

## California State University, San Marcos

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number \_\_\_\_\_ **ETST 301: Ethnic Studies and Society**☒ This is a new course. A FORM C is being filed concurrently.☐ This is an existing course not currently satisfying an UDGE requirement, which is not being changed.☐ This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.☐ This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.

**See attachment**2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

  yes   X  no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

  X  yes   no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how

This course would introduce ETST majors to the wide topics and issues affecting ethnic and marginalized people in the United States and further the major's goal of

In addition it also introduces majors to the benefits and challenges of diverse communicative practices of people living in a multicultural society, especially from a minority perspective.

This course would also provide non-majors with an upper division class that relies greatly on interdisciplinary learning, incorporating Ethnic Studies, Sociology, Communication Studies, Education, and other fields to study and address issues affecting ethnic peoples in the United State.

Non-majors will learn about issues that cross ethnic peoples and affect inter- and intra-community relationships. Non-majors will engage these issues affect present-day lives ethnic peoples, fulfilling the GE goal of fostering responsiveness to multiculturalism and human diversity. Students will hone critical thinking, writing, and communication skills as part of the assessments proctored in this class.

**Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.**

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### Signatures

Vincent Pham \_\_\_\_\_

Feb. 13, 2015 \_\_\_\_\_

Originator \_\_\_\_\_

Date \_\_\_\_\_





Program Director \_\_\_\_\_

Date \_\_\_\_\_

General Education Coordinator \_\_\_\_\_

Date \_\_\_\_\_

General Education Committee Chair \_\_\_\_\_

Date \_\_\_\_\_

## Virginia Mann

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**From:** Vincent Pham  
**Sent:** Thursday, October 15, 2015 10:36 PM  
**To:** Virginia Mann; Michelle Holling  
**Cc:** Yvonne Meulemans; Regina Eisenbach; Laurette McGuire; Dreama Moon  
**Subject:** Re: ETST 301 for DD

Hello Virginia,

My apologies. Here are the responses to the #3 & #4

3. a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

**No**

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

**Currently, no. In the future, it will satisfy a requirement for the Ethnic Studies major.**

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

**This course would introduce future majors to the societal topics that ETST broadly explores and furthers the major's goal of "discussing the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups." In addition it also introduces minors to a wide body of research and topics needed for those interested in further studying ETST. This course also provide non-majors with an upper division class that relies greatly on interdisciplinary learning, incorporating sociology, communication studies, critical race studies, and other ETST-related scholarship to study the historical and contemporary societal issues affecting ethnic communities today. Through understanding the Ethnic Studies relationship and impact on society, ETST students will have a better understanding of how social inequities can be approached through an innovative and interdisciplinary ETST-informed perspective. Students will learn about issues affecting ethnic communities and fulfill the GE goal of fostering responsiveness to multiculturalism and human diversity. Students will hone critical thinking, writing, and communication skills as part of the assessments proctored in this class.**

4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

**This course introduces students to basic assumptions about race and ethnicity from an interdisciplinary ethnic studies approach. It incorporates sociology, communication studies,**

critical race theory, and these various fields' discussions about race, racism, and ethnicity. Students will be introduced to such basic assumptions through reading works by ethnic studies scholars as well as watching media from ethnic communities or participants in such communities. Central to an ethnic-studies approach is a focus on the ethnic communities and their right to self-determination and agency as they attempt to make lives better for their community and society in general. In addition, this course introduces students to topics that affect ethnic communities and privileges understanding societal issues from the perspective of ethnic communities. In order to make this connection, students will engage in a community-based final project.

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Vincent N. Pham, Ph.D.  
Assistant Professor  
Department of Communication  
California State University San Marcos  
333 S. Twin Oaks Valley Road, SBSB 2116  
San Marcos, CA 92096-0001  
Office Ph: 760/750-8094; Fax: 760/750-4111  
Email: vpham@csusm.edu

Most recent publication: "Our Foreign President Barack Obama: The Racial Logics of Birther Discourses," Journal of International and Intercultural Communication, Vol. 8 (2) 2015

*Asian Americans and the Media*. Visit the book  
at <http://www.polity.co.uk/book.asp?ref=9780745642734>

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**From:** Virginia Mann <[vmann@csusm.edu](mailto:vmann@csusm.edu)>  
**Date:** Wednesday, October 14, 2015 at 4:01 PM  
**To:** Vincent Pham <[vpham@csusm.edu](mailto:vpham@csusm.edu)>, Michelle Holling <[mholling@csusm.edu](mailto:mholling@csusm.edu)>  
**Cc:** Yvonne Meulemans <[ymeulema@csusm.edu](mailto:ymeulema@csusm.edu)>, Regina Eisenbach <[regina@csusm.edu](mailto:regina@csusm.edu)>  
**Subject:** ETST 301 for DD

Hello Vincent,

Attached is your submission for DD credit for ETST 301, which I will be sending to the GEC. Although you provided brief answers to questions 5-8 on the DD form, there is no response for questions 3 or 4. I know that GEC will require those questions to be answered before reviewing.

You could send me your response for #3 and #4 via email, and I can append to the form before sending on to GEC.

Thanks,  
Virginia

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

**FORM INSTRUCTIONS FOR UDGE-DD (WHITE)**  
**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL**  
**FOR AREA DD – SOCIAL SCIENCES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

**Criteria for Upper Division Area DD Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.**

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

**This course will look at the historical, political, and social context of issues affecting people of color and their communities. By doing so, students will understand how communities of color have been affected by various social and economic policies that have had long-standing implications for current day political, economic, and cultural developments.**

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

**This course is focused on ethnicity and issues that affect ethnic communities, considering how they adapt, are affected and deal with prejudice and discrimination, vary in socio-economic status and achievement, and carve out regional and local identities amidst a diasporic community.**

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

**By turning our attention to issues and topics, student will learn and apply multiple perspectives to understand these issues from a variety of ways. Thus, an Ethnic Studies approach considers various ways and disciplines (Communication, Sociology, Education, Anthropology, etc) to understanding the complex lives of people of color. Such an approach would inform students' understanding of race as not located within any single discipline but one that is best served through a variety of perspectives.**

**Assessment for Upper Division Area DD Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

**The papers and exams assigned to this class will measure the learning outcome of students by assessing their ability to analyze race and ethnicity in various issues in light of economic, political, social, and cultural context.**

- b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

## ETST 301 –Ethnic Studies and Society

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

### Course Description & Format

Through an interdisciplinary approach, this course expands on the issues pertaining to the field of Ethnic Studies. Students will focus on issues and topics that affect people of color and their relationships within the community and outside of the community. 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 ethnic communities through an examination of diverse issues that influence people of color's daily lives.

### Program SLO's & Student Learning Outcomes

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

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 or quizzes, 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, 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 and final project.*
- #5: Recognize how communities of color navigate racism and struggle for liberation.
  - *Demonstrated via proposal and final project.*

### Required Texts & Materials

- ✓ Yang, P. (2000). *Ethnic Studies: Issues & Approaches*. New York: SUNY Press.
- ✓ Add'l course readings – either in reading packet form or posted to cougar course

### Assignments

**15% Engagement** – Covers activities on in class, such as in-class writing assignments, quizzes, dialogues, attendance, presenting on readings etc. Participation assignments allow students to demonstrate acquired skills, contribute to class discussions, and reflect comprehension of course material.

**15% Reading Quizzes and Postings** – Quizzes due for everyday there is a course reading. See CougarCourse.

**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% - Research Project Outline (4-5 pgs for Proposal)** – Students will propose a project related to issue from our course that directly influences the San Diego area (preferably North County). Annotated bibliography will be issue-specific and geographic specific.

**20% - Final Project – Paper or Executive Report (8-10 pages)** – Student's final project will take one of two forms – either a standard APA style research paper or an executive report written for public consumption. This paper/report will summarize the findings of your research, identify concerns, and provide suggestions for chosen issue. Students will also present these findings to your classmates.

### 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%

### 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.**



## **Course Schedule**

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

### **Week 1: Introduction to Course**

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

### **Week 2: Theories of Ethnicity**

- ➡ Read: Theories of Ethnicity
- ➡ Read: Omi & Winant – Racial Formation

### **Week 3: Ethnic Stratification**

- ➡ Read Ch. 4
- ➡ Read Grace Kao and Jennifer Thompson. "Racial and Ethnic Stratification in Educational Achievement and Attainment" *Annual Review of Sociology* 29 (2003): 417-442.

### **Week 4: Ethnic Adaptation**

- ➡ Read Ch. 5
- ➡ Read Excerpts from *Ethnic Origins: The Adaptation of Cambodian and Hmong Refugees in Four American Cities* by Jeremy Hein

### **Week 5: Ethnic Differences in Socioeconomic Achievement**

- ➡ Read Ch. 6
- ➡ Read the APA Presidential Task Force on Educational Disparities Report - *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities*

### **Week 6: Ethnic Prejudice**

- ➡ Read Ch. 7
- ➡ Read excerpts of van Dijk *Communicating Racism. Ethnic Prejudice in Thought and Talk*. Newbury Park, CA: Sage, 1987.

### **Week 7: Ethnic Discrimination & Racism**

- ➡ Read chapters 8 & 9
- ➡ Read Nier and Gaertner "The Challenge of Detecting Contemporary Forms of Discrimination" *Journal of Social Issues* 68.2. (2012)

### **Week 8: Midterm**

- ➡ Exam 1
- ➡ Debrief Exam 1 and introduction second half of the semester.

### **Week 9: Ethnic Segregation**

- ➡ Read Ch. 10
- ➡ Read excerpts of Fong's *The First Suburban Chinatown*

### **Week 10: Ethnic Conflict**

- ➡ Read Ch. 11
- ➡ Film screening: "Sai-I-Gu" or "Clash of Colors" – Documentaries about 1992 L.A. Riots
  - Proposal Due

### **Week 11: Ethnicity & Politics**

- ➡ Read Ch. 12
- ➡ Read Espiritu – Asian American Panethnicity

### **Week 12: Settler Colonialism**

- ➡ Read Wolf's. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8:4, 2006: 387-409.
- ➡ Read excerpts from Trask's *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawai'i Press, 1999.

### **Week 13: Boycott, Divestment, and Sanctions**

- ➡ Read excerpts from Nesbitt's *Race for Sanctions: African Americans against Apartheid, 1946-1994*. Bloomington: Indiana University Press, 2004.
- ➡ Look at BDS movements across the country & come ready to discuss

### **Weeks 14 & 15**

- ➡ Student Research Presentations

### **Week: Final Exam Period**

- ➡ Exam 2