

ETHN 121: HMONG AMERICAN EXPERIENCES

In Workflow

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Approval Path

1. Fri, 29 Jan 2021 05:31:12 GMT
Brian Baker (baker): Approved for ETHN Committee Chair
2. Thu, 04 Feb 2021 00:34:44 GMT
Annette Reed (alreed): Approved for ETHN Chair
3. Tue, 09 Mar 2021 05:24:49 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Tue, 30 Mar 2021 23:20:47 GMT
Tim Fong (tfong01): Approved for ETHN Committee Chair
5. Fri, 02 Apr 2021 15:50:47 GMT
Annette Reed (alreed): Approved for ETHN Chair
6. Mon, 05 Apr 2021 20:20:31 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Mon, 05 Apr 2021 23:47:34 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Wed, 10 Mar 2021 22:00:34 GMT

Viewing: ETHN 121 : Hmong American Experiences

Last edit: Mon, 05 Apr 2021 20:16:27 GMT

Changes proposed by: Bao Lo (102091858)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Hmong American Experiences

Class Schedule Title:

Hmong American Experiences

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Ethnic Studies; African Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

ETHN - Ethnic Studies

Catalog Number: (course number)

121

Course ID: (For administrative use only.)

132341

Units:

3

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The revised course incorporates current topics and trends in the discipline of Ethnic Studies and Asian American Studies. The revised course also reflects the specialization of newly hired tenure-track faculty. With changing demographics and increased diversity in Asian American communities, Ethnic Studies and Asian American Studies have expanded in curriculum and research to include groups such as Southeast Asian Americans including Hmong Americans. Additionally, this course diversifies and adds to the curriculum for the Asian American Studies Program and the Ethnic Studies Department. This is the only course that focuses on the historical and contemporary experiences of Hmong Americans. Sacramento is the second largest city of California's Hmong population and the central valley is the largest concentration of Hmong Americans. The course is an important contribution for the Ethnic Studies Department, College, University, and region.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Explores the multi-generational and multi-faceted experiences of Hmong Americans. Focusing on the historical and contemporary experiences of Hmong populations in the U.S., the course addresses important topics such as U.S. empire and militarism, war, community development, generational differences, health, gender, sexuality, media and representation, race relations, violence, and community engagement and empowerment.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students will be able to:

1. Describe the historical context, migration, and resettlement of Hmong Americans.
2. Evaluate the formation and development of Hmong American communities.
3. Identify the multi-generational experiences of Hmong Americans.
4. Examine the contemporary issues of Hmong Americans.
5. Recognize the need for community engagement and empowerment in Hmong American communities.

General Education (Area D) objectives include:

1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

Attach a list of the required/recommended course readings and activities:

Syllabus, ETHN 121.docx

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.

- a) Class Assignments/Participation (15%): You will be required to complete and present 2 class assignments (5% each) based on course topics with members of the class. You will also complete an individual written evaluation (1-2 pages/each assignment) using course material. These group class assignments will be assigned prior to due date. You will also be required to complete in-class assignments as part of your class participation grade (5%). (LEARNING OUTCOMES #1, 2, 3)
- c) Exams (30%): There will be two essay format (4-5 pages each), in-class exams. Each exam will cover material for the various parts of course material and topics. The exams will assess your ability to synthesize and critically evaluate course material. Before each exam, I will review and provide possible exam questions. (LEARNING OUTCOMES #1, 2, 3, 4)
- d) Community Resources/Event Evaluation (20%): You will have the option to evaluate a community event or community resource. You may attend a community event related to the course and complete a written evaluation (3-4 pages) of the event that provides a description and connection with themes and topics from the course. The other option is to research, visit, and evaluate one local community resource (ie. non-profit organization, church, community center, etc.) that provides service or is utilized by Hmong Americans. You will be required to provide individual written analysis (3-4 pages) of the findings that connects course material. (LEARNING OUTCOME #5)
- e) Final Project (20%): You will be asked to develop a final portfolio that shows your overall reflection and learning of Hmong American experiences. This project is to encourage you to connect the experiences of Hmong Americans with your own and those of other minority and immigrant groups in the United States. You will be required to present your final project along with a written evaluation (2-3 pages) due the last week. (LEARNING OUTCOMES #1,2,3,4)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syllabus, ETHN 121.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The class assignments, exams, community evaluation, and final project will assess for student learning and the objectives of Area D.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The course is part of the curriculum of the Asian American Studies Program and the Ethnic Studies Department. As director of the Asian American Studies Program, I will schedule, teach and be responsible for this course. If other instructors teach this course, I will ensure that they use the course syllabus attached. If multiple sections of the course are offered, the course structure and content would be similar, with readings that could vary between sections.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course achieves the D learning objective (describes and evaluates ethical and social values in their historical and cultural context) through Course Learning Objective 1: Describe the historical context, migration, and resettlement of Hmong Americans and Course Learning Objective 2: Evaluate the formation and development of Hmong American communities.

The course provides a historical overview of Hmong American experiences within the context of U.S. empire and militarism. American political interests and military intervention in the Vietnam War were driven by the “domino theory,” or the perception that countries in Southeast Asia standing like a row of dominoes, would all fall one after another, if one country fell to Communism. This containment policy of the Cold War explains American intervention in Laos and their recruitment of the Hmong in the Secret War. U.S. intervention resulted in the largest migration of Hmong refugees to the United States. The majority of Hmong refugees that left Laos have been resettled to the United States. In this section of the course, students learn of the motivations and values of the Americans who recruited and involved the Hmong in Laos in the Vietnam War that would change their fate indefinitely. See content weeks 2 through 6, which focus on the historical background and community development of Hmong Americans. Students achieve the C2 learning objective through class assignments, exams, and a final project.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course achieves the D learning objective (explains and applies the principles and methods of academic disciplines to the study of social and individual behavior) through Course Learning Objective 3: Identify the multi-generational experiences of Hmong Americans, Course Learning Objective 4: Examine the contemporary issues of Hmong Americans, and Course Learning Objective 5: Recognize the need for community engagement and empowerment in Hmong American communities.

Using theoretical concepts and frameworks of Ethnic Studies and Asian American Studies, students analyze important issues such as health, gender, sexuality, media and representation, race relations and violence, and community engagement and empowerment. See content weeks 7 through 15, which focus on examining contemporary issues of Hmong Americans. Students achieve the C2 learning objective through class assignments, exams, a community event/resource evaluation, and a final project.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

The course achieves the D learning objective (demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression) through Course Learning Objective 3: Identify the multi-generational experiences of Hmong Americans and Course Learning Objective 4: Examine the contemporary issues of Hmong Americans.

The course provides an overview of the multi-generational and multi-faceted experiences of Hmong Americans. Since their arrival in the United States, the Hmong American experience is dynamic and multifaceted, with first, second, and third generation Hmong Americans. A large, growing portion of the Hmong population in the United States is American born, consisting of second and third generation Hmong Americans, who differ vastly from first generation Hmong refugees. The course also addresses important issues Hmong Americans face such as health, gender, sexuality, media and representation, race relations and violence. See content weeks 7 through 13, which focus on examining contemporary issues of Hmong Americans. Students achieve the C2 learning objective through class assignments, exams, and a final project.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

The course achieves the D learning objective (explains and critically examines social dynamics and issues in their historical and cultural contexts) through Course Learning Objective 1: Describe the historical context, migration, and resettlement of Hmong Americans and Course Learning Objective 2: Evaluate the formation and development of Hmong American communities.

The historical context and political relationship between the United States and the Hmong led to their migration and resettlement in the United States, resulting in today’s largest concentrations of Hmong Americans in the twin cities of Minnesota and the central valley of California. Students compare and evaluate Hmong American communities in the various regions of the U.S. to understand the ways these communities have formed and developed. See content weeks 2 through 6, which focus on the historical background and community development of Hmong Americans. Students achieve the C2 learning objective through class assignments, exams, and a final project.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students will complete two written evaluations (1-2 pages each) using and focusing on course material and topics (weeks 2-8) to demonstrate their comprehension of the history, migration, resettlement, and community formation of Hmong Americans, as well as

the multi-generational experiences of Hmong Americans. Students also complete 2 essay format, in-class exams (4-5 pages each) that cover material for the three parts of the course themes and topics. The exams will assess their ability to synthesize and critically evaluate course material. Students also complete a written evaluation (3-4 pages) of a relevant community event or resource, using and connecting course material. For the final project, students complete a written evaluation (2-3 pages) that reflects their project and learning in the course.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

None

Please attach any additional files not requested above:

Course Consultation, ETHN 121 .pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Tue, 09 Mar 2021 05:24:49 GMT): Rollback: Please see email for requested changes.

Tristan Josephson (tristan.josephson) (Mon, 05 Apr 2021 20:16:27 GMT): Added GE objectives for proposal author.

Key: 2112