



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Social Science & Interdisciplinary Studies	Academic Organization (Department): Ethnic Studies	Date: Oct. 4, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Dr. David Leon	Submitted by:
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2007

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): ETHN 11H	Title: Introduction to Ethnic Studies (Honors)	Units: 3
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JUSTIFICATION:

This course is for the new General Education Honors Program. This course is separate from the regular ETHN 11 that is available to all students.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Introduces the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, Mexican Americans, Black Americans, and Native Americans. Designed to introduce students to information presented in upper division courses with Ethnic Studies content. Note: this course fulfills the General Education requirements of Area D1a (Foundations in the Social and Behavioral Sciences) as well as the General Education Honors Program.

Note:

Prerequisite:

Enforced at Registration: Yes No

Corequisite:

Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval Required? Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):

D1A & Lecture

Title for CMS (not more than 30 characters)

Introduction to Ethnic Studies Honors

Cross Listed?

Yes No

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? Once

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

- Students will be able to:**
1. **Demonstrate an understanding of the unique interdisciplinary perspective taken by Ethnic Studies in its study of society and human behavior.**
 2. **Demonstrate an understanding of the inquiry methods used by Ethnic Studies.**
 3. **Demonstrate a comparative understanding of the diversity that exists in human societies in the United States and globally.**
 4. **Demonstrate critical analysis of texts and primary sources appropriate to the subject matter.**
 5. **Demonstrate analytical, critical thinking, and writing skills.**

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- There will be five take-home written essay assignments spread out over the entire semester. Each assignment will be worth 200 points. Each assignment is 5-7 pages in length. (Outcomes 1-5)**
- Students will actively participate in class discussions about the lectures and course readings through questions in class and short-in-class writing prompts. (Outcomes 1-5)**
- In addition, student will be required to attend and participate in at least two activities (events, lectures, programs, exhibits, etc.) outside of class during the semester. Students must write a 2-3 page report on the activity and its relationship to course content and readings. (Outcomes 1, 3, and 5)**


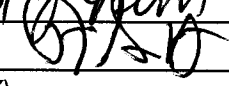
For whom is this course being developed?
 Majors in the Dept Majors of other Depts Minors in the Dept General Education Other
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No
 If yes, identify program(s): _____

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	10-10-07
College Dean or Associate Dean: 	10-24-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEPARTMENT OF ETHNIC STUDIES

Ethnic Studies 11H
INTRODUCTION TO ETHNIC STUDIES
Honors Program
Dr. Timothy P. Fong
Spring 2008

Office: Amador Hall 462A
Hours:
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Course Description

This course introduces the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, Mexican Americans, Black Americans, and Native Americans. This course will introduce students to information presented in advanced upper division courses in ethnic studies. **NOTE:** This course fulfills the General Education requirements of Area D1a (Foundations in the Social and Behavioral Sciences) as well as the General Education Honors Program.

General Education Honors Program Description

The General Education Honors Program at California State University Sacramento is designed to support curiosity and the acquisition of knowledge in highly motivated students at Sacramento State. Specially selected faculty will provide challenging and stimulating learning experiences in small class settings. Honors students will experience individualized attention from dedicated professors, special seminars in their academic programs, extracurricular activities such as attending cultural events, and interaction with faculty members and their fellow Honors students in and out of class. For more information see: <http://www.csus.edu/honorsprogram>

Course Objectives

Students at the end of this course will:

1. Demonstrate an understanding of the unique interdisciplinary perspective taken by Ethnic Studies in its study of society and human behavior.
2. Demonstrate an understanding of the inquiry methods used by Ethnic Studies.
3. Demonstrate a comparative understanding of the diversity that exists in human societies in the United States and globally.
4. Demonstrate critical analysis of texts and primary sources appropriate to the subject matter.
5. Demonstrate analytical, critical thinking, and writing skills.

Readings

1. Johnnella Butler, ed., *Color-Lines to Borderlands: The Matrix of American Ethnic Studies* (Seattle: University of Washington Press, 2001).
2. Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Boston: Little Brown and Company, 1993).
3. Alejandro Portes and Ruben Rumbaut, *Immigrant America: A Portrait*, 3rd ed. (Berkeley and Los Angeles: University of California Press, 2006).
4. There are additional readings on reserve in the Library.

General References

The National Association of Ethnic Studies website at: <http://www.ethnicstudies.org/>

Interdisciplinary Immigration Workshop website at:
<http://www.iir.berkeley.edu/immigration/policy/index.html>

Course Requirements

Attendance and Participationup to 100 points

Your attendance and participation are vitally important in order to grasp the great deal of information in class. This course is highly interactive so your attendance and participation through class discussion is expected. In addition, you must attend at least two activities (events, lectures, programs, exhibits, etc.) outside of class during the semester. You will be required to write a 2-3 page report for each activity discussing how they relate to the course content and reading.

Five Analytical Essays.....up to 900 points

There will be four written assignments spread out over the entire semester. Each essay assignment will be between 5-7 pages. The first essay is worth 100 points and the last four essays are worth 200 points each.

You must complete all written assignments, regardless of lateness. I expect **hard copies** of papers at the beginning of class the day it is due and everything else is late. Unexcused late course work will be penalized 10 percent for each day (including weekends) that it is late. You are strongly encouraged to meet with the instructor if you are experiencing difficulty with course materials or assignments.

Total.....1000 points

Grading

A = 1000-930	B+ = 899-870	C+ = 799-770	D+ = 699-670
A- = 929-900	B = 869-830	C = 769-730	D = 669-630
	B- = 829-800	C- = 729-700	D- = 629-600
			F = 599-000

Course Schedule

PART ONE/INTRODUCTION AND PERSPECTIVES

Week 1 Moving from Color-Lines to Borderlands

Readings: Butler, Part I

- Chapter 1 “Multiculturalism: Battleground or Melting Pot?” by Ronald Takaki
- Chapter 2 “Ethnic Studies as a Matrix for Humanities, the Social Sciences, and the Common Good, by Johnella Butler
- Chapter 3 “The Problematics of Ethnic Studies,” by Manning Marable
- Chapter 5 “Ethnic Studies in U.S. Higher Education: The State of the Discipline,” by Evelyn Hu-DeHart

Week 2 Institutional Structure and Knowledge Production

Readings: Butler, Part II and Readings on Reserve (R)

- Chapter 6 “From Ideology to Institution: The Evolution of Africana Studies,” by Rhett Jones
- “Letter from Birmingham Jail” (1964) by Martin Luther King (R) and online at <http://almaz.com/nobel/peace/MLK-jail.html>
- Chapter 7 “The Dialectics of Ethnicity in America: A View from American Indian Studies,” by Elizabeth Cook-Lynn and Craig Howe Flores
- “Let My People Go” (1917) speech by Carlos Montezuma

Week 3 Institutional Structure and Knowledge Production

Readings: Butler, Part II (con’t)

- Chapter 8 “Whither the Asian American Subject?” by Lane Hirabayashi and Marilyn Alquizola
- “Japanese American Creed” (1941) speech by Mike Masaoka (R) and online at http://www.balchinstitute.org/resources/internment/html/body_intro_page.html
- Chapter 9 “Thirty Years of Chicano and Chicana Studies,” by Lauro H. Flores
- “Rudolfo ‘Corky’ Gonzales Speaks Out”(1967) speech by Corky Gonzales (R)

Written Assignment #1

PART TWO/EARLY COMPARATIVE RACE AND ETHNIC RELATIONS IN THE UNITED STATES

Week 4 Boundless

Readings: Takaki, Part I

- Chapter 1 A Different Mirror
- Chapter 2 The “Tempest” in the Wilderness: The Racialization of Savagery
- Chapter 3 The “Giddy Multitude”: The Hidden Origins of Slavery

Week 5 Borders

- Chapter 4 Toward the Stony Mountains: From Removal to Reservation
- Chapter 5 No More Peck o’ Corn: Slavery and Its Discontents

Week 6

Readings: Takaki, Part II

- Chapter 6 Emigrants from Erin: Ethnicity and Class within White America
- Chapter 7 Foreigners in Their Native Land: Manifest Destiny in the Southwest
- Chapter 8 Searching for Gold Mountain: Strangers from a Pacific Shore

Written Assignment #2

Week 7 Distances

Readings: Takaki, Part III

- Chapter 9 The “Indian Question”: From Reservation to Reorganization
- Chapter 10 Pacific Crossings: Seeking the Land of Money Trees

Week 8

Readings: Takaki, Part III

- Chapter 11 Between “Two Endless Days”: The continuous Journey to the Promised Land
- Chapter 12 El Norte: The Borderland of Chicano America
- Chapter 13 To the Promised Land: Blacks in the Urban North

Week 9 Crossings

Readings, Takaki, Part IV

- Chapter 14 Through a Glass Darkly: Toward the Twenty-first Century

Written Assignment #3

PART THREE/ POST-1965 IMMIGRATION AND IMMIGRANT ADAPATION

Week 10 Contemporary Immigration

Readings: Portes and Rumbaut

- Chapter 1 Introduction: Who They Are and Why They Come

- Chapter 2 Moving: Patterns of Immigrant Settlement and Spatial Mobility

Week 11 Assimilation, Acculturation, and Adaptation

Readings: Portes and Rumbaut

- Chapter 3 Making It in America: Occupational and Economic Adaptation
- Chapter 4 From Immigrants to Ethnics: Identity, Citizenship, and Political Participation
- Chapter 5 A Foreign World: Immigration, Mental Health, and Acculturation

Week 12 Immigration as a Social Issue

Readings: Portes and Rumbaut

- Chapter 6 Learning the Ropes: Language and Education
- Chapter 7 Growing Up American: The New Second Generation
- Chapter 8 Conclusion: Immigration and Public Policy

Assignment #4

PART FOUR/GLOBALISM, DIFFERENCE, JUSTICE

Week 13 Africa: Rwanda and South Africa

Readings: On Reserve in the Library (R)

- "The Genesis of Ethnicity and Collective Identity," by Alexandre Kimenyi (R) and online at <http://www.kimenyi.com/the-genesis-of-ethnicity-and-collective-identity.php>
- "Trivialization of Genocide: the case of Rwanda," by Alexandre Kimenyi (R) and online at <http://www.kimenyi.com/trivilization-of-genocide-the-case-of-rwanda.php>
- *Soweto Explodes* (Dubuque, IA: Kendall Hunt, 2007), edited by Boatamo Mosupyoe, Chapters 3 (R)

Week 14 South Africa (cont.) and Asia

- *Soweto Explodes* (Dubuque, IA: Kendall Hunt, 2007), edited by Boatamo Mosupyoe, Chapter 5 (R)
- *Across the Pacific: Asian Americans & Globalization* (Philadelphia, PA: Temple University Press, 1999), edited by Evelyn Hu DeHart, Chapters 1 and 2 (R)

Week 15 Latin America

- *Race and Ethnicity in Latin America* (London: Pluto Press, 1997), edited by Peter Wade, Chapters 1 and 2 (R)

Assignment #5