popular Press article Review (3-4 pages) - Find a popular press article that talks about race. Respond to it *as if you were writing a letter to the author*. Length – 3-4pgs

10% - Student Presentation (2-3 pages presentation outline) - You will present on your two articles to the class, connect it to class concepts, and share your response with your classmates.

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 three review papers.**

Course Schedule

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

Week 1: Introduction to Course

- Syllabus & course information
- Film viewing: *Race: The Power of Illusion*
 - Assignment: Racial biography

Section 1: Notions of Race

Week 2: Race & Ethnicity: Sociohistorical Constructions

- Read:
 - #1- How Our Skins Got Their Color *Marvin Harris*
 - #2 - Drawing the Color Line *Howard Zinn*
- Read
 - #3 – Racial Formations *Michael Omi and Howard Winant*
 - #4 - Defining Race and Ethnicity *C. Matthew Snipp*

Week 3: Race as Chameleon: How the idea of Race changes over Time & Place

- Read
 - #8 – Defining Race: Comparative Perspectives *F. James Davis*
 - #10 - Asian American Panethnicity: Contemporary National and Transnational Possibilities *Yen Le Espiritu*
- Read #11 – Lee & Bean; "Seeing the Big Picture – The Institutionalization of Mixed Race Identity"

Week 4: Color-blind America

- Read #12 – Gallagher; #13 – Guinier & Torres

- ➔ Read #14 – Gans; Additional Goldberg reading on CougarCourse

Section 2: Land, History, and Migration

Week 5: Race, Ethnicity, & Immigration

- ➔ Read #41 - Steinberg
- ➔ Film Viewing: *Roots in the Sand*

Week 6: Race, Ethnicity, & Immigration (continued)

- ➔ Read
 - #42 - Who Are the Other African Americans? Contemporary African and Caribbean Immigrants in the United States *John R. Logan*
- ➔ Read
 - #43 - The Arab Immigrant Experience *Michael W. Suleiman*

Week 7: Labor and location

- ➔ Read
 - #34 - Sweatshops in Sunset Park: A Variation of the Late-Twentieth-Century Chinese Garment Shops in New York City- *Xiaolan Bao*
- ➔ Read
 - Hispanics in the American South and the Transformation of the Poultry Industry *William Kandel and Emilio A. Parrado*

Week 8: Midterm Week

- ➔ Exam 1
- ➔ Exam 1 Debrief; Introduction to Section 3 & 4

Section 3: Cultural Oppression / Cultural Production

Week 9: Race and Social Institutions

- ➔ Read:
 - #27 - The New Jim Crow *Michelle Alexande*
- ➔ Read
 - #28. Racialized Mass Incarceration: Rounding Up the Usual Suspects *Lawrence D. Bobo, Victor Thompson and Michele Alexander* Film Screening: *Reel Bad Arabs*

Week 10: Race, Representations and the Media

- ➔ Read:
 - #36 - Racism and Popular Culture *Danielle Dirks and Jennifer Mueller*
 - #37 - The Media as a System of Racialization: Exploring Images of African American Women and the New Racism *Marci Bounds Littlefield*
- ➔ Film Screening: *Reel Bad Arabs*

Week 11: Stereotypes

- ➔ Read

- #39 - Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising and Brands *Debra Merskin*
- ➡ Read
 - #40 - Sport in America: The New Racial Stereotypes *Richard E. Lapchick*

Week 12: Independent Media

- ➡ Read
 - TBD on Ethnic Media
- ➡ Read
 - Gong – Moving Media

Week 13: Activism

- ➡ Film Screening: *American Revolutionary*
- ➡ Read:
 - Sections from Morris's *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*.
 -

Week 14: Activism

- ➡ Read:
 - #49 - Policy Steps toward Closing the Gap *Meizhu Lui, Bárbara J. Robles, Betsy Leondar-Wright, Rose M. Brewer, and Rebecca Adamson*
- ➡ Read:
 - #50 - Ten Things You Can Do to Improve Race Relations *Charles A. Gallagher*

Weeks 14 & 15

- ➡ Student Presentations of Article Reviews

Week: Final Exam Period

- ➡ Exam 2