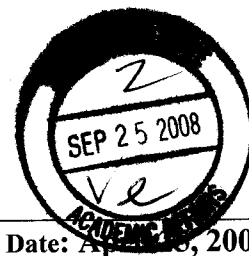




SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> Social Sciences and Interdisciplinary Studies	<b>Academic Organization (Department):</b> Ethnic Studies	<b>Date:</b> SEP 25, 2008
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> David Leon	<b>Submitted by:</b> Timothy P. Fong
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>For Catalog Copy:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>CCE (Extension):</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Semester Effective:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2009

<b>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</b>	ETHN 196-0
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**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> ETHN 196-0	<b>Title:</b> Sikh American Experience	<b>Units:</b> 3
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> ETHN 122	<b>Title:</b> Sikh Americans and Globalization	<b>Units:</b> 3
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**JUSTIFICATION:**

The Sacramento region is one of the first places Sikh migrants settled when they first came to the United States from India in the early twentieth century. Today the Sacramento region is home to one of the largest populations of Sikh Americans in the country. Despite the growth of the Sikh community, there is very little knowledge of Sikh Americans and the Sikh culture/religion among the general population. Because of distinctive characteristics (Sikh men often wear turbans and have long beards), violence against Sikh individuals and temples was seen immediately after the terrorist attacks on September 11, 2001. There has been a great deal of interest among Sikh Americans on our campus and in the Sacramento community to offer this experimental course on the Sikh American experience.

**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)

Examines the history and migration of Sikhs throughout the world, including the United States. Topics include the origin of Sikhism, Sikh history/religion/culture/social institutions and social relations, direct and secondary migration, race and ethnic relations, second-generation identity issues, and global diaspora/transnationalism.

**Note:**

**Prerequisite:**  
Enforced at Registration: Yes  No

**Corequisite:**  
Enforced at Registration: Yes  No

**CAN (California Articulation Number):** N/A

**Graded:** Letter  Credit/No Credit  **Instructor Approval Required?** Yes  No

**Course Classification (e.g. lecture, lab, seminar, discussion):**  
Lecture **Title for CMS (not more than 30 characters):**  
Sikh Amer + Globalization

**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?** 1

**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>

At the end of this course students will be able to:

1. Demonstrate an understanding of Sikhism, its principles, Sikh culture, and social institutions.
2. Demonstrate an understanding of the diverse historical, social, economic, and political conditions that prompted Sikh people from India to migrate to countries around the world.
3. Demonstrate an understanding of the diverse historical, social, economic, and political issues and factors shaping the experiences of Sikh migrants.
4. Explain how concepts of ethnicity, ethnocentrism and racism shape the ethnic experience in the United States and around the world.
5. Analyze the role culture plays in shaping and sustaining ethnic groups.
6. Demonstrate advanced analytical and critical thinking 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 two mid-term examinations and a final. Each exam is worth 300 points. The exams and final will consist of multiple choice questions and extensive take-home essay questions (learning outcomes 1-6). Each exam will include six essay questions and students are required to answer three. Each essay answer should be between 2-3 pages each for a total of 6-9 pages per exam.

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

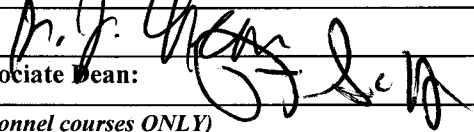
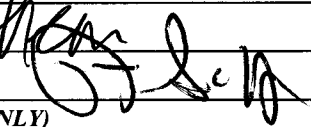
If yes, attach a description of resources needed and verify that resources are available.

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: 	9-25-08
College Dean or Associate Dean: 	9-25-08
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.

**College of Social Sciences and Interdisciplinary Studies**  
**Curriculum Committee**  
**COURSE APPROVAL INFORMATION**

**Department:** Ethnic Studies      **Effective Date:** Spring 2009  
**Proposed Course Name:** Sikh Americans and Globalization  
**Proposed Course Number:** ETHN 122      **Units of Credit:** 3  
**Has the course been offered before? Yes If so, under what number?** Ethnic Studies 196-O  
**Expected enrollment per section:** 40      **Total expected enrollment per semester:** 40

**Department Chair Approval:** \_\_\_\_\_  
(See New Course Development & Approval Process Guidelines as found on the SSIS Home Page)

1. What is the method of presentation selected by the department for this course?  
X Lecture  
 Seminar  
 Activities  
 Other, please explain. \_\_\_\_\_
  
2. Will this course be proposed for General Education?  
  
X Yes    If yes, what area? D1B (World Cultures)  
No  
  
Race / Ethnicity?  
 Yes  
 No  
  
Advanced Study?  
 Yes  
 No
  
3. Does this course require a prerequisite?  
 Yes    If so, what and why? \_\_\_\_\_  
X No      If not, why not? Ethnic Studies 11 or 110 recommended, but not required.
  
4. Is the course to be taught in a multiple section mode?  
 Yes    If yes, how many sections do you expect to schedule per semester? \_\_\_\_\_  
X No
  
5. Who is/are the probable instructor(s) of the course: Timothy P. Fong or lecturer
  
6. Indicate author of attached syllabus: Timothy P. Fong

**Please answer questions 7 through 13 on the following page.**

09/24/08

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7. Briefly describe the process by which this course was approved at the department(s) / program(s) level.

**This course was submitted to the department curriculum committee for review and comment.**

8. How does this course fit into your overall curriculum and into your department's most recent Plan submitted to the Dean?

**This course meets the curriculum mission of developing courses having strong comparative race and ethnic relations content and perspectives.**

9. Which of the learning outcomes of your program does this course address?

**This course will develop an understanding of interdisciplinary approaches to knowledge of the experiences of ethnic groups; developing critical thinking, communication, and writing skills; familiarizing students with new theories in Ethnic Studies; and developing an understanding of social justice issues.**

10. Faculty presenting a new course proposal are responsible for consulting departments in this and other colleges. Please identify the department and name the faculty consultants you contacted. Please summarize the outcome of this consultation. Failure to engage in consultation may result in the new course proposal being tabled.

**Our review of course offerings informs us that there are currently no courses directly rivaling this one. The History Department and the Humanities and Religious Studies Department have reviewed and approved this course (see attachments).**

11. What programs and majors in SSIS and/or other colleges does the proposed course complement?

**We believe that students in Anthropology, Sociology, Social Sciences, and Liberal might find this course appropriate for their BA programs. In addition, this course will fulfill prerequisites for the Bilingual/Multicultural Teacher Preparation Program in the College of Education.**

12. If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

NA

13. If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

**No differentials in credit will be given; students may not repeat the course for credit.**

***Please attach a course syllabus containing the following information:***

- a. Course Content and Objectives
- b. Required Readings / Materials
- c. Course Requirements & Methods of Evaluations
- d. Structured Outline of Topics and Associated Assignments

**ETHN 122: Sikh Americans and Globalization**  
**Department of Ethnic Studies**  
**California State University, Sacramento**  
**Spring 2009**

<b>Instructor:</b>	<b>Office Location:</b>
<b>Phone/Voicemail:</b>	<b>Email:</b>
<b>Class Time:</b>	<b>Office Hours:</b>

**Course Description**

This course examines the history and migration of Sikhs throughout the world, including the United States. Topics include the origin of Sikhism, Sikh history/religion/culture/social institutions and social relations, direct and secondary migration, race and ethnic relations, second-generation identity issues, and global diaspora/transnationalism. 3 units.

**Course Objectives**

At the end of this course students will be able to:

1. Demonstrate an understanding of Sikhism, its principles, Sikh culture, and social institutions.
2. Demonstrate an understanding of the diverse historical, social, economic, and political conditions that prompted Sikh people from India to migrate countries around the world.
3. Demonstrate an understanding of the diverse historical, social, economic, and political issues and factors shaping the experiences of Sikh migrants.
4. Explain how concepts of ethnicity, ethnocentrism and racism shape the ethnic experience in the United States and around the world.
5. Analyze the role culture plays in shaping and sustaining ethnic groups.
6. Demonstrate advanced analytical and critical thinking skills.

**Required Course Materials & Texts**

1. W. H. McLeod, *Exploring Sikhism* (New Delhi: Oxford University Press, 2000).
2. Doris R. Jakobsh, *Relocating Gender in Sikh History* (New Delhi, Oxford University Press, 2003).
3. Harold A. Gould, *Sikhs, Swamis, Students and Spies: The India Lobby in the United States, 1900-1946* (New Delhi: Sage Publications, 2006).
4. Michael Angelo, *The Sikh Diaspora: Tradition and Change in an Immigrant Community* (New York: Garland Publications, 1997).

5. N. Gerald Barrier and Verne A. Dusenbery, eds., *The Sikh Diaspora: Migration and the Experience Beyond Punjab* (New Delhi: Chanakya Publications, 1989).
6. Readings on Reserve (R), on-line course materials, and video presentations.

### **Assignments and Grading**

#### **Attendance/Participation (100 points)**

It is important that you attend all classes. Class sessions will be conducted according to a lecture-discussion format. You are responsible for **reading the assigned material prior to class and then participating in class discussions of that material.** I believe that one of the most important ways to learn about Sikh Americans is through interaction in an environment of mutual respect. It is our responsibility to create such an environment and you must do your part as follows:

- be punctual—arriving late is disruptive to other students as well as to your instructor
- turn off cell phones, pagers, and wrist watch alarms in consideration of others
- be prepared to learn—asking relevant questions may help you and other students learn.

The method of instruction and learning for this course, including student examination will include text readings, lectures, videos, in-class exercises, and homework assignments. For this reason, **you should identify at least two other people in this class** that you can rely upon for missed notes/assignments and announcements should you be absent at any given time.

#### **Midterms/Final Exams (900 points)**

There will be two mid-term examinations and a final. Each exam is worth 300 points. The exams and final will consist of multiple choice questions and extensive take-home essay questions (learning outcomes 1-6). Each exam will include six essay questions and students are required to answer three. Each essay answer should be between 2-3 pages each for a total of 6-9 pages per exam.

#### **TOTAL POINTS (1000)**

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

**Grading Rubric:** Written work will be graded on both substance and quality of writing. The following grading rubric is generally followed:

**A** grades are awarded by work that goes above and beyond the required assignment. This includes work that has been carefully edited and contains no grammatical errors, work that uses multiple sources outside of assigned course material, and that provides a solid analysis and synthesis of material in a well-organized manner.

**B** grades are awarded to work of excellent quality. This includes work that is well organized, has few grammatical errors, and that provides a strong analysis of the material studied.

**C** grades are awarded to average work. This includes work that meets the requirements of the assignment, is organized in a cohesive and acceptable manner and that illustrates a command of the material studied.

**D** grades are awarded to below average work but work that indicates an attempt was made at a C grade. This includes work in which minimal assignment requirements were almost, but not quite met. This work is completed on time but it appears there was no attempt to edit, leaving it difficult to read.

**F** grades are awarded for assignments that are not completed; that are not close to meeting the assignment requirements or are not coherent.

**Incomplete grades** will not be given unless there is a legitimate reason why the student cannot complete the required work during the semester. A failing grade is not considered a legitimate excuse.

#### Make-ups

If you miss an exam or the final exam, a make-up will be given only for one exam under severe circumstances (determined by your instructor) and may be entirely ESSAY in format.

#### Academic Dishonesty

Please review the University's policy on academic dishonesty at:  
<http://www.csus.edu/admbus/manual/UMA00150.htm>

COURSE SCHEDULE		
CLASS/DATE	TOPIC	READING ASSIGNMENTS
Week 1	<p><b>Introduction to the course: Attention to Sikhs post-9/11</b></p> <ul style="list-style-type: none"> <li>• Stories of Sikh American victims of hate violence after 9/11</li> </ul>	<p>Prit Paul Kaur, "Sikh Migration to United States: Issues Past and Present" in Eric Vega and Wayne Maeda, eds. <i>Ethnic America</i> (Dubuque IA: Kendall Hunt, 2005) (R).</p> <p><a href="http://www.saldef.org/default.aspx">http://www.saldef.org/default.aspx</a></p> <p>Video: "Mistaken Identity Sikhs in America"</p>
<b>PART ONE</b>	<b>Introduction to Sikh Religion, culture and social relations</b>	<b>W. H. McLeod, <i>Exploring Sikhism</i> (New Delhi: Oxford University Press, 2000).</b>
Week 2	<ul style="list-style-type: none"> <li>• Kabir, Nanak, and the Early Sikh Panth</li> <li>• The Sikh Struggle in the Eighteenth Century</li> <li>• Sikh Identity Defined</li> </ul>	<p><b>Chapters 1-3</b>  <a href="http://www.sikhs.org/">http://www.sikhs.org/</a>  <a href="http://www.sikhphilosophy.net/">http://www.sikhphilosophy.net/</a>  <a href="http://www.sikhnet.com/">http://www.sikhnet.com/</a></p>
Week 3	<ul style="list-style-type: none"> <li>• Sikh Fundamentalism</li> <li>• The First Forty Years of Sikh Migration</li> </ul>	<b>Chapters 4-6</b>
<b>PART TWO</b>	<b>Relocating Gender in Sikh History: Transformation, Meaning and Identity</b>	<b>D.R. Jakobsh, <i>Relocating Gender in Sikh History</i> (New Delhi: Oxford University Press, 2003).</b>
Week 4	<ul style="list-style-type: none"> <li>• The Construction of Women in Sikh History</li> <li>• The Development of the Early Sikh Tradition: A Gender Perspective</li> <li>• Of Colony and Gender</li> </ul>	<b>Chapters 1-3</b>
Week 5	<ul style="list-style-type: none"> <li>• Contextualizing Reform in Nineteenth Century</li> <li>• Education, Gender Codes and Politics</li> <li>• The Feminization of Ritual</li> </ul>	<b>Chapters 4, 5, 7</b>
Week 6	<b>Discussion, Review, and Preparation for Midterm 1</b>	

<p><b>PART THREE</b></p> <p>Week 7</p> <p>Week 8</p>	<p><b>Early Sikh Migration to the U.S.</b></p> <ul style="list-style-type: none"> <li>• Early Pioneers</li> <li>• The Politicization of Punjabi Immigration</li>   <li>• Intensification of Community Awareness</li> <li>• WWII and Beyond</li> </ul>	<p><b>Harold A. Gould, <i>Sikhs, Swamis, Students and Spies: The India Lobby in the United States, 1900-1946</i> (New Delhi: Sage Publications, 2006).</b></p> <p><b>Chapters 3-4</b>  <a href="http://www.pbs.org/rootsinthesand/">http://www.pbs.org/rootsinthesand/</a>  <b>Video: “Roots in the Sand”</b></p> <p><b>Chapters 5-6</b>  <b>Guest Lecture on Sikh-Mexican Marriages, Laws, Citizenship and Ethnic Relations.</b></p>
<p><b>PART FIVE</b></p> <p>Week 9</p> <p>Week 10</p>	<p><b>Contemporary Global Issues</b></p> <ul style="list-style-type: none"> <li>• Demographic Characteristics</li> <li>• Patterns of Dating and Marriage</li> <li>• Communal/Social Relations</li>   <li>• Changing Women’s Roles in India and around the world</li> <li>• New Religious Practices</li> <li>• Festivals in India and around the world.</li> <li>• Contemporary Civil Rights</li> </ul>	<p><b>M. Angelo, <i>The Sikh Diaspora: Tradition and Change in an Immigrant Community</i> (New York: Garland Press, 1997).</b></p> <p><b>Chapters 3, 5-8</b></p> <p><b>Chapters 10-12, Conclusion</b>  <a href="http://www.sikhmediawatch.org/">http://www.sikhmediawatch.org/</a>  <a href="http://www.sikhlink.net/sikhresource.asp">http://www.sikhlink.net/sikhresource.asp</a>  <a href="http://www.sikhcoalition.org/">http://www.sikhcoalition.org/</a></p>
<p>Week 11</p>	<p><b>Discussion, Review and Preparation for Midterm 2</b></p>	

<b>PART FIVE</b>	<b>The Global Diaspora</b>	<b>N. G. Barrier and V.A. Dusenbery (eds.), <i>The Sikh Diaspora: Migration and the Experience Beyond Punjab</i> (New Delhi: Chanakya Publications, 1989).</b>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• <b>A Century of Sikhs Beyond Punjab</b></li> <li>• <b>The Transmission of Information, Resources, and Values</b></li> <li>• <b>Sikh Discourse in North America</b></li> </ul>	<b>Chapters 1-3</b>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• <b>Comparative Case Studies: California, Canada, Britain, and East Africa</b></li> </ul>	<b>Chapters 4-7</b>
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• <b>Emergent issues: Sikhs Overseas, Sikh Politics, Sources on the Sikh Migrant Experience</b></li> </ul>	<b>Chapters 8-11</b>
<b>Week 15</b>	<b>Discussion, Review and Preparation for Final</b>	<b>Guest Lecture on Sikh History in California Textbooks</b>  <b>Video: "Sikhs in America." The class will critique a film for California schools about symbols of religion and culture of Sikhs (Standard 14: World Perspectives).</b>  <a href="http://www.sikhnextdoor.org/welcome.html">http://www.sikhnextdoor.org/welcome.html</a>
<b>Week 16</b>	<b>Final Exam:</b>	