

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      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.

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.

**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

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Program Director

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Date

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General Education Coordinator

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Date

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General Education Committee Chair

\_\_\_\_\_

Date

**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.**

*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 develops 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.**

Since ethnic studies already foregrounds the study of ethnicity, other topics require an intersectional lens that accounts for other aspects, particularly class and gender. Lecture and class discussion of assigned readings are two ways that an intersectional lens would manifest. For example, for the chapter addressing “racial stratification,” a discussion of ethnicity, race, and class would be addressed in thinking about a topic such as “urban development” or “gentrification.” Similarly, exploring topics such as ethnic differences in socioeconomic achievement, ethnic discrimination & racism, and ethnic prejudice are as much about ethnicity as they are race and gender. That is, scholars examine and analyze the practice of racism and prejudice as racialized-sexism (thus accounting for how racism and prejudice are gendered); related discussing socioeconomic achievement is influenced by sex-gender that overlay and intersect with ethnic differences. Finally, the engagement assignment is an opportunity to pursue in more depth the intersection of ethnicity with class and/or gender.

*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.**

As noted in prior response, scholars in fields such as communication, sociology, education, and anthropology to name a few are also ethnic studies scholars. Thus, they are not necessarily dealing w/ a “concept” of ethnic studies but rather work within an interdisciplinary field of ethnic studies that attempts to answer questions of race and ethnicity. For example, University of Washington communication professor Ralina Joseph is a trained ethnic studies scholar from UCSD. Her research on blackness and media crises cross fields and are informed by sociology research on race.

ETST 301 assists students to recognize the value of multidisciplinary explorations through course readings and class discussion. Readings selected for the course draw on multiple disciplines to provide students a multidisciplinary lens in which they better understand, explore, and analyze how issues of race and power impact ethnic communities. Readings are foundation for class discussion(s) and inform course assignments (e.g., exams and/or written work) through

which students come to value multidisciplinary as a framework to elucidate the complexities of race and power.

*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 a 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 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.**

*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.*

*A sample assignment (“Research Project Outline”) is provide*

- 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.