

From: Michelle Holling
Sent: Friday, April 22, 2016 5:02 PM
To: Virginia Mann
Cc: Yvonne Meulemans; Regina Eisenbach; Andre Kundgen; Dreama Moon; Laurette McGuire; Michelle Holling
Subject: RE: ETST 301 and DD
Attachments: ETST 301 Issues and Ethnic Communities.docx; ETST 301 udgedd (2).doc; Sample assignment - Research Project Outline.docx; FW: ETST 301 for DD

Hello everyone.

We were able to find responses that Vincent had sent to GEC.

Questions appear to remain about #5-8 to which we address below. In addition, we provide attachments that Vincent sent to GEC for ETST 301 as well as an email in which he addressed other queries from GEC. If anything remains missing, please let me know as soon as possible as we would appreciate having ETST 301 approved for GEC credit this semester.

Regards, Michelle

REPLIES TO YVONNE'S INQUIRE (my additional response is in italics)

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. *This will be accomplished by the students research project outline, which requires students to propose a San Diego-based project related to an issue from our course and considers the local political, intellectual, economic, scientific, technological, or cultural developments that have impinged on the public consideration of said issue.*

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. *The course explores ethnicity and class within the first five weeks' readings, especially in exploring theories of ethnicity and considering stratification of ethnic communities in ways that also overlap with class and global identity.*

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. *Students will be exposed to theories of race from Sociology (week 2), how racism is communicated via discourse from Communication (week 7), and the value of ethnographic research from Anthropology (week 9). Importantly, the research project requires an multi-disciplinary approach to address a complex contemporary issue and problem that spans the economic, political, social, and cultural.*

Assessment for Upper Division Area DD Courses:

Question 8 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. *The final project will require students to consider race and ethnicity and its relationship to a particular issue - for example immigration or housing – and how they interact with economic, political, social, and cultural context in writing an executive report that can inform policy decisions.*

From: Michelle Holling

Sent: Thursday, April 21, 2016 3:21 PM

To: Virginia Mann <vmann@csusm.edu>

Cc: Yvonne Meulemans <ymeulema@csusm.edu>; Regina Eisenbach <regina@csusm.edu>; Andre Kundgen <akundgen@csusm.edu>; Dreama Moon <dmoon@csusm.edu>; Laurette McGuire <lmguire@csusm.edu>

Subject: RE: ETST 301 and DD

Hi Virginia,

Sorry about the delay; I (nor do I think Dreama & Laurette—all of us are proposers of the ETST P-form which implicates ETST 301) was unaware that GEC had questions about the course. And, Vincent went on paternity leave several weeks ago. Having said that, let me see what we (me, Dreama & Laurette) can take care of by the specified deadline.

Thank you for reaching out. Michelle

From: Virginia Mann

Sent: Thursday, April 21, 2016 12:01 PM

To: Michelle Holling <mholling@csusm.edu>

Cc: Yvonne Meulemans <ymeulema@csusm.edu>; Regina Eisenbach <regina@csusm.edu>; Andre Kundgen <akundgen@csusm.edu>

Subject: ETST 301 and DD

Hello Michelle,

The year is winding down and GEC will only have one more meeting on April 28th. We realized that no response was ever received to the email below, for ETST 301. Our understanding is that Vincent Pham is no longer with your department. If you would like GEC to reconsider ETST 301 for DD credit next week, someone in ETST would need to respond to GEC's questions below by next Wednesday, 4/27th. (ETST 101 was approved for D7 credit last fall.) Here's the link to the original proposal:

[ETST 301](#) - Ethnic Studies and Society

DD

Thanks,
Virginia

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

From: Yvonne Meulemans
Sent: Monday, November 16, 2015 12:10 PM
To: Vincent Pham <vpham@csusm.edu>
Cc: Virginia Mann <vmann@csusm.edu>
Subject: ETST 301

Hi Vincent:

I'm writing on behalf of the General Education Committee (GEC) regarding ETST 301, which was submitted for review to be designated as a GE course.

GEC regularly asks for additional information from proposers regarding course proposals. Overall, the course appears to be appropriate for GE designation.

The committee would like more details in the response to Q5-8. Generally, responses to these questions include mention of specific assignments and/or activities used for some aspects of the course.

The committee recognizes that there may be multiple instructors for a course, themes may be approached differently, and what is noted in the course proposal form may change once the course is actually taught. That said, information about possible assignments and activities are very helpful. The committee considers content as well as how the instructor approaches the course and how students engage with the course content in order to determine if the course should have GE designation.

I am happy to chat with you regarding the committee's request for further information. As soon as I receive responses to the committee's request, I will add this course to the GEC agenda for another review.

Thank you,
Yvonne

Yvonne Nalani Meulemans
GEC Chair, 2015-16
Director, Information Literacy Program
Library Faculty
Kellogg 3422
California State University at San Marcos
760-750-4375

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: Issues in Ethnic Studies**

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- ☒ ☐ ☐ 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

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.

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 – Issues and Ethnic Communities / Ethnic Studies Perspectives toward 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 ~~three~~ 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 ~~six~~ 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%

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

Research Project Outline (10% of your final grade)

DUE:

Length & Format:

Typed, Double-spaced

4-5 pages proposal (not including annotated bibliography)

Annotated Bibliography in APA style

In this assignment, you will propose a project related to issue from our course that directly influences the San Diego area (preferably North County). This project will take concepts from the course and use them to explore, analyze, address, and pose solutions to issues affecting ethnic communities in the San Diego region. You will familiarize yourself with local community-based organizations and needs and how they fit into a larger national conversations about issues that affect ethnic communities.

Goal:

- Propose and justify a topic to study for the remainder of the course.
- Familiarize yourself to a specific issue or concern that relates to the San Diego area.
- Conduct scholarly literature review that addresses the issue broadly and geographic region specifically
- Identify concepts from Week 2 to Week 9 that may relate to your project. Justify its application.

Annotated bibliography will be issue-specific and geographic specific.

Procedure

- Research San Diego area non-profits and advocacy agencies. Make note of the their mission statement, past achievements, current campaigns, or coalitions with other organizations.
- Identify the issues relevant to the organization. Cite specific passages and instances from your research of the organization. Make note of their explicit causes as well as their implicit goals. Also, consider what issues and populations are included (as well as excluded) in their causes.
- Use the library research day to help compile an annotated bibliography of a total of 10 sources. These sources can explore the types of organizations, the issues that the organizations are working on, and/or the geographic region where the organizations operate. This should be a combination of 4-6 issue-specific sources and 4-6 region/geographic relevant.
- Identify two or three concepts from Week 2 to Week 9 that may relate to your project. Justify how course concepts relate to the issues

What you will turn in:

- 4-5 page proposal. This addresses who, what, where, and why this project is relevant for the course. It will also identify relevant concepts and how they relate to the project. You should generate a research question that you will attempt to answer in the final project.
- Annotated bibliography of at least 8 sources in APA format. This is not included the page limit of the proposal.

Grading Rubric for the Final Paper

Grading Criteria:

Successful papers will demonstrate the highest level possible in these four areas:

Criteria	Needs Work	Adequate	Good	Excellent
Topic Proposal Does the proposal justify why the issue is relevant to study? Does the proposal provide ample evidence for the justification based on regional needs?	5	7	8	10
Research Does the annotated bibliography demonstrate a scholarly understanding of the issue? Does the proposal provide an overview of the issue as it concerns the San Diego region?	10	16	18	20
Concepts Does the proposal identify two to three course concepts relevant to the project? Does the proposal justify how and why the identified course concepts are relevant?	8	11	13	15
Structuring and Language & Format How are the ideas arranged? Do paragraphs support the thesis? Do transitions between paragraphs flow? Do sentences flow fluently? Do sentence lengths and types vary? Is the word choice appropriate? Are there no glaring grammatical errors? Is the proposal at least 4-5 pages long? Double spacing?	2	3	4	5
FINAL GRADE				___ / 50