**CSU San Marcos Degree Program Proposal**

We submit a proposal for a new Bachelor of Arts in Ethnic Studies at California State University San Marcos.

1. **Program Type:** The proposed program is a new 4-year BA that is state-supported. We propose the hiring of both tenure-track faculty and lecturers to assist in the delivery of core requirements for the major. While optimal hiring would house new faculty exclusively in Ethnic Studies, and we are receptive to joint hires. In addition, the program boasts 48 faculty affiliates, whose courses will support the major. Affiliate faculty represent 12 departments or units, the majority of which are housed in CHABSS. Further into this proposal we provide more detail regarding faculty needs. Finally, given the proximity of institutions granting degrees in Ethnic Studies (i.e., UCSD offers B.A., M.A. and Ph.D.), we anticipate a pool of scholars who may serve as adjunct instructors for the program.
2. **Program Identification**

a. California State University San Marcos

b. This is a Bachelor of Arts with a major in Ethnic Studies [ETST].

c. The program will run on state support and received approval from the Board of Trustees to be placed on the UAMP in March 2008.

d. As noted in the CHABSS 3-Year Rolling Plan, the anticipated launch date is fall 2016, pending approval.

e. Total number of units required for graduation is 120 units.

f. The unit with primary responsibility will be the Interdisciplinary and Emerging Programs housed in the College of Humanities, Arts, Behavioral and Social Sciences.

g. Drafters of the program are Dr. Michelle A. Holling, Professor of Communication; Dr. Laurette McGuire, Assistant Professor of Anthropology; Dr. Dreama Moon, Professor of Communication.

h. Statements from appropriate campus administrative authorities – Please see memo dated Sept. 15, 2015 from Dean Adam Shapiro, dean at the time of the submission.

1. Letters to be added by Academic Programs.

 j. This program is not subject to WASC Substantive Change review.

k. CSU code is 22991 (Ethnic, Women’s, Gender Studies) and the CIP is 5.0299

**3. Program Overview and Rationale**

* 1. **Rationale & Description:** Ethnic Studies is the study of the histories, experiences, cultures, and issues of racial-ethnic groups in the United States. As an interdisciplinary major, the BA degree in Ethnic Studies emphasizes the social and historical study of race and racism in the United States. The Ethnic Studies discipline is defined by its attention to the systemic power relations that arise from institutional, cultural, and global productions of “race.” Through the study of power-- and its linkages to race, ethnicity, class, gender, and sexuality-- students gain an understanding of historical movements for social transformation, resistance, and liberation. While the main focus is on the experiences of racialized peoples in the United States, the program also understands that race and racism are not unique to the United States. Committed to scholarly excellence and intellectual rigor, Ethnic Studies contributes to global discourses regarding human freedom. The proposed program teaches students about the social dynamics of race, racism, structural violence, colonialism, legalized discrimination, assimilation, and the resulting impacts of such processes. Moreover, the program provides an in-depth understanding of our racial/ethnic diversity, indigenous and liberationist epistemologies, community and identity formation, artistic productions, and activism on the social, legal, and public policy front.

The major operates from a comparative approach. Core curriculum of the program anchors students in an ethnic studies perspective intellectually, theoretically, and methodologically. Augmenting the core are upper-division courses that support the three themes that characterize the curriculum: Colonialism, Migration and Diasporas; The State, Inequality and Resistance; and, Identities and Representation. Students will have the opportunity to demonstrate their knowledge of ethnic studies via application in a capstone project and/or field-work opportunities in racial-ethnic communities.

There is opportunity for students to gain both breadth and depth of study. Through the three thematic areas, students will engage a variety of issues that cut across various racial/ethnic communities. In so doing, students obtain insight on how issues play out both similarly and uniquely within racial/ethnic communities. In addition, students may acquire deeper understanding of a specific historically marginalized community in the United States and/or of a thematic area by focusing electives in a particular area.

**Purpose and strengths:** The purpose of the Ethnic Studies major is:

* to provide students a grounding in the legacies of racial, ethnic, gendered, and sexed inequalities and contemporary or present day impact;
* to enhance comprehension and knowledge of U.S. racial-ethnic histories, experiences, and cultures that have often been undervalued or ignored;
* to study the ways in which racial-ethnic groups pursue avenues of resistance, both historically and present day, in order to provoke social equity.

Ultimately, an Ethnic Studies major benefits students personally, academically, and professionally by equipping them with insights derived from the study of scholarly analyses and cultural productions that broaden their awareness of the breadth and depth of diversity suffusing social life.

The strengths of the major include: the dedication to producing scholarly-creative research; theoretical and thematic foci that centralize race-ethnicity; explorations of power dialectics and modes of empowerment; collaborations with a broad group of affiliated faculty; and social justice projects developed with and for the university, home communities, and the broader public. The major provides an interdisciplinary lens through which new approaches to learning emerge. The major promotes the development of civic oriented students who are attuned to the nuances and importance of comprehending racial-ethnic relations in order to foster a socially just environment --professionally, socially or personally-- while also acquiring a competitive advantage in the workforce in a globalized world.

**Justification for and fit with Mission of the College and University:**  The Ethnic Studies major in accordance with the mission of the College of Humanities Arts, Behavioral, and Social Sciences offers an “. . . education rooted in the liberal arts tradition, responsive to new ideas and challenges, and attuned to the diversity of human experience,” and “. . . dedicated to preparing students for lifelong careers of leadership, learning, creativity, professional achievement, and community service.” The major prepares students through its rigorous course work, emphasis on critical thinking skills, cultural diversity, and active community engagement to become leaders in an increasingly diverse work environment. Through an interdisciplinary perspective, students explore new ways of understanding the world and become active learners in the exploration of ideas.

The establishment of an Ethnic Studies degree upholds the mission of the university by offering a major that represents and reads students into the curriculum. In so doing, Ethnic Studies speaks to the racial-ethnic student demographics on campus and supports the university’s mission to “respond to the needs of the student body with diverse backgrounds.” Ethnic Studies makes manifest the university’s values of intellectual engagement, community, and inclusiveness. *Intellectual engagement* is reflected in curriculum taught by faculty and produced by students in senior projects and coursework. Also, as we see in public discourse, it is difficult to foster dialogues that confront issues of race and racism, Ethnic Studies forms a community of scholars that often provide models for getting past fears of open discussion and moving towards the development of a cultural competence that acknowledges the role of racism, power, and ideology in group relations (from Approved A-form, Ethnic Studies). Second, diverse forms of *community* will be studied, embodied and practiced inside and outside of the classroom. For example, Ethnic Studies plays an important role on campus by providing a community for scholars with shared interests; intellectual support to ethnic studies aspects of new programs; support to ethnic student unions and racial ethnic minorities; and leadership to the campus community during crises and visioning (from approved A-form, Ethnic Studies). Last, the value of *inclusiveness* will be examined and questioned through the study of racial-ethnic historical experiences, advocated as a means of promoting social justice, and reflected in the range of faculty delivering the program. In sum, establishing a department of Ethnic Studies would be significant as a powerful symbol of the university’s recognition of the valuable cultural diversity in our society and its pivotal role in academic excellence, as well as a commitment to educational equity and racial justice (Approved A-form, Ethnic Studies).

Finally, the establishment of an Ethnic Studies major will supports to the University’s Strategic Plan and designations as a Hispanic Serving Institution in 2011 and an Asian American Native American Pacific Islander Serving Institution in 2008. Promoting “academic excellence” is the first strategic priority of the University Strategic Plan and a value informing the proposed major, which offers students a rigorous program that centralizes, examines and interrogates the forces of, experiences, and histories of racial, ethnic, gendered, and classed populations. Related, “modeling the diversity of our region” (University Strategic Plan) is about both recognizing regional heterogeneity and providing curriculum that equips students to work within and contribute to diverse communities. Third, an Ethnic Studies major would greatly assist the campus in meeting particular objectives of “educational equity,” the fifth strategic priority of the University Strategic Plan.

Objective 5.2: Providing “welcoming environments for all communities of difference and serve to promote informal exchange of ideas” will occur in Ethnic Studies courses and/or organized events;

Objective 5.3: “Articulat[ing] messages that advocate social justice and educational equity” are (and, have been) concerns of the Ethnic Studies program and rely upon faculty affiliates with the expertise and knowledge of social justice issues;

Objective 5.4: “Strengthen[ing] programming . . . that promotes a culture open to diversity and equity issues” would be aided by curricular or event programming hosted by Ethnic Studies.

Moreover, an Ethnic Studies major critically aligns with the designations granted to CSUSM as a Hispanic Serving Institution in 2011 and an Asian American Native American Pacific Islander Serving Institution in 2008. Such designations would facilitate access to grants that would be beneficial to programmatic growth and student enhancement.

* 1. **Proposed catalog description:**

**ETHNIC STUDIES**

**OFFICE:** Social and Behavioral Sciences Building, Fourth Floor

**TELEPHONE:** (760) 750-4154

**PROGRAM COORDINATORS:** Jule Gómez de García, Ph.D., Michelle A. Holling, Ph. D. (contact person), Laurette McGuire, Ph.D., and Dreama Moon, Ph.D.

**FACULTY:**

*Anthropology*

Bonnie Bade, Ph.D., Professor, Anthropology

Konane Martinez, Ph.D., Associate Professor, Anthropology

Laurette McGuire, Ph.D., Assistant Professor, Anthropology

Aníbal Yáñez-Chávez, Ph.D., Associate Professor, Anthropology

*Communication*

Fredi Avalos, Ph.D., Lecturer, Communication

Michelle A. Holling, Ph.D., Professor, Communication

Dreama Moon, Ph.D., Professor, Communication

Kendra Rivera, Ph.D., Assistant Professor, Communication

Liliana Rossmann, Ph.D., Professor, Communication

*History*

S. Deborah Kang, Assistant Professor, History

Carmen Nava, Ph.D., Professor, History

Alyssa Sepinwall, Ph.D., Professor, History

Jill Watts, Ph.D., Professor, History

*Human Development*

Fernando Soriano, Ph.D., Professor, Human Development

*Interdisciplinary & Emerging Programs*

Linda Pershing, Ph.D., Professor, Interdisciplinary & Emerging Programs

*Library*

Melanie Chu, M.L.I.S., Library Information Literacy Program/Reference

Hua Yi, M.L.S., Librarian Meta-Data

*Liberal Studies*

Jocelyn Ahlers, Ph.D., Professor, Liberal Studies

Jule Gómez de García, Ph.D., Professor, Liberal Studies

Kimberley Knowles-Yanez, Ph.D., Professor, Liberal Studies

Robert Yamashita, Ph.D., Associate Professor, Liberal Studies

*Literature and Writing Studies*

Susie Lan Cassel, Ph.D., Professor, Literature and Writing Studies

Rebecca Lush, Ph.D., Assistant Professor, Literature and Writing Studies

*Modern Language Studies*

Michelle Ramos Pellicia, Ph.D., Assistant Professor, Modern Language Studies

*National Latino Research Center*

Arcela Nuñez-Alvarez, Ph.D., Research Director, National Latino Research Center

*Political Science*

Staci Beavers, Ph.D., Professor, Political Science

Cynthia Chavez Metoyer, Ph.D., Professor, Political Science

Elizabeth Matthews, Ph.D., Associate Professor, Political Science

*Psychology*

Gerárdo M. González, Ph.D., Professor, Psychology

*Sociology*

Matthew Atherton, Ph.D., Associate Professor, Sociology

Kristin Bates, Ph.D. Professor, Sociology

Marisol Clark-Ibáñez, Ph.D., Associate Professor, Sociology

Sharon Elise, Ph.D., Professor, Sociology

Karen Glover, Ph.D., Associate Professor, Sociology

Alicia M. Gonzáles, Ph.D., Associate Professor, Sociology

Joely Proudfit, Ph.D., Associate Professor, Sociology

Cesar ‘Che’ Rodriguez, Ph.D., Assistant Professor, Sociology

Garry Rolison, Ph.D., Professor, Sociology

Xuan Santos, Ph.D., Assistant Professor, Sociology

Theresa Suarez, Ph.D., Assistant Professor, Sociology

Richelle Swan, Ph.D., Associate Professor, Sociology

Jill M. Weigt, Ph.D., Associate Professor, Sociology

*Visual and Performing Arts*

David Avalos, M.F.A., Professor, Visual and Performing Arts

Mtafiti Imara, Ph.D. Associate Professor, Visual and Performing Arts

Marcos Martinez, M.A., Professor, Visual and Performing Arts

Kristin Moss, Ph.D., Assistant Professor, Visual and Performing Arts

Karen Schaffman, Ph.D. Professor, Visual and Performing Arts

Deborah Small, M.F.A., Professor, Visual and Performing Arts

*Women’s Studies*

Jodie Lawston, Ph.D., Associate Professor, Women’s Studies

Sheryl Lutjens, Ph.D., Professor, Women’s Studies

**PROGRAMS OFFERED:**

* Bachelor of Arts in Ethnic Studies

The Bachelor of Arts in Ethnic Studies focuses on the study of the histories, experiences, cultures, and issues of racial-ethnic groups in the United States. The BA degree emphasizes the social and historical study of race and racism in the United States and explores systemic power relations that arise from institutional, cultural, and global productions of “race.” There is opportunity for students to gain both breadth and depth of study. Through the three thematic areas, students will engage a variety of issues that cut across various racial/ethnic communities. In so doing, students obtain insight on how issues play out both similarly and uniquely within and across racial/ethnic communities. In addition, students may acquire deeper understanding of a specific historically marginalized community in the United States and/or of a thematic area by focusing electives in a particular area. Structuring the degree are three themes.

*Colonialism, Migration and Diasporas:* This theme examines colonialism in domestic and/or international contexts, and the waves of (im)migration and resulting diasporas produced from exile. Students explore the political, economic, cultural and/or social forces that produce unequal relations (e.g., colonizer/colonized, propertied or dominant/dispossessed, and citizen/immigrant). Also considered are affected racial-ethnic communities’ responses to colonization or (im)migration.

*The State, Inequality and Resistance:* This theme explores the ways that the nation-state deploys power that unfairly and inequitably impact racial-ethnic relations, individual or cultural identities, and opportunities for advancement. Students examine institutional systems, discourses, and/or mechanisms of the state (e.g., legal, political, educational, criminal justice, bureaus and reservations, segregation and/or policies) that seek to control and contain populations. Along with the forms of resistance aggrieved groups undertake to challenge, resist and self-empower, consequences such as discrimination and inequalities produced by the state are considered.

*Identities and Representation*: This theme focuses on questions of identity, its construction for and by historically marginalized populations, and how representations and cultural practices are means to construct or sustain empowering and affirming cultural identities. Students will study modes of representation (e.g., media, artistic, or performative) adopted or created by marginalized groups as well as dominant representations of racial-ethnic communities.

Students’ required capstone projects must demonstrate proficiency in a selected theme (Colonialism, Migration and Diasporas; The State, Inequality and Resistance; or Identities and Representation). In so doing, students obtain insight on how issues play out both similarly and uniquely within and across racial/ethnic communities. Students acquire deeper understanding of a specific historically marginalized community in the United States and/or of a thematic area by focusing electives in a particular area. The capstone projects provide students a chance to demonstrate thematic depth and breadth of understanding and provides faculty an opportunity to assess program learning outcomes.

**Program Student Learning Outcomes** -- Students will:

* PSLO #1: Recognize and apply theoretical concepts.
* PSLO #2: Identify social constructions of race.
* PSLO #3: Identify historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.
* PSLO #4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.
* PSLO #5: Describe a cultural practices as a means to construct or sustain cultural identities.

**Careers**: An Ethnic Studies degree provides students with theoretical understandings in racial and ethnic groups’ histories, experiences, and cultures that are organized by the themes structuring the major. The B.A. prepares students for a variety of occupations where knowledge and understanding of racial and ethnic groups is essential. These may include fields such as:

* Education
* Diversity training in the private sector
* Social Services
* Immigrant rights activism
* Federal, State, Tribal & Local government and community service
* Public Health Education and Policy
* Union organizing
* Natural Resources development and technology transfer: practices, economics, and law in ethnic contexts
* Media
* Archival and museum studies
* Non-profit agencies
* Politics
* Graduate studies or professional programs

**Degree Requirements**: Students must complete ETST 101 or its equivalent in advance of enrolling in the upper-division core courses. The design of the curriculum encourages students to complete the upper-division core courses, with the exception of the Senior Seminar, prior to registering for courses supporting the three themes. Completion of the major requires a minimum of 48-50 units.

Required Lower-Division Coursework (3 units):

Introduction to Ethnic Studies (ETST 101) 3 units

Required Upper-Division Core (12 units):

Ethnic Studies and Society (ETST 301) 3 units

Theories and Concepts in Ethnic Studies (ETST 310) 3 units

Ethnic Studies Methodologies (ETST 320) 3 units

Senior Seminar (ETST 400) 3 units

Theme Coursework – complete three courses in each of the three themes 27-29 units

Select two courses in each of the three themes based on the offerings. Some courses may support one or more theme, those courses are identified by an asterisk (\*\*). In such cases, the course may only fulfill one theme.

Colonialism, Migration and Diasporas (select three courses) 9 units

BRS 300 (3)

ETST 420 (3)

HIST 334 (3)

HIST 337 (3)

HIST 345 (3)

HIST 346 (3)

HIST 347 (3)

HIST 350 (3)

HIST 371 (3)\*\*

HIST 374 (3)

HIST 375 (3)\*\*

HIST 381 (3)

HIST 382 (3)

HIST 383 (3)

LBST 375 (3)\*\*

LTWR 345 (3)

LTWR 410 (3)\*\*

LTWR 420 (3)\*\*

MUSC 423 (3)

MUSC 425 (3)

PSCI 337 (3)

SOC 349 (3)

SOC 469 (2)

###### The State, Inequality and Resistance (select three courses) 9 units

BRS 430 (3)

COMM 330 (3)

COMM 430 (3)

COMM 454 (3)

EDUC 364 (3)

ETST 420 (3)

HIST 335 (3)

HIST 338A (3)

HIST 352 (3)

HIST 371 (3)\*\*

HIST 375 (3)\*\*

ID 340 (3)

LBST 375 (3)\*\*

LING 341 (3)

PSCI 305 (3)

PSCI 338 (3)

PSCI 341 (3)

PSCI 348 (3)

PSCI 361 (3)

PSYC 341 (3)

SOC 313 (4)

SOC 322 (4)\*\*

SOC 339 (4)

SOC 373 (4)

SOC 442 (4)

SOC 449 (4)

SOC 463 (2)

SOC 465 (2)

TA 325 (3)\*\*

TA 410 (3)

WMST 301 (3)

WMST 303 (3)

###### Identities and Representation (select three courses) 9 units

ANTH 200 (3)

ANTH 301 (3)

ANTH 325 (3)

COMM 410 (3)

COMM 455 (3)

COMM 485 (3)

DNCE/WMST 323 (3)

ETST 420 (3)

HIST 355 (3)

HIST 356 (3)

HIST 362 (3)

LING 305 (3)

LING 355 (3)

LING 371 (3)

LING 451 (3)

LTWR 334D (3)

LTWR 410 (3)\*\*

LTWR 420 (3)\*\*

LTWR 450 (3)

MLAN 331 (3)

MUSC 421 (3)

MUSC 427 (3)

SOC 322 (4)\*\*

SOC 375 (3)

SOC 467 (3)

SPAN 350B (3)

TA 323 (3)\*\*

TA 325 (3)

TA 421 (3)

VPA 311 (3)

VSAR 323 (3)

Upper-Division Electives 6 units

After completing the upper-division core, students are to select two additional courses from any of the three themes which are not already used toward one of the themes. Students may also elect to complete an internship or independent study.

All courses taken for the major must be completed with a grade of C (2.0) or better.

Admission and Graduation Requirements: The Bachelor of Arts in Ethnic Studies maintains the same general Undergraduate Admission and Graduation Requirements and/or Transfer Policies/Requirements described in California State University San Marcos’ Catalog.

Requirements for the Major: A minimum of eighteen (18) units of upper-division credits must be earned at CSUSM. No more than three (3) hours of independent study and/or internship may be applied toward the major.

**BACHELOR OF ARTS IN ETHNIC STUDIES**

**Graduation Requirements**

 Units

###### Total required 120

General Education 51

Core Requirements 15

Themes/Topical Areas ……………………………….……...27-29

Upper-division Electives ………….…………………..………6

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120.

1. **Curriculum**
	1. CSUSM has developed university wide Undergraduate Learning Outcomes (ULO’s) which are provided below.

Students graduating with a Bachelor’s degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

1. Knowledgeable in their field of study. Students will be able to:
	1. Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work
2. Comprehensive and critical thinkers. Students will be able to:
	1. Identify key concepts and develop a foundation for future inquiry
	2. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
	3. Construct well-reasoned arguments based on evidence
3. Globally and culturally intelligent. Students will be able to:
	1. Apply multiple perspectives to address local, regional, global, and cultural issues.
	2. Demonstrate an intermediate proficiency in a language other than English
4. Skilled communicators. Students will be able to:
	1. Communicate clearly and effectively in both written and oral forms
	2. Tailor communication to audience and context

Program Student Learning Outcomes are aligned with the ULO’s and are used as guides for the development of course learning outcomes. Alignment of the PSLO’s with the campus ULO’s is demonstrated on the comprehensive assessment plan (Appendix A).

Students will:

* PSLO #1: Recognize and apply theoretical concepts.
* PSLO #2: Identify social constructions :of race.
* PSLO #3: Identify historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.
* PSLO #4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.
* PSLO #5: Describe a cultural practices as a means to construct or sustain cultural identities.
* SLO #1: Acquire terminology specific to the study of race and racism.
* SLO #2: Comprehend the historical construction of race and systems of oppressions related to race.
* SLO #3: Apply ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.
* SLO #4: Identify the forces that create and sustain inequality of people of color.
* SLO #5: Identify how communities of color navigate racism and struggle for liberation.
* SLO #6: Demonstrate knowledge in a theme of colonialism, migration and diasporas; the state, inequality and resistance; or identities and representation.

* 1. Regarding plans for assessing PSLO’s: As students progress through the program, they will be required to take one preparation course and four core courses. Since the prep course and two of the core courses will serve as general education courses, the assessment will occur in only two core courses in order to capture all major students. Assessment will occur in a biennial cycle. PSLO’s 1 and 2 will be assessed in ETST 320 every odd fall semester and PSLO’s 3, 4, and 5 will be assessed in ETST 400 every even fall semester. After an assessment activity occurs data will be reviewed and changes implemented in the following fall (year 1), with the next round of assessments occurring in the fall of year 2 to close the loop. These assessments will be embedded in each course. The comprehensive assessment plan is available in Appendix A. The curriculum map is available in Appendix B.
	2. Total number of units required for the major is a minimum of 48-50 units.
	3. Not applicable – this program will not require more than 120-semester units
	4. Not applicable – there are no formal options, concentrations, or special emphases.
	5. Required courses for the major:

|  |  |  |
| --- | --- | --- |
| ETST 101 (new) | Introduction to Ethnic Studies | 3 credits |
| ETST 301 (new) | Ethnic Studies & Society | 3 credits |
| ETST 310 (new) | Theories and Concepts in Ethnic Studies(prereq: ETST 101 or equivalent) | 3 credits |
| ETST 320 (new) | Ethnic Studies Methodologies(prereq: ETST 101 or equivalent and ETST 301) | 3 credits |
| ETST 400 (new) | Senior Seminar | 1. credits
 |

In light of the number of courses that support the major and serve as electives, a list of elective courses that can be used to satisfy requirements for the major appears in Appendix C.

* 1. Listed are proposed catalog descriptions for new courses that are needed to initiate the program and needed during the first two years after implementation:

**ETST 101: Introduction to Ethnic Studies** (3)

Introduces the field of Ethnic Studies as an interdisciplinary introduction 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.

**ETST 301: Ethnic Studies and Society** (3)

Examines social, political, economic and/or educational issues that bear historical and contemporary significance for racial-ethnic populations. Also considers the ways that marginalized communities lobby for, pursue or create communities that are affirming, sustaining and transformative.

**ETST 310: Theories and Concepts in Ethnic Studies** (3)

 Surveys interdisciplinary theories and concepts that help interpret and analyze racial-ethnic (along with class, gender and sexuality) dynamics and relations, domestically and/or internationally. May include theories of intersectionality, critical race studies, settler colonialism, race and racism, postcolonial or diaspora(s). Prerequisite ETST 101

**ETST 320: Critical Methodologies** (3)

Introduction to social science methods for conducting research in racial-ethnic communities. Students learn ethical considerations for entering and exiting marginalized communities. Attention to various qualitative methods (i.e., focus groups, participant observation, needs assessment, field notes, interviews, and analysis of documents, texts, or archives) as a means to understand and contribute to empowering affected communities. Opportunities to implement, collect, and/or analyze data. Enrollment restricted to students with junior or senior standing. Enrollment requirement: ETST 101 and 301; Co-requisite ETST 310

**ETST 400: Senior Seminar** (3)

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.

**ETST 420: Special Topics in Ethnic Studies (3)**

Advanced study in a specialized topic or issue of Ethnic Studies. A course description will be available before registration in the semester offered. May be repeated for credit as topics change for a total of six (6) units. Students should check the class schedule for listing of actual topics. This course will support one or more of the themes.

**ETST 495: Internship: Fieldwork in Racial-Ethnic Communities** (3)

 Offers students an opportunity to meld academics with work or service settings. Requires students be placed in an organization that serves historically marginalized populations. Internships may be for a non-profit, government or tribal agency, grassroots organization, or private enterprise and, may be paid or unpaid.

**ETST 499: Independent Study** (1-3)

For students who wish to develop an individual research project with a professor. Number of units decided between instructor and student. Enrollment restricted to students who have obtained instructor consent.

1. Please consult Appendix D for a proposed course offering plan for ETST core courses as well as supporting courses for the first three years of program implementation.

i.-l. not applicable.

1. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs.

Transfer credit will be awarded for lower and upper-division courses taken at accredited U.S. or foreign institutions recognized by California State University San Marcos, and where content and level is equivalent to courses offered at CSUSM (taken from the ENVS p-form). Below lists proposed articulation agreements with Community Colleges “feeder schools” in the area. Mira Costa does not currently offer Ethnic Studies but has been looking to develop an Ethnic Studies program. In Southern Riverside County, Mt San Jacinto has an Ethnic Studies program pending.

Southwestern is interested in developing an Ethnic Studies program in the future. With the development of these programs we can look forward to developing articulation agreements with them and the future Ethnic Studies transfer students to CSUSM they will provide.

|  |
| --- |
| **Articulation Agreements Relevant for the B.A. in Ethnic Studies at CSUSM** |
| Palomar | San Diego Community College | Miramar | Mira Costa | Southwestern | Mt. San Jacinto |
| MCS 200Race, Class and Ethnic Groups in America | None | None | None | None | None |
| None | None | None | None | None | None |
| None | None | None | None | None | None |
| None | None | None | None | None | None |
| None | None | None | None | None | None |

1. A roadmap for the major, as well as an advising worksheet, are included in Appendix E
2. N/A – this program does not have accreditation requirements.
3. **Need for the Proposed Degree Major Program**
	1. For a list of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program see Appendix F.
	2. Differences between the proposed program and programs listed in Appendix F are as follows:

CSU East Bay offers a BA in Ethnic Studies with a concentration in one of the following: 1) American Indian Studies, 2) African American Studies, 3) Asian American Studies, 4) Gender and Sexualities in Communities of Color, or 5) Latin@ Studies. A potential similarity between the proposed Ethnic Studies major at CSUSM and CSU East Bay is the possibility for students to take coursework that emphasizes a singular racial-ethnic group. Differences between the two majors are that the proposed program encourages a broad comparative approach given the curriculum structuring the program. Second, the proposed program has required courses on method and theory, unlike the B.A. in Ethnic Studies at CSU East Bay.

CSU Fullerton offers a BA in Ethnic Studies with a concentration in one of the following: 1) Asian American Studies, 2) African America Studies, or 3) Chican@ Studies. A potential similarity between the proposed Ethnic Studies major at CSUSM and CSU Fullerton is the possibility for students to take coursework that emphasizes a singular racial-ethnic group. Differences between the two majors is the proposed program encourages a broad comparative approach given the themes structuring the curriculum; and, the B.A. in Ethnic Studies at CSU Fullerton allows for 9 units of elective course work whereas the proposed CSUSM degree allows for 6 units of elective course work.

CSU Sacramento offers a BA in Ethnic Studies with a concentration in one of the following: 1) Chican@ Studies, 2) Pan African Studies, 3) Teachers in bilingual Education, 4) General Ethnic Studies, 5) Teachers in Urban Settings, 6) Native American Studies, or 7) Asian American Studies. Sacramento State’s Ethnic Studies degree is similar to CSUSM’s proposed degree in that students at CSUSM may elect to complete course work that concentrates on an individual racial-ethnic group or courses that allow for a comparative approach. Unlike the CSUSM required upper division courses, Sacramento State upper division requires students to take a course in each of the four ethnic groups (Asian American, Chican@ American, Native American, and Pan African). The proposed degree at CSUSM requires students to take two course within each theme: Colonialism, Migration, and Diasporas; The State, Inequality, and Resistance; Identities and Representations.

Cal Poly San Luis Obispo offers a BA in Comparative Ethnic Studies with a concentration in Comparative Ethnic Studies-General. The proposed Ethnic Studies major at CSUSM, similar to the Ethnic Studies major at Cal Poly San Luis Obispo, is a degree emphasizing a comparative perspective. Students at CSUSM may elect to complete coursework that focuses on singular racial-ethnic group or takes a comparative approach. Unlike the proposed program, there is no required theory course in the Cal Poly San Luis Obispo degree.

CSU Stanislaus offers a BA in Ethnic Studies with the following concentrations: 1) Ethnic Studies General, 2) Socio-Cultural Emphasis in Ethnic Minority Families, or 3) Socio-Political Focus on Ethnic Experiences. The proposed Ethnic Studies major at CSUSM is a degree emphasizing a comparative approach in Ethnic Studies whereas the degree program at CSU Stanislaus offers concentrations in comparative Ethnic Studies, Socio-cultural, or Socio-political. A difference is the proposed Ethnic Studies program offers students a greater variety of courses in which to meet the requirements for the major within each required theme.

Three programs in the CSU offer a concentration, *not* a B.A., in Ethnic Studies, which distinguishes the proposed ETST program at CSUSM: (1) CSU Bakersfield offers a BA in Sociology with a concentration in Ethnic Studies; (2) CSU Stanislaus also offers a BA in Liberal Studies with a concentration in Ethnic Studies; (3) SDSU offers a BA in Liberal Studies with a concentration in Ethnic Studies. An additional distinction is the depth and breadth of study offered by a BA in the proposed program.

In addition, we recognize that San Francisco State University through the College of Ethnic Studies offers the following BA degrees: 1) Africana Studies, 2) American Indian Studies, 3) Asian American Studies, or 4) Latin@ Studies; *however*, it *does not* offer a B.A. in Ethnic Studies which distinguishes SFSU from the proposed program at CSUSM.

Finally, of the neighboring universities, UCSD and USD offer the B.A. in Ethnic Studies. A similarity between the proposed program and UCSD’s is both have a theory and a methods requirement. Differences between the programs are the core courses composing the proposed program as well as the thematics that organize the upper-division electives. Next, two curricular similarities between the proposed program and USD is each offers an introductory and capstone courses. The proposed program differs from USD through its requirement of a theory and a methods course, themes that structure upper-division curriculum, and emphasis on breadth and depth in understanding racial-ethnic groups.

5c. Other curricula currently offered on campus that are closely related to the proposed Ethnic Studies degree program is the American Indian Studies (formerly Native Studies minor). A letter of support from the chair of the AIS department is provided in Appendix G. Students with an interest in pursuing studies in the areas of race, ethnicity, indigeneity, gender, sexuality, class, and dis/ability have sought majors in other disciplines.

5d. Conceiving and developing the Ethnic Studies major at CSUSM has had some community feedback throughout its history. Coordinators of the Ethnic Studies program over the years have participated in the San Diego Ethnic Studies Consortium, a conglomerate of faculty who teach and research in the area of Ethnic Studies and/or allied fields (i.e., Chican@ Studies, African American Studies, or Native American Studies). Members of the Consortium have been, and remain, supportive of the development of an Ethnic Studies program in North County. In fact, various Consortium members have offered to write letters of support for the development of an Ethnic Studies major at CSUSM.

5e. Discussed below are applicable workforce demand projections and other relevant data.

An Ethnic Studies degree prepares students with understanding of racial and ethnic groups’ histories, experiences, epistemologies, and ontologies. The coursework for the major offers students breadth and/or depth of study given the themes structuring the major. The B.A. will prepare students for a variety of occupations where knowledge and understanding of racial and ethnic groups is essential.

The 2007 survey by the National Association of Colleges and Employers (NACE) found that most hiring managers are more interested in a job candidate’s skills rather than their college major. The survey argues that skills such as communication and critical thinking (also referred to as “critical employability skills”) are what employers seek in potential hires. Majoring in Ethnic Studies may not correlate to a particular occupation; instead, it encourages students to develop critical employable skills that are transferable to a variety of career paths. Marketable skills developed by students majoring in Ethnic Studies would include, but are not limited to: critical thinking and analysis, research skills, strong oral and written communication skills, cultural competency, and ability to work with diverse populations based on knowledge of racial-ethnic experiences. These skills would be beneficial in careers such as education (e.g., primary, secondary, adult or refugee/immigrant education); Diversity training in the private sector; Social Services including Counseling Health Care and Civil Service; Federal, State, Tribal & Local government and community service; City and Urban Planning; Community Development; Environmental Justice; Public Health Education and Policy; Union Organizing; Natural Resources development and technology transfer: practices, economics, and law in ethnic contexts; Media; Archival and museum studies; Non-profit agencies; Politics; or, Graduate studies or professional programs.

The knowledge and types of skills garnered from an Ethnic Studies degree positions students as employable, contributing members to society. In a report by the Georgetown University Center on Education and the Workforce, researchers examining 2010 census data found that Ethnic Studies Graduates had an unemployment rate of 5.7% (comparable to many other fields of study), and the median earnings of those with an ES degree was $48,000 (2012).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| [**Major Field**](http://graphicsweb.wsj.com/documents/NILF1111/yui-dt2-href-Major_field) | [**Unemployment Percent**](http://graphicsweb.wsj.com/documents/NILF1111/yui-dt2-href-unemp_perc) | [**25th % Earnings**](http://graphicsweb.wsj.com/documents/NILF1111/yui-dt2-href-perc_25th_earnings) | [**Median % Earnings**](http://graphicsweb.wsj.com/documents/NILF1111/yui-dt2-href-perc_med_earnings) | [**75th % Earnings**](http://graphicsweb.wsj.com/documents/NILF1111/yui-dt2-href-perc_75th_earnings) | [**Popularity**](http://graphicsweb.wsj.com/documents/NILF1111/yui-dt2-href-Popularity) |
| AREA ETHNIC AND CIVILIZATION STUDIES | 5.7% | $34,000 | $48,000 | $76,000 | 66 |

Source: Georgetown University Center on Education and the Workforce based on 2010 Census data.

Projections for occupations with the most expected openings in San Diego County during 2010-2020 by the Employment Development Department indicate marketing specialists, management analysts, secondary school teachers, and lawyers to be among the occupations with the most vacancies to fill. The insights about racial-ethnic relations and experiences that students majoring in Ethnic Studies would acquire is advantageous to the aforementioned occupations, whether to develop culturally sensitive marketing campaigns or teach an ever-increasing heterogeneous student population, for instance.

Three of the top five expanding industries in the United States are fields in which an Ethnic Studies graduate might choose as a career path are education; healthcare and social assistance; federal, state, and local government (National Association of Colleges and Employers 2014). According to the 2010-2020 San Diego County Projection report, industries in educational services, healthcare, and social assistance are projected to have the third largest increase in employment with an expected 31,900 jobs in these areas in San Diego County by 2020 (Employment Development Department 2012).

The Bureau of Labor Statistics projected industry employment is distributed among occupation based on how industries are expected to use those occupations.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| **Occupation** | **Expected increase in demand** |
| Instructional Coordinators | 13% |
| Elementary School Teachers | 13% |
| Middle School Teachers | 12% |
| Social and Community Service Managers | 21% |
| Training and Development Managers | 11% |
| Arbitrators, Mediators, and Conciliators | 11% |
| Urban and Regional Planners | 10% |
| Community and Social Services | 17% |
| Life, physical, and social sciences | 11% |
|  |  |
| Source: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook |

 |

According to the National Association of Colleges and Employers 2014 report salaries for graduates earning degrees in the humanities and social sciences saw a 3.5% increase in starting salary from 2013 to 2014. This was the highest increase in the 11 reported disciplines for 2014 (NACE 2014:4).

1. **Student Demand (CPEC “Student Demand”)**
	1. **Student Interest in Ethnic Studies**

During spring 2014 a student survey was conducted to assess current student interest regarding an Ethnic Studies major. Five hundred and thirty-five (535) surveys were administered in a variety of courses in the College of Humanities, Arts, Behavioral and Social Sciences including those in Communication, Sociology, Anthropology, Women’s Studies, Liberal Studies, and Literature and Writing. The survey asked students to indicate their level of support for an Ethnic Studies major at CSUSM, and their level of interest in pursuing such a major if offered. In addition to these questions, their knowledge of the availability and interest in an Ethnic Studies minor was assessed. Lastly, student interest in taking Ethnic Studies courses as part of the General Education requirement was assessed as well as student perceptions of the contribution of Ethnic Studies to the overall quality of education provided at CSUSM. Both quantitative and qualitative data was gathered. For the purposes of this document, data are reported for Questions 1, 2, 5, and 6 which address questions regarding an Ethnic Studies major (Questions 3 and 4 concerned the Ethnic Studies minor).

**QUESTION 1:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Very supportive | Somewhat supportive | Not at all supportive |
| Question 1: How supportive would you be of an Ethnic Studies major at CSUSM? | 60% | 36% | 4% |

In terms of Question 1, 60% of those students surveyed responded “very supportive” of an Ethnic Studies major. Of the 187 students who offered explanations for their strong support, four themes emerged from the data including the need for major diversity (24), diversification of the curriculum (17), critical analysis of racial/ethnic issues (13), and increasing cultural knowledge (133).

**IMPORTANCE OF MAJOR DIVERSITY:** Twenty-four (24) of those students responding stated that an Ethnic Studies major would allow interested parties to pursue this subject matter beyond a minor. Most in this category were concerned with increasing the range of choices for students whether or not they would be personally interested in pursuing an Ethnic Studies major. Sample responses in this response category include “People who want to pursue ethnic studies should have the option to go beyond a minor,” “I think it is always beneficial to have a wide variety of majors offered,” and “Students should be able to major in what they find interesting.”

**IMPORTANCE OF CURRICULUM DIVERSITY:** Seventeen (17) students addressed the need to diversify the curriculum. Here, students expressed the importance of deviating from a “white-centered” curriculum, and one that empowers students by allowing them to see themselves in their coursework. Sample responses in this category include “reduces assumptions that only the dominant culture is worthy of focus,” “from an ethnic background, I feel as if this kind of course could help create an awareness for those of non-ethnic background,” and “because we need an education curriculum that is not white-, male- centered.”

**IMPORTANCE OF CRITICAL ANALYSIS OF RACIAL/ETHNIC ISSUES:** Thirteen (13) students spoke to the need to make societal changes and expressed the notion that education is the first step in making such changes. Students stated that such a major would open up more conversation about racial, social, and political injustices, which in turn might lead students to become more involved in addressing social disadvantage. Sample responses include “I believe the study of racial ethnic diversity can help people become more informed and involved in the racial, social and political injustices,” “To raise awareness and promote equality for all,” and “It expands the knowledge to those who do not know anything about ethnic [issues]. Decreases racial profiling and racism.”

**IMPORTANCE OF INCREASING CULTURAL KNOWLEDGE:** An overwhelming number of students (133) wrote of the importance of an Ethnic Studies major to increasing cultural knowledge of one’s own and other racial/ethnic groups. Students expressed that this is a crucial goal in a multicultural society and that increasing cultural knowledge is imperative to improving cultural understanding, developing tolerance/open-mindedness and respect for others, improving intercultural communication and relations, increasing knowledge of the benefits of diversity, as well as for acquiring important knowledge and skills for business and careers. Sample responses include: “I believe that a critical study of racial ethnic people would help many people understand society and accept ethnic people,” “I think it’s important to have these kinds of studies for people to be well-rounded and cultured,” “Crucial for today's society,” “It's important to understand the differences in races or I could say ethnicities of other people in order to communicate with one another more effectively,” “It's good to see different points of view in the world,” “It is important to promote diverse education to our diverse student population,” “I think it is something that is necessary for everyone to be given a chance to learn about racial differences, diversity, and social justice because it is all present in everyday life and in each career,” and “It's important for companies, businesses and life.”

**QUESTION 2:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Very interested | Somewhat interested | Not at all interested |
| Question 2: If offered, how interested would you be in pursuing a major in Ethnic Studies? | 11% | 42% | 47% |

In response to Question 2 a little over half of students (286) surveyed indicated that they would be strongly (60) or somewhat interested (226) in declaring an Ethnic Studies major, if one were offered. The reasons they gave for doing so mirrored those offered in responses given in Question 1 thus will not be repeated here.

The data from those students who indicated no interest (249) are interesting in terms of the reasons provided. While most simply indicate “no interest” or “already have a major” as explanations for their lack of interest, a significant minority seemed puzzled by career opportunities for such a major. This suggests the need for more elaboration on the connection of an Ethnic Studies major to potential career paths as a strategy for creating more interest in the major. Yet, as will be discussed in the next question, students recognize the relevance of Ethnic Studies curriculum to the workplace.

**QUESTION 5:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Very interested | Somewhat interested | Not interested at all |
| Question 5: If you are not interested in pursuing an Ethnic Studies Major or Minor, how interested would you be in taking Ethnic Studies general education courses? | 43% | 43% | 12% |

Eighty-six percent of those surveyed expressed interest in having Ethnic Studies GE courses, evenly divided between strong and some interest. Less than half of those surveyed (N= 204) provided further explanation for their quantitative responses.

Of those who provided qualitative remarks for “very interested” or “somewhat interested” responses (N =200), five themes emerged which address a variety of student benefit from having Ethnic Studies GE courses including: **global/local citizenry, workplace benefit, personal benefit, social benefit, and academic benefit**. Below examples of each theme are provided from student responses.

**1. Global/local citizenry**: Responses in this theme addressed the relevance of Ethnic Studies to a global and local community, for example, “I think the U.S. and world at large is "shrinking" socially (becoming more interconnected) and it is important to learn about other cultures and world societies,” and “To include the topics in my education would provide me foundational and holistic knowledge of the world around me.”

**2. Workplace benefit**: Comments in this theme were related to the relevance of Ethnic Studies GE courses to future careers, for example, “Students from various areas have different experiences and learning about the experiences of others would enhance productivity in the workplace,” “To understand better my future students' background,” and “It is interesting and the information could apply to many different jobs.”

**3. Personal benefit**: Responses in this theme addressed personal relevance of Ethnic Studies GE courses for students, for example, “Ethnic studies empowers students and creates a sense of identity and where they came from,” “It’s not a field I want to pursue. But general ed courses should be offered. Ethnic Studies is as important as taking human anatomy. We should have the option,” and “I feel that it is not until now that I have been exposed to learning about my community. I really like it.”

**4. Social benefit**: Responses in this theme connected to student perceptions of how Ethnic Studies GE courses would broaden their sense of social inequality, for example, “Opens people’s eyes to equality and the hardship people of different races go through,” and “Ethnic studies would be a great option for general ed. That way students can be educated in how to be aware and sensitive to issues in the community.”

**5. Academic benefit**: Responses in this theme highlighted the intellectual benefit of Ethnic Studies GE courses, for example, “Because we need a more inclusive conversation,” “GE courses are not that exciting. Variety,” “It would give me the opportunity to have a more educated discourse about ethnicity and race,” and “My interests also include analyzing and discussing topics concerning ethnic people in the US.”

Of those who responded “not interested at all” and who provided qualitative explanation (N = 25), students basically responded that they were not interested in the subject matter, were more interested in courses related to their major, or thought it would prolong graduation. One student responded that they thought that Ethnic Studies should be more of a focus and not simply a GE course.

**QUESTION 6:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very important | Somewhat important | Somewhat unimportant | Very unimportant |
| Question 6: How important do you think an Ethnic Studies major is to the quality of education provided at CSUSM? | 48% | 41% | 8% | 3% |

Of those surveyed, 89% stated that an Ethnic Studies major is either very or somewhat important to the quality of education provided at CSUSM. Only a small number of students provided qualitative elaboration for this question (less than 10%). Although elaborations were limited, some provided intriguing insight into student perspectives on how Ethnic Studies and a quality education are connected.

In the responses, the term “diversity” was thematically repeated. Of those who responded, they expressed a fair amount of clarity about the value and potential impact of courses and majors that address issues related to diversity. Examples include:

* “I think it is important because many people are blind to the issues other students of color may be experiencing today and not just in the past. Knowledge can lead others to make a difference.”
* “Diversity and intellect allows for discussion and progress.”
* “With fraternity and sorority incidents going on about race and gender, this campus needs knowledge on studies of culture.”
* “A diversity of majors would be beneficial to our campus in terms of attracting more students.”
* “Helps diversify, gives academic representation to minority groups.”
* “To raise awareness and promote civility, tolerance, equality, social justice, and diversity.”
* “The more we're informed about diversity and racism, the less hate there will be.”
* “Where we live, Southern California, there is a major home base for many different racial groups.”
* “Diversity is positive. This could allow for more students to understand/explore the subject.”

In summary, students surveyed are overwhelmingly supportive of an Ethnic Studies major and about 10% indicate that they themselves would become a major if one were offered. The majority of the over 500 students surveyed asserted that a major in Ethnic Studies is vital to the campus community for a wide variety of reasons, including benefits to intellectual, career, analytical, and social skills. Moreover, the reasons that students provide for their support are clearly in conversation with both campus and college strategic priorities. Student responses clearly demonstrate their support of and allegiance to the principles outlined in the campus Strategic Priority 1: Academic Excellence, Strategic Priority 3: Campus Climate and Strategic Priority 5: Educational Equity as they link curriculum diversification to issues of equity, excellence, and climate. Student responses also quite clearly support and elaborate on CHABSS Strategic Goal 1 (advance a transformative learning environment for all students), Goal 3 (prioritize ethics, personal and social responsibility, and social justice in the classroom, in the curriculum and in student culture), and Goal 4 (enact a broadly defined culture of diversity and global engagement in values and actions), articulating understanding of the links among a diverse curriculum and transformative learning environments, civil campus climates, and socially responsive campuses. The data lead us to conclude that students see Ethnic Studies as a viable and desirable major option that should be instituted.

**National Demand for Ethnic Studies**

Another way of considering potential student demand for an Ethnic Studies major is to contemplate national demand survey data. Based on the 2009 American Community Survey, researchers at Georgetown University published a report on 171 majors in the U. S. that examined, in part, the popularity of those majors. Among 171 majors, Ethnic Studies rates 66th in terms of popularity. The report notes that graduates with a degree in Ethnic Studies or related field are like to acquire jobs in education, management, office work, sales, and the arts (p. 43). Industries that are likely to absorb Ethnic Studies majors include education, professional services, finance, retail, and health services (p. 43). Median income for Ethnic Studies majors is $45,000 annually, surpassing the median earnings for other liberal arts majors such as anthropology, linguistics, intercultural and international studies, and theology (p. 133).[[1]](#footnote-1)

* 1. Throughout its conception, a goal of this program is to increase diversity and access to prospective students. Issues of diversity are bolstered by the recommendations from the Diversity Mapping project, which encourage implementation of university wide diversity curriculum. Toward that end, the proposed ETST major speaks to that recommendation. Related, two courses (ETST 101 and ETST 301) are designated as diversity courses for which approval as general education courses is being pursued. Steps that would be taken to increase diversity and access into the program include working with academic advisors to promote the major as well attending orientation sessions that occur during the summer. Another strategy is to participate in the Majors/Minors Fair. It has proven to bolster the number of ETST minors; thus, we would employ a similar recruitment strategy for prospective majors. External to the campus community, there would be outreach to community colleges in North County specifically, and broader San Diego county generally. Other outreach would include promoting the major to a consortium of ethnic studies faculty which the proposers are members.

c. N/A – the proposed program is not a master’s degree proposal

1. Professional uses of the proposed degree program.
* Three of the top five expanding industries in the United States are fields in which an Ethnic Studies graduate might pursue a career; these include:
	+ Education
	+ Healthcare and Social Assistance
	+ Federal, state, and local government (National Association of Colleges and Employers 2014).
* Similarly, the 2010-2020 San Diego County Projection report indicates that industries in educational services, healthcare, and social assistance are projected to have the third largest increase in employment with an expected 31,900 jobs in these areas in San Diego County by 2020 (Employment Development Department 2012).

e. Following the placement of the Ethnic Studies minor on the UAMP in March 2008, the number of minors ranges from 10-18. In academic years 2013-2014 and 2011-2012, the program averaged 11 minors. At this writing, Ethnic Studies has 24 minors. Given this historical consistency, it is reasonable to expect that student interest will increase as students who are pursuing Ethnic Studies majors on campuses in our region find reason to attend our campus, transfer from multicultural studies programs at feeder community colleges, and as our demographics continue to change to include more racial ethnic diversity, thus increasing public interest. As a Hispanic and Asian Pacific Islander serving institution, we can reasonably expect to see our ethnic population to continue to grow. Furthermore, 10% of the 500+ students surveyed (50) indicated a strong interest in becoming an Ethnic Studies major if one were available. Thus, we expect it reasonable to assume that an Ethnic Studies major, while not anticipated to become a large program, should become a robust small to moderate level major similar to other CHASBSS programs such as Anthropology (64 majors), Global Studies (69 majors), Women Studies (36 majors), and Philosophy (11 minors/no majors) (data provided by the Dean’s office, August 2014).

Local data seems to support our assumptions of slow but steady growth. For example, historical data provided by the Ethnic Studies department at the University of San Diego for majors in Years 1, 3, and 5 of their Ethnic Studies department show slow but consistent growth:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TOTAL**  | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** |
| **Majors** | **-** | **7** | **20** | **10** | **10** | **17** |
| **Minors** | **-** | **10** | **8** | **13** | **10** | **6** |

In addition to data from USD, we reviewed CSU wide analytic data for comparison purposes. However, projecting expected growth of the Ethnic Studies major at CSUSM on that data is difficult due to reporting methodologies in the CSU wide statistics. That report aggregates data for Gender/Ethnic/Women’s Studies and accounts for particular areas (i.e., African-American Studies, Asian/Asian-American Studies, Mexican American/Chicano Studies, etc).

We did, however, obtain programmatic growth from Colorado State University. The department of Ethnic Studies offers a B.A. and a minor in Ethnic Studies. The curriculum of that program maintains a few parallels to the proposed program here at CSUSM (e.g., introductory course, theory course, and a capstone as well as an emphasis on curricular breadth and depth). Historical data below indicates consistent and robust growth of the major. In particular, the department chair explained the growth from year one to year two in three ways: students minoring in Ethnic Studies became majors, students majoring in Liberal Studies with a concentration in Ethnic Studies switched their major to Ethnic Studies, and academic advisor(s).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TOTAL** | **S 2009\*** | **S 2010** | **F 2011** | **F 2012** | **F 2013** | **F 2014** |
| **Majors** | 5 | 31 | 43 | 41 | 35 | 42 |

Given the preceding information that provides insight about anticipated growth, support for an ETST major, and outreach strategies, we contacted the Institutional Planning and Assessment Office to obtain estimates about graduation rates in years three and five following initiation of the ETST major. Data received is based on averaging the past three years of graduation and retention statistics. The Office further notes that “freshman and transfer students graduate and are retained at different rates so the estimate should be applied to each group separately. If the new program would only enroll freshman students, then the freshman rates should be used, if there are a mix of freshman and transfer students then the applicable rates should be applied.” ETST anticipates enrolling both freshman and transfer students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Expected majors & graduates*** | Third year, graduated | Third year, still enrolled | Fifth year, graduated | Fifth year, still enrolled |
| Freshman | *n* = 0.025 (.5%) | *n* = 3.25 (65%) | *n* = 1.95 (39%) | *n =*.85 (17%) |
| Transfers | *n* = 5.8 (58%) | *n* = 1.8 (18%) | *n* = 7.5 (75%) | *n* = 0.22% |

**7. Existing Support Resources for the Proposed Degree Major Program**

1. Faculty who would teach in the program, along with their rank, appointment status, highest degree earned, date and field of highest degree, professional experience, affiliations with other campus programs, and faculty publications are provided in Appendix H.
2. Space and facilitiesthat would be used in support of the proposed program: Lecture (i.e., classroom) space to support ETST courses will be needed. With five new courses proposed we anticipate that initially four ETST courses will need to be on the schedule each semester. In addition, one office is needed for the requested first faculty hire. And, we foresee the hiring a second tenure line jointly appointed faculty in the future, which requires an additional office.

c. Attached is a report from Dean Fabbi, whose report “reviews the current capacity and describes probable needs of the CSUSM library to support” the ETST program. Consult Appendix I.

d. Attached is a report from Interim Dean Ward, Instructional and Information Technology Services (IITS), that addresses information technology and academic computing resources available to support the program. Consult Appendix J

1. **Additional Support Resources Required**
2. We anticipate the need to hire lecturer(s) and a dedicated, tenure-track faculty in the first two years of the program. In order to launch the program, lecturers will play a pivotal role in curricular delivery of lower- and upper-division courses. Lecturer(s) hired would preferably hold a Ph.D. in Ethnic Studies or related discipline and have experience teaching ethnic studies curriculum. During the first year, a tenure-track faculty search would also commence with the goal of a dedicated ETST faculty beginning in year two. The faculty holds a Ph.D. in the field of Ethnic Studies or related discipline, delivers core curriculum, and develops new ETST electives. S/he would deliver core requirements and develop course(s) that serve at least two of the three themes structuring the major. Next, a half-time (.5) senior faculty member (chosen from among ETST affiliates) is needed to serve as Program Director. To serve in such capacity, s/he would require one course release per semester for program administration, development, and outreach. Finally, although the program currently as staff support (i.e., 5% of 1.0 staff), we anticipate an increase in the percentage.

Looking five years ahead in the program, a second faculty hire would be jointly appointed in Ethnic Studies and another unit. The teaching load would be evenly divided between the two units; scholarship and service responsibilities would be assigned primarily to Ethnic Studies.

* $26,655.00 per year to hire a lecturer and/or offer course buy-outs to existing ETST affiliates (Year 1)
* $47,979.00 per year to hire two lecturers and/or offer course buy-outs to existing ETST affiliates (Years 2 & 3)
* $95,888.00 (approx.) to hire tenure-track ETST faculty (Year 2)
* $47,944.00 (approx.) to hire tenure-track jointly appointed faculty (Year 5)
* $10,662.00 per year for course buy-outs for Program Director

The healthy range of supporting courses already developed throughout the College will enable us to immediately offer curriculum supporting the three themes of the major.

1. There is no additional lecture or laboratory space required to initiate or sustain the program beyond what is currently available across campus. The program would benefit by having a conference room or lounge area that would cultivate community among and between faculty and students and/or serve as a meeting place for the Program Director, ETST faculty, students and/or faculty affiliates.
2. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

 See Appendix I for Library Report

1. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

See Appendix J for IITS Report

**9.** Not applicable. The proposed program will run on state support.

**Appendix A**

**Question 4.a., Comprehensive Assessment Plan**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *a* | *b* | *c* | *d* | *e* | *f* | *g* | *h* | *i* | *j* |
| *ULOs* | *PSLOs* | *Courses,**Where SLOs are assessed* | *Assessment activities (to measure each SLO)* | *Suggested assessment tools* | *Assessment schedule – how often SLOs will be assessed* | *How will data/**Findings be reported?* | *Designated personnel to collect, analyze, and interpret student learning outcome data* | *Program**data/**findings**dissemination schedule* | *Anticipated closing the loop strategies* |
| *1, 2, 3, 4* | 1. Recognize and apply theoretical concepts.
 | ETST 320 | Research project focusing on racial-ethnic communi-ties | Common Rubric assessing critical analysis and social constructs | Biennial (Every odd fall semester) | Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs | Course instructor, program faculty | Semester following assessment activity | Program faculty will determine if change is needed; implement change in following year; re-measure the following year |
| 1, 2, 3, 4 | 1. Identify social constructions of race.
 |
| 1, 2, 3, 4 | 1. Identify historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.
 | ETST 400 | Original project that examines a social issue that impacts a racial-ethnic community | Common Rubric assessing social justice, cultural identities, and social inequalities | Biennial (Every even fall semester) | Rubric scores will be aggregated, reviewed by team; reported to program faculty; annual reports to Academic Programs | Course instructor, program faculty | Semester following assessment activity | Program faculty will determine if change is needed; implement change in following year; re-measure the following year |
| 1, 2, 3, 4 | 1. Describe cultural practices as a means to construct or sustain cultural identities.
 |
| 1, 2, 3, 4 | 1. Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.
 |

**Appendix B**

**Question 4.b., Curriculum Map**

|  |  |
| --- | --- |
| **PSLO** | **Courses** |
| Prep for the Major | Upper Division Core Courses |
| ETST 101\* | ETST 301\* | ETST 310\* | ETST 320 | ETST 400 |
| 1. Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.
 | I | R | R | M | M |
| 2) Evaluate social constructions of race in a domestic and/or international context. | I | R | R | M | M |
| 3) Demonstrate understanding of historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice. | I |  |  |  | M |
| 4) Describe ways representations and cultural practices are means to construct or sustain cultural identities. | I |  |  |  | M |
| 5) Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups. | I |  |  |  | M |

**Appendix C**

**Question 4.f., Elective Courses for the Ethnic Studies Major**

|  |  |  |
| --- | --- | --- |
| **Course number** | **Course Title** | **Units** |
| ETST 420 (new) | Special Topics in Ethnic Studies | 3  |
| ETST 495 (new) | Internship: Fieldwork in Racial-Ethnic Communities | 3  |
| ETST 499 (new) | Independent Study | 3  |
| ANTH 200 | Cultural Anthropology | 3 |
| ANTH 301 | Culture and Medicine: Healers and Healing Practices | 3 |
| ANTH 325 | Ancient Mexican Society and Art | 3 |
| BRS 300 | Borders and Regions: Interdisciplinary Perspectives | 3 |
| BRS 430 | Immigration and Education | 3 |
| COMM 330 | Intercultural Communication | 3  |
| COMM 410 | Asian Americans and the Media | 3 |
| COMM 430 | Power, Discourse and Social Identity | 3 |
| COMM 454 | Communicating Whiteness | 3 |
| COMM 455 | Television and Culture | 3 |
| COMM 485 | Chicana/o-Latina/os in Film and T.V. | 3 |
| DNCE 323 | Women in Performance: Choreographies of Resistance | 3 |
| EDUC 364 | The Role of Cultural Diversity in Schooling | 3 |
| HIST 334 | Foundations of the African-American Experience | 3 |
| HIST 335 | The African American Struggle for Equality | 3 |
| HIST 337 | American Indian Response to White Expansion | 3 |
| HIST 338A | Modern U.S. Indian Policy | 3 |
| HIST 338B | Native Communities in Southern California from Colonization to the 20th Century | 3 |
| HIST 345 | The Immigrant Experience | 3 |
| HIST 346 | Development of the American Frontier | 3 |
| HIST 347 | California History | 3 |
| HIST 350 | Chicana/o Experience in the Borderlands | 3 |
| HIST 371  | Modern African History | 3 |
| HIST 374 | Africa Under European Imperialism 1880-1975 | 3 |
| HIST 375 | African Nationalism and Independence | 3 |
| HIST 381 | Comparative French Colonialism: From the Caribbean to Indochina | 3 |
| HIST 382 | Travel and Contact in the Early Modern World | 3 |
| HIST 383 | Women and Jewish History | 3 |
| ID 340 | Diversity and Discrimination in the U.S. | 3 |
| LBST 375  | Urban Change and Ethnicity | 3 |
| LING 305 | Languages in Contact | 3 |
| LING 341 | Language Issues in the United States | 3 |
| LING 355 | Heritage Languages and Heritage Speakers | 3 |
| LING 371  | Language and Culture | 3 |
| LING 451 | Bilingualism | 3 |
| LTWR 345 | Native American Literatures | 3 |
| LTWR 334D | Native American Cinema | 3 |
| LTWR 410 | Global Literature I | 3 |
| LTWR 420 | Global Literature II | 3 |
| LTWR 450 | Comparative American Ethnic Literature | 3 |
| MLAN 331 | World Languages and Their Speakers | 3 |
| MUSC 421 | Survey of World Music I | 3 |
| MUSC 423 | Music of the African Diaspora | 3 |
| MUSC 425 | Latin American Music & Society | 3 |
| MUSC 427 | Music and Culture in the United States | 3 |
| PSCI 305 | Race, Ethnicity, Power and Politics in the U.S. | 3 |
| PSCI 337 | African Politics | 3 |
| PSCI 341 | Latin American Politics Through Film | 3 |
| PSCI 348 | Government and Politics of a Selected Nation-State | 3 |
| PSCI 361 | U.S.- Latin American Relations | 3 |
| PSYC 341 | Multicultural Perspectives in Psychology | 3 |
| SOC 311 | Inequality | 4 |
| SOC 313 | Race/Ethnic Relations | 4  |
| SOC 322 | Youth Gangs | 4 |
| SOC 339 | Social Inequality and Civil Rights | 4 |
| SOC 349 | Asian American/Pacific Islander Communities | 3 |
| SOC 373 | Race Gender and Work | 4 |
| SOC 375 | Race and Identity | 3 |
| SOC 442 | Analysis of the Justice System and Criminal Law | 4 |
| SOC 449 | Comparative Analysis of Criminal Justice Systems | 4 |
| SOC 463 | Seminar in White Privilege | 2 |
| SOC 465 | Critical Race Theory | 2 |
| SOC 467 | Media, Race and Representations | 3 |
| SOC 469 | Critical Perspectives on Colonialism  | 2 |
| SPAN 350B | Spanish American Civilization | 3 |
| TA 323 | Power and Popular Culture | 3 |
| TA 325 | Latino/Chicano Theatre in the United States | 3 |
| TA 410 | Contemporary American Theatre | 3 |
| TA 421 | Viva el Teatro | 3 |
| VPA 311 | Arts of World Cultures | 3 |
| VSAR 323 | Chicano Art in the Border Region | 3 |
| WMST 301 | Gender, Race, and Class in Contemporary Societies | 3 |
| WMST 303 | Education, Gender, and Race | 3 |

**Appendix D**

**Question 4.h., Course offerings in first three-years of the ethnic studies B. A.**

|  |
| --- |
| Delivery of ETST courses during year one of the program relies upon lecturers and assumes approval of and search underway to conduct a tenure-track faculty hire. In years two and three, course delivery would involve both lecturers and a TT hire. Also, TT faculty assignment in year two assumes one course release each semester during the first year for a new faculty. Note: Number of sections listed below in parenthesis for supporting courses is based on reviewing course offering data for four semesters beginning fall 2012 through spring 2014. |
| **1st Year, Fall Semester** |  | **1st Year, Spring Semester** |
| *Course* (approx. # of sections) | *Instructor* |  | *Course*(approx. # of sections) | *Instructor* |
| ETST 101 | Lecturer |  | ETST 101 | Lecturer |
| ETST 101 | Lecturer |  | ETST 101 | Lecturer |
| ETST 301 | Lecturer |  | ETST 301 | Lecturer |
| ANTH 200 (9-10) | ANTH faculty |  | ANTH 200 (7-8) | ANTH faculty |
| ANTH 301 (7-10) | ANTH faculty |  | ANTH 301 (6-8) | ANTH faculty |
| ANTH 325 (1) | ANTH faculty |  | COMM 330 (3) | COMM faculty |
| BRS 300 (2) | LBST faculty |  | COMM 430 (1) | COMM faculty |
| COMM 330 (3) | COMM faculty | C | COMM 440 (1) | COMM faculty |
| COMM 430 (1) | COMM faculty |  | COMM 455 (1) | COMM faculty |
| COMM 454 (1) | COMM faculty |  | DNCE 323 (3) (offering varies)  | VPA/Dance faculty |
| COMM 455 (1) | COMM faculty |  | HIST 335 (1) | HIST faculty |
| COMM 460 (1) | COMM faculty |  | HIST 345 (1) | HIST faculty |
| DNCE 323 (3) (offering varies)  | VPA/Dance faculty |  | HIST 347 (4) | HIST faculty |
| HIST 334 (1) | HIST faculty |  | HIST 350 (1) | HIST faculty |
| HIST 346 (1) | HIST faculty |  | HIST 355 (3) | HIST faculty |
| HIST 347 (3) | HIST faculty |  | HIST 356 (3) (offering varies) | HIST faculty |
| HIST 352 (3) | HIST faculty |  | HIST 362 (3) (offering varies) | HIST faculty |
| HIST 356 (3) (offering varies) | HIST faculty |  | HIST 381 (1) | HIST faculty |
| HIST 362 (3) (offering varies) | HIST faculty |  | HIST 383 (1) | HIST faculty |
| ID 340 (3-4) | ID faculty |  | ID 340 (4-5) | ID faculty |
| LTWR 410 (1)(offering varies) | LTWR faculty |  | LTWR 420 (1) (offering varies) | LTWR faculty |
| MUSC 421 (1) | MUSC faculty |  | LING 341 (1) | LING faculty |
| MUSC 423 (1) | MUSC faculty |  | LING 371 (1) | LING faculty |
| MUSC 427 (1) | MUSC faculty |  | MUSC 421 (1) | MUSC faculty |
| PSCI 305 (1) | PSCI faculty |  | MUSC 423 (1) | MUSC faculty |
| PSCI 337 (1) | PSCI faculty |  | MUSC 427 (1) | MUSC faculty |
| PSCI 338 (3) (offering varies) | PSCI faculty |  | PSCI 338 (3) (offering varies) | PSCI faculty |
| SOC 313 (1) | SOC faculty |  | PSCI 341 (1) | PSCI faculty |
| SOC 322 (1) | SOC faculty |  | SOC 313 (1-2) | SOC faculty |
| SOC 375 (1) | SOC faculty |  | SOC 322 (1) | SOC faculty |
| SOC 442 (3-4) | SOC faculty |  | SOC 375 (1) | SOC faculty |
| SOC 449 (1) | SOC faculty |  | SOC 442 (3-4) | SOC faculty |
| SOC 465 (1) | SOC faculty |  | SOC 449 (1) | SOC faculty |
| SPAN 350B (1) | SPAN faculty |  | SPAN 350B (1) | SPAN faculty |
| TA 323 (1) | TA faculty |  | TA 323 (1) | TA faculty |
| TA 325 (1) | TA faculty |  | TA 410 (1) | TA faculty |
| TA 421 (1) | TA faculty |  | VSAR 323 (1) | VSAR faculty |
| VPA 311 (1) | VPA faculty |  | WMST 301 (4-5) | WMST faculty |
| VSAR 323 (1) | VSAR faculty |  | WMST 303 (1) | WMST faculty |
| WMST 301 (4-5) | WMST faculty |  |  |  |
| WMST 303 (1) | WMST faculty |  |  |  |
| **2nd Year, Fall Semester** |  | **2nd Year, Spring Semester** |
| ETST 101 | Lecturer |  | ETST 101 | Lecturer |
| ETST 101 | Lecturer |  | ETST 101 | Lecturer |
| ETST 301 | Lecturer |  | ETST 301 | Lecturer |
| ETST 310 | Faculty Hire #1 |  | ETST 310 or 320 | Faculty Hire #1 |
| ETST 320 | Faculty Hire #1 |  | ETST 400 | Faculty Hire #1 |
| ANTH 200 (9-10) | ANTH 200 (9-10) |  | ANTH 200 (7-8) | ANTH faculty |
| ANTH 301 (7-10) | ANTH 301 (7-10) |  | ANTH 301 (6-8) | ANTH faculty |
| ANTH 325 (1) | ANTH 325 (1) |  | COMM 330 (3) | COMM faculty |
| BRS 300 (2) | BRS 300 (2) |  | COMM 430 (1) | COMM faculty |
| COMM 330 (3) | COMM 330 (3) |  | COMM 440 (1) | COMM faculty |
| COMM 430 (1) | COMM 430 (1) |  | COMM 455 (1) | COMM faculty |
| COMM 454 (1) | COMM 454 (1) |  | DNCE 323 (3) (offering varies)  | VPA/Dance faculty |
| COMM 455 (1) | COMM 455 (1) |  | HIST 335 (1) | HIST faculty |
| COMM 460 (1) | COMM 460 (1) |  | HIST 345 (1) | HIST faculty |
| DNCE 323 (3) (offering varies)  | DNCE 323 (3) (offering varies)  |  | HIST 347 (4) | HIST faculty |
| HIST 334 (1) | HIST 334 (1) |  | HIST 350 (1) | HIST faculty |
| HIST 346 (1) | HIST 346 (1) |  | HIST 355 (3) | HIST faculty |
| HIST 347 (3) | HIST 347 (3) |  | HIST 356 (3) (offering varies) | HIST faculty |
| HIST 352 (3) | HIST 352 (3) |  | HIST 362 (3) (offering varies) | HIST faculty |
| HIST 356 (3) (offering varies) | HIST 356 (3) (offering varies) |  | HIST 381 (1) | HIST faculty |
| HIST 362 (3) (offering varies) | HIST 362 (3) (offering varies) |  | HIST 383 (1) | HIST faculty |
| ID 340 (3-4) | ID 340 (3-4) |  | ID 340 (4-5) | ID faculty |
| LTWR 410 (1)(offering varies) | LTWR 410 (1)(offering varies) |  | LTWR 420 (1) (offering varies) | LTWR faculty |
| MUSC 421 (1) | MUSC 421 (1) |  | LING 341 (1) | LING faculty |
| MUSC 423 (1) | MUSC 423 (1) |  | LING 371 (1) | LING faculty |
| MUSC 427 (1) | MUSC 427 (1) |  | MUSC 421 (1) | MUSC faculty |
| PSCI 305 (1) | PSCI 305 (1) |  | MUSC 423 (1) | MUSC faculty |
| PSCI 337 (1) | PSCI 337 (1) |  | MUSC 427 (1) | MUSC faculty |
| PSCI 338 (3) (offering varies) | PSCI 338 (3) (offering varies) |  | PSCI 338 (3) (offering varies) | PSCI faculty |
| SOC 313 (1) | SOC 313 (1) |  | PSCI 341 (1) | PSCI faculty |
| SOC 322 (1) | SOC 322 (1) |  | SOC 313 (1-2) | SOC faculty |
| SOC 375 (1) | SOC 375 (1) |  | SOC 322 (1) | SOC faculty |
| SOC 442 (3-4) | SOC 442 (3-4) |  | SOC 375 (1) | SOC faculty |
| SOC 449 (1) | SOC 449 (1) |  | SOC 442 (3-4) | SOC faculty |
| SOC 465 (1) | SOC 465 (1) |  | SOC 449 (1) | SOC faculty |
| SPAN 350B (1) | SPAN 350B (1) |  | SPAN 350B (1) | SPAN faculty |
| TA 323 (1) | TA 323 (1) |  | TA 323 (1) | TA faculty |
| TA 325 (1) | TA 325 (1) |  | TA 410 (1) | TA faculty |
| **3rd Year, Fall Semester** |  | **3rd Year, Spring Semester** |
| ETST 101 | Lecturer |  | ETST 101 | Lecturer |
| ETST 101 | Lecturer |  | ETST 101 | Lecturer |
| ETST 301 | Faculty Hire #1 |  | ETST 301 | Faculty Hire #1 |
| ETST 310 | Faculty Hire #1 |  | ETST 310 or 320 | Faculty Hire #1 |
| ETST 320 | Faculty Hire #1 |  | ETST 400 | Faculty Hire #1 |
|  |  |  | ANTH 200 (7-8) | ANTH faculty |
| ANTH 200 (9-10) | ANTH 200 (9-10) |  | ANTH 301 (6-8) | ANTH faculty |
| ANTH 301 (7-10) | ANTH 301 (7-10) |  | COMM 330 (3) | COMM faculty |
| ANTH 325 (1) | ANTH 325 (1) |  | COMM 430 (1) | COMM faculty |
| BRS 300 (2) | BRS 300 (2) |  | COMM 440 (1) | COMM faculty |
| COMM 330 (3) | COMM 330 (3) |  | COMM 455 (1) | COMM faculty |
| COMM 430 (1) | COMM 430 (1) |  | DNCE 323 (3) (offering varies)  | VPA/Dance faculty |
| COMM 454 (1) | COMM 454 (1) |  | HIST 335 (1) | HIST faculty |
| COMM 455 (1) | COMM 455 (1) |  | HIST 345 (1) | HIST faculty |
| COMM 460 (1) | COMM 460 (1) |  | HIST 347 (4) | HIST faculty |
| DNCE 323 (3) (offering varies)  | DNCE 323 (3) (offering varies)  |  | HIST 350 (1) | HIST faculty |
| HIST 334 (1) | HIST 334 (1) |  | HIST 355 (3) | HIST faculty |
| HIST 346 (1) | HIST 346 (1) |  | HIST 356 (3) (offering varies) | HIST faculty |
| HIST 347 (3) | HIST 347 (3) |  | HIST 362 (3) (offering varies) | HIST faculty |
| HIST 352 (3) | HIST 352 (3) |  | HIST 381 (1) | HIST faculty |
| HIST 356 (3) (offering varies) | HIST 356 (3) (offering varies) |  | HIST 383 (1) | HIST faculty |
| HIST 362 (3) (offering varies) | HIST 362 (3) (offering varies) |  | ID 340 (4-5) | ID faculty |
| ID 340 (3-4) | ID 340 (3-4) |  | LTWR 210 (1) (offering varies) | LTWR faculty |
| LTWR 410 (1)(offering varies) | LTWR 410 (1)(offering varies) |  | LTWR 420 (1) (offering varies) | LTWR faculty |
| MUSC 421 (1) | MUSC 421 (1) |  | LING 341 (1) | LING faculty |
| MUSC 423 (1) | MUSC 423 (1) |  | LING 371 (1) | LING faculty |
| MUSC 427 (1) | MUSC 427 (1) |  | MUSC 421 (1) | MUSC faculty |
| PSCI 305 (1) | PSCI 305 (1) |  | MUSC 423 (1) | MUSC faculty |
| PSCI 337 (1) | PSCI 337 (1) |  | MUSC 427 (1) | MUSC faculty |
| PSCI 338 (3) (offering varies) | PSCI 338 (3) (offering varies) |  | PSCI 338 (3) (offering varies) | PSCI faculty |
| SOC 313 (1) | SOC 313 (1) |  | PSCI 341 (1) | PSCI faculty |
| SOC 322 (1) | SOC 322 (1) |  | SOC 313 (1-2) | SOC faculty |
| SOC 375 (1) | SOC 375 (1) |  | SOC 322 (1) | SOC faculty |
| SOC 442 (3-4) | SOC 442 (3-4) |  | SOC 375 (1) | SOC faculty |
| SOC 449 (1) | SOC 449 (1) |  | SOC 442 (3-4) | SOC faculty |
| SOC 465 (1) | SOC 465 (1) |  | SOC 449 (1) | SOC faculty |
| SPAN 350B (1) | SPAN 350B (1) |  | SPAN 350B (1) | SPAN faculty |
| TA 323 (1) | TA 323 (1) |  | TA 323 (1) | TA faculty |
| TA 325 (1) | TA 325 (1) |  | TA 410 (1) | TA faculty |
| TA 421 (1) | TA 421 (1) |  | VSAR 323 (1) | VSAR faculty |
| VPA 311 (1) | VPA 311 (1) |  | TA 323 (1) | TA faculty |
| VSAR 323 (1) | VSAR 323 (1) |  | TA 410 (1) | TA faculty |
| WMST 301 (4-5) | WMST 301 (4-5) |  | VSAR 323 (1) | VSAR faculty |
| WMST 303 (1) | WMST 303 (1) |  |  |  |

1. Carnevale, A. P., Strohl, J., & Melton, M. (2010). What’s it worth?: The economic value of college. Center on Education and the Workforce: Georgetown University. <https://georgetown.app.box.com/s/5bgczqc0nefsx68bj4u4>

*Wall Street Journal.* (July 20, 2014). From college major to career. <http://graphicsweb.wsj.com/documents/NILF1111/#term=> [↑](#footnote-ref-1)