

# EDUC 1: EDUCATION, EQUITY, & AMERICAN SOCIETY

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## In Workflow

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## Approval Path

1. Fri, 30 Sep 2022 00:54:48 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 13 Oct 2022 23:42:02 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 20 Oct 2022 23:44:10 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean

## New Course Proposal

Date Submitted: Fri, 30 Sep 2022 00:53:53 GMT

**Viewing: EDUC 1 : Education, Equity, & American Society**

**Last edit: Thu, 20 Oct 2022 23:44:04 GMT**

Changes proposed by: Angela Leslie (101058889)

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**Catalog Title:**

Education, Equity, & American Society

**Class Schedule Title:**

Education, Equity, & American

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Undergraduate Studies in Education

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

No

**Catalog Year Effective:**

Fall 2023 (2023/2024 Catalog)

**Subject Area: (prefix)**

EDUC - Education

**Catalog Number: (course number)**

1

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

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

Fall, Spring, Summer

**Does this course require a room for its final exam?**

No, final exam does not require a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The EDUC Minor in Teaching Education (Teaching, Equity and Engagement) is in the process of being revised to focus more on a social justice approach to learning, teaching, and understanding of social issues in education and society. Currently, there are no foundational required courses for this Minor. The lower division, Area D course will also meet the Race and Ethnicity designation and serve as a common core course for the revised EDUC Minor in Social Justice and Education. Furthermore, there are few GE courses that meet lower division Area D, Race and Ethnicity requirements.

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

This introductory course provides a broad landscape of public education in the United States. The course includes three units: 1) Historical Moments in Education, 2) Contemporary Issues in Education, and 3) Social Justice Approaches in Education. Each unit introduces students to ways in which race, ethnicity, and intersectional identities have shaped students' experiences in schools. The goal of the course is to acquaint students with historical practices and systems that inform present school conditions, and socially just reforms.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged 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):**

Discussion

**Discussion Classification**

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

**Discussion 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 and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	1. Analyze how historical, contemporary, social, economic, and political factors impact the educational experiences of students.	1. Classroom Discussion 2. Reflection Papers 3. When I was young.....Photograph Analysis 4. Final Paper
2	2. Investigate and analyze significant issues in past and present school conditions.	1. Classroom Discussion 2. Reflection Papers 3. When I was young.....Photograph Analysis 4. Final Paper
3	3. Examine how the intersections of race, ethnicity, gender, sexuality, dis(ability), and immigration status inform the educational experiences of students.	1. Classroom Discussion 2. Reflection Papers 3. When I was young.....Photograph Analysis 4. Final Paper
4	4. Examine the common or contrasting experiences that ethnic groups faced in education and society.	1. Classroom Discussion 2. Reflection Papers 3. Final Paper
5	5. Compare and contrast different social justice reforms in education.	1. Classroom Discussion 2. Reflection Papers 3. Final Paper

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

Reading List.pdf

**For whom is this course being developed?**

Minors in the Dept

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

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

Minor in Social Justice in Education

**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

**Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)**

course-accessibility-checklist-AIF[49].pdf

## **University Learning Goals**

**Undergraduate Learning Goals:**

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

Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

**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:**

EDUC 1.pdf

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?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The majority of readings and all assignments in this course will be used in all sections.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Similar to other EDUC courses, all instructors will review the objectives and curriculum of the course to collaborate and update this course accordingly.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The Department provides each instructor with the template syllabus. The EDUC Undergraduate Coordinate will periodically review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

## **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.**

Readings, films, classroom discussions will reflect a social justice approach to understanding systemic issues in education and society. Multiple groups are highlighted each week so students gain a comprehensive overview of different perspectives. Weekly reading reflections and two essays give students the opportunity to further examine their own cultural identities and the experiences of others in education.

**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.**

All instructors are given a template syllabus and a shared Canvas course, which includes the common readings, videos, assignments, and other resources. The EDUC Undergraduate Coordinate will review syllabi from instructors who teach the same courses and hold meetings every semester to ensure goals are being met.

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.**

Readings and films will focus on the relationship between marginalized students, families, communities, and schools. Students will analyze how historical, contemporary, social, political, and economic factors impact the educational experiences of various groups. They will also have the opportunity to compare these experiences with other Students of Color.

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

Students will examine the educational pipeline via discussion of societal racist views, school racial climate and culturally relevant education. The unit begins with a focus on historical context and then explores the intersections of identity and how that shapes educational experiences. The course ends with successful examples of how a social justice approach can reform education. Students will have the opportunity to compare and contrast the curriculum with their own experiences through reflective work (Reflection papers and essays).

**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.**

Students will have the chance to include the intersections of their own identities (gender, race, class, sexuality) through their weekly Reflection papers and their When I was young....Photograph Analysis essay. In the final paper for this course, students will research and write on educational resources, practices, programs, or schools that foster success for marginalized students. Additionally, all of the weekly readings address aspects of race and socioeconomics in positioning multiple perspectives of the ethnic experiences in education and in society. In Unit II, Weeks 6-11, students will be reading, writing, and discussing the intersections of identities and how they inform educational experiences. In Unit III, Week 12-15, students will have the opportunity to understand how cultural identities positively shape their education. Readings during the last few weeks of this course will focus on culturally relevant pedagogy, youth participatory research, ethnic studies, restorative justice practices, and community cultural wealth.

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

Students will analyze how historical, contemporary, social, political, and economic forces have impacted multiple underrepresented groups. Using an intersectional framework, students will consider how identity markers like race, ethnicity, language, immigration status, gender, and sexuality shape educational access and attainment. Students will compare and contrast the historical and contemporary educational pathways of marginalized groups. The course reflects on the historical experiences of multiple groups with special connection given to exploring how ideas of race, ethnicity, culture, and white privilege informs everyday experiences. Students will unpack the systemic societal and educational barriers that impact Students of Color, historically and under present day circumstances.

**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.]

This course is a lower division course. Two essays (approximately 1500 words total) as well as the weekly Reading Reflections will give students the opportunity to reflect and analyze their experiences with the reading materials.

## 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.**

The course curriculum, readings, assignments, and weekly themes address the historical and contemporary context of culture with the intersections of multiple identities of gender, race, ethnicity, ability, and sexuality. Each week, readings, videos, and classroom discussions will compare and contrast the experiences of many groups.

### **General Education Details - Race and Ethnicity in American Society**

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

**In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.**

**Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.**

Students will analyze how historical, contemporary, social, political, and economic forces have impacted multiple underrepresented groups. Using an intersectional framework, students will consider how identity markers like race, ethnicity, language, immigration status, gender, and sexuality shape educational access and attainment. Students will compare and contrast the historical and contemporary educational pathways of marginalized groups. The first unit, Historical Moments in Education, examines policies and practices that have informed the present conditions of schools. This unit pays specific attention to the role of the law, and the ways it either challenged or reproduced inequality in regards to multiple marginalized groups. An examination of how concepts of ethnicity shaped underrepresented groups in history will also be introduced in this section. The second unit, Contemporary Issues in Education, focuses on how the intersections of race, ethnicity, class, gender, sexuality, dis(ability), and immigration status shape how students experience schools presently. The final unit, Social Justice Approaches in Education, analyzes different solutions for addressing inequities in schools and meeting the needs and potential of historically marginalized students. Ultimately, the goal of the course is to get students acquainted with historical and present school conditions, and socially just reforms to gain a better understanding how culture shapes and sustains groups. Additionally, in weeks 2, 3, 4, 6, 7, 8, 9, 10, and 11 includes readings that compare and contrast the experiences and intersections of Students of Color.

**Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.**

The course also aims to compare and contrast experiences of Students of Color. Each unit includes at least two to three readings that allows students to examine the experience of one or more ethnic groups or the intersectional identities of multiple groups. For example, in Unit I, Week 2, the course tackles Garcia (2018) tackles the intersections of housing and school segregation for multiple ethnic groups. In Week 3, students read Rivera's (2004) article on school segregation of Chicano students in Lemon Grove, while offering a comparison to the importance of this court case to the passing of Brown vs. the Board of Education and looking at the trajectory and aftermath of those court cases. In Week 4, students read Lajimodiere's (2014) book chapter on American Indian boarding schools. Instruction will also cover how other ethnic groups were pushed into Americanization schools and segregated schools. In Unit II, Week 6, students unpack an article by Heitzeg (2009) that centers on how race and socioeconomic factors into the disproportionate number of Black students being suspended in schools that has created a school-to-prison pipeline. Students then shift to Allen's (year) book chapter entitled, "What About Poor People," to draw a comparison and contrast of understanding the racial politics and white hegemonic alliances with this group. During Week 10, students will read, "Learning America: Hmong American High School Students" and "The Day That Changed My Life Again: The Testimonio of a Latino DACAmanted teacher." Students will be given opportunities to reflect on the commonalities and differences of immigrant and undocumented Hmong and Latinx experiences. For Unit III, Week 12, students will gain a deeper understanding of the importance of culturally relevant pedagogy (Ladson-Billings, 1995) and how it empowers Students of Color in education. During Week 13, students will read about youth participatory research and the Ethnic Studies K-12 movement. The focus of this week will center on multiple experiences from underrepresented groups. Finally in Week 14, the course emphasizes restorative justice practices that provides more holistic alternatives to school suspensions and increases education retention rates for BIPOC students.

**Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.**

Students will have the opportunity to analyze the concepts of ethnicity, ethnocentrism and racism every week. An overarching goal of the course is for students to identify how racism (among other systems of oppression) has shaped the educational access and attention of Latina/o/x students. For example, the course begins by looking at the rebirth of the caste system in the book *The New Jim Crow*. Students will further unpack the social construction of race and how racist laws and housing policies such as redlining created segregated neighborhoods and schools. Important court cases such as Lemon Grove and Brown v. Board of Education will further emphasize how race defined different schooling experiences for Students of Color and. Ideas regarding assimilation and Americanization will be explored in examining American Indian boarding schools. Week 5 allows students to investigate how race played a part in 1990s racist propositions on bilingual education and college access. Unit II, looks at how racism shaped the school-to-prison pipeline, the racial microaggressions of Black Deaf students, and how Hmong and Latinx students are impacted by their immigration and citizenship status. Overall, the course looks at the intersections of race, ethnicity, language, culture, immigration status, gender, and sexuality, so that students understand the complexities of ethnic experiences in education.

**Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)**

Students will have the chance to include the intersections of their own identities (gender, race, class, sexuality) through their weekly Reflection papers and their When I was young.....Photograph Analysis essay. In the final paper for this course, students will research and write on educational resources, practices, programs, or schools that foster success for marginalized students. Additionally, all of the weekly readings address aspects of race and socioeconomics in positioning multiple perspectives of the ethnic experiences in education and in society. In Unit II, Weeks 6-11, students will be reading, writing, and discussing the intersections of identities and how they inform educational experiences. In Unit III, Week 12-15, students will have the opportunity to understand how cultural identities positively shape their education. Readings during the last few weeks of this course will focus on culturally relevant pedagogy, youth participatory research, ethnic studies, restorative justice practices, and community cultural wealth.

**Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)**

In Unit I, Week 3, the course explores how Mexican American families collectively organized and resisted plans to segregate their children by looking at the Lemon Grove court case and activism that led to Brown v. Board of Education. American Indian resistance to enforced Americanization school is also explored in Week 4. In Unit II, (Week 6-11), each week centers on the intersectional identities that reveal how these factors shape who they are, what type of education they receive, and counter narratives of students' resistance to systemic racism. In Unit III, Week 12-15, students will have the opportunity to understand how cultural identities positively shape their education. Readings during the last few weeks of this course will focus on culturally relevant pedagogy, youth participatory research, ethnic studies, restorative justice practices, and community cultural wealth.

**Please attach any additional files not requested above:**

Consult with Teaching Credential Program.pdf  
Ethnic Studies Consult.pdf

Key: 14799