

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-092-156

EWS 3010 – Ethnic Identity

General Education Committee

Date: 02/08/2017

Executive Committee
Received and Forwarded

Date: 02/15/2017

Academic Senate

Date: 02/22/2017
First Reading
03/08/2017
Second Reading

BACKGROUND:

This is an existing course for GE Area C4. The original ECO wanted this course to be in both C4 and D4 but the committee did not approve the course for D4.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area C4.

RECOMMENDATION:

The GE Committee recommends approval of GE-092-156, EWS 3010 – Ethnic Identity, for GE Area C4.

EWS - 3010 - Ethnic Identity

C. Course - New General Education* Updated

General Catalog Information

College/Department	Ethnic and Women's Studies	
Semester Subject Area	EWS	Semester Catalog Number 3010
Quarter Subject Area	EWS	Quarter Catalog Number 301
Course Title	Ethnic Identity	
Units*	(3)	
C/S Classification *	C-02 (Lecture Discussion)	
To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix C CS Classification.pdf		
Component*	Lecture	
Instruction Mode*	<input type="checkbox"/> Asynchronous Local <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Fully Asynchronous <input type="checkbox"/> Fully Synchronous <input type="checkbox"/> Hybrid w/Asynchronous Component <input type="checkbox"/> Hybrid w/Synchronous Component <input type="checkbox"/> Synchronous Local <input type="checkbox"/> Web-Assisted	
Grading Basis*	Graded Only	
Repeat Basis*	May be taken only once	
If it may be taken multiple times, limit on number of enrollments	1	

**Cross Listed
Course Subject
Area and Catalog
Nbr (if offered
with another
department)**

**Dual Listed
Course Subject
Area and Catalog
number (If
offered as
lower/upper
division or
ugrd/grad)**

**Choose
appropriate type
(s) of course(s)***

- Major Course
- Service Course
- GE Course
- None of the above

**General
Education Area /
Subarea***

C4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description

Using a humanities approach, the course examines change and continuities of American identities from an ethnic studies perspective. This course offers a comparative and multidisciplinary analysis of identity formation processes

in the United States. Topics include immigration history, Western imperialism and colonialism, racial discrimination, laws and policies in the U.S., minority groups' ethnic resilience and resistance against assimilation, social and political changes, the arrival and settlement of new immigrants, and the historical and contemporary transnational communities and cultures.

II. Required Coursework and Background

Prerequisite(s): Completion of all Area A courses and all lower division Area C

Corequisite(s):

Pre or Corequisite(s):

Concurrent:

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

A. This course affords students the opportunity to integrate and focus fundamental concepts and issues learned in lower division social sciences and humanities courses and apply them to the understanding of specific ethnic identity formations in the United States. This approach is ideally suited for GE students as it provides them with the knowledge necessary to both understand the complexity of ethnic identity formation and work for effective solutions in addressing issues affecting ethnic groups.

B. By completing the requirement of the course satisfactorily, students will achieve the following outcomes:

1. Students will develop an enhanced ability to apply knowledge and understanding acquired from lower-division course-work in the area to the advanced study of ethnic identity formations.

2. Students will develop an enhanced ability to appreciate knowledge of different perspectives and expressive forms of American identity through an interdisciplinary approach.

3. Students will develop higher-order cognitive skills by reviewing and re-emphasizing the crucial historical developments within the Humanities to appreciate the significance of major literary, philosophic, and artistic work on and by ethnic groups.

4. Students will develop higher-order cognitive skills by applying the basic knowledge and understanding acquired in the lower division courses to the advanced study of one or more specific area, or to a broad cross-cultural and historical analysis of one of the Social Sciences.
5. Students will demonstrate an understanding of how social construction shapes notions of 'dominant' and 'non-dominant' culture and how specific ethnic groups have reshaped and/or reasserted their own expressions of ethnic identity and culture in historical and current times.
6. Students will be able to identify and analyze how ethnic identities are shaped by historical and current macro and micro forces such as U.S international relationships, immigration, institutions (family, education, the state, etc.), transnationalism, globalization, etc.
7. Students will be able to identify key issues confronting an ethnic group and analyze the interplay of race, ethnicity, gender, class, sexuality, and nationality in the formation of ethnic identities.
8. Students will sharpen critical thinking, writing, and oral presentation skills by pursuing an in-depth analysis of the cultural, economic, social, and political aspects of ethnic identity formations.

Relationship of Course Learning Outcomes to Dept.'s Program Outcomes

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the fields of Ethnic and Gender Studies	PO#2: Analyze hist& contemp. U.S. ethnic, racial, and gendered grps from cross cultural and global perspectives	PO#3: Engage in a variety of scholarly and community based social practices	PO#4: Demonstrate mastery of skills essential for career development & life-long learning, incl. critical thinking & problem-solving skills	PO#5: Demonstrate mastery of skills essential for pre-teaching incl. hist. knowledge of ed. issues & diverse pedagogical practices
1		X		X	
2	X				
3		X	X		X
4	X				
5			X		
6		X		X	
7	X		X	X	
8		X		X	

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other forms of marginalization. We examine social inequalities in the U.S. shaped by historical, political, social, and global economic forces. This course examines the intersection of race, ethnicity, gender and sexuality as well as other social identities including dis/ability, age, religion, etc. This course analyzes and challenges racialized, gendered and Euro-centered identities. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Area C4: Arts and Humanities Synthesis:

'Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future.'

C4 – Humanities Synthesis (upper division)

- Write effectively for various audiences (1a)
- Speak effectively for various audiences (1b)
- Find, evaluate, use and share information effectively and ethically (1c)

- Construct arguments based on sound evidence and reasoning to support an opinion or conclusion (1d)

- Analyze major literary, philosophical, historical or artistic works and explain their significance in society (2b)

- Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions (2d)

- Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies (3a)

Describe how the course meets the **American Cultural Perspectives Requirement**:

This course introduces theoretical perspectives and nonwestern approaches for studying gender, ethnicity, gender and film. It also includes the study of sexual orientation and substantive materials by and/or about African Americans, Natives Americans, Asian Pacific Islanders, Chicanos/Latinos and white Americans. And finally, the course addresses intra-cultural as well as inter-cultural differences and commonalities between groups with respect to ethnicity, race and gender.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

These are the SLOs for the selected GE subarea(s):

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and reading related to critical race and feminist legal studies in the U.S. (Course SLO# 1, 2, 6, 7; PO# 1, 2, 3)

1b) Speak effectively for various audiences.

Students will complete a group project and present finding in classroom presentation.

(Course SLO#1, 3, 4, 6; PO# 1, 2)

1c) Find, evaluate, use and share information effectively and ethically.

Students will conduct research for individual or group projects on a specific topic in critical race and feminist legal studies, complete an annotated bibliography, and present their findings to class using various media as appropriate. (Course SLO# 3, 4, 7, PO# 1, 4)

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students will generate original ideas, evaluate and organize evidence, and support analyses and arguments as one of the main objectives of their research project. (Course SLO #1, 5, 7; PO#1, 2, 4)

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students' research projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and social issues. (Course SLO #1, 2, 4; PO#1, 2, 3, 4)

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

In their reading journal responses, exams and/or research projects, student will analyze and evaluate the assigned texts and explore the role of race, gender, ethnicity, culture, class in shaping individual and social practices and embodied within specific institutions including: the state, law, education, and public policy (Course SLO# 1,4; PO#2,3)

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

In their research and/or group projects students will integrate moral, social, and ethical issues facing racial and gendered groups within local and global communities. (Course SLO #1, 4, 5; PO# 2, 3, 4)

**General
Education
Outcomes***

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional
Materials***

Primary Humanities Texts:

Du Bois, W. E. B. *The Souls of Black Folk*. New York: Oxford University Press (2007).

Kim, Elaine H. *Asian American Literature, An Introduction to the Writings and their Social Context*. Philadelphia: Temple University Press (1982).

Sweet Wong, Hertha D., Lauren Stuart Muller, and Jana Sequooya Magdaleno, eds. *Reckonings: Contemporary Short Fiction by Native American Women*. New York: Oxford University Press (2008).

Ventura, Gabriela Baeza, ed. *U.S. Latino Literature Today*. New York: Pearson/Longman (2005).

Warren, Kenneth W. *What Was African American Literature?* Cambridge, Mass.: Harvard University Press (2011).

Primary Social Science Texts:

Dinnerstein, Leonard and David Reimers. *Ethnic American: A History of Immigration and Assimilation*. New York, N.Y.: Harper & Row (1982).

Mohanty, Satya P., Linda Martin Alcoff, Michael Hames-Garcia, and Paula M. L. Moya, eds. *Identity Politics Reconsidered*. New York: Palgrave Macmillan (2006).

Rumbaut, Rubén G. and Alejandro Portes. *Ethnicities: Children of Immigrants in America*. Berkeley: University of California Press (2001).

Sowell, Thomas. *Ethnic America: A History*. New York: Basic Books (1981).

Waters, Mary C. *Ethnic Options: Choosing Identities in America*. Berkeley: University of California Press (1990).

Secondary Humanities and Social Sciences Texts:

Alba, Richard D. *Ethnic Identity: The Transformation of White America*. New Haven: Yale University Press (1990).

Bonus, Rick. *Locating Filipino Americans: Ethnicity & the Cultural Politics of Space*. Philadelphia: Temple University Press (2000).

Espiritu, Yen Le. *Asian American Panethnicity: Bridging Institutions and Identities*. Philadelphia: Temple University Press (1992).

Garrouette, Eva Marie. *Real Indians: Identity and the Survival of Native America*. Berkeley: University of California Press (2003).

Gracia, Jorge J. E., ed. *Race or Ethnicity?: On Black and Latino Identity*. Ithaca: Cornell University Press (2007).

Grounds, Richard A., George E. Tinker, and David El Wilkins, eds. *Native Voices: American Indian Identity and Resistance*. Lawrence, Kan.: University of Press Kansas (2003).

Halualani, Rona Tamiko. *In the Name of Hawaiians: Native Identities and Cultural Politics*. Minneapolis: University of Minnesota Press (2002).

Lee, Jennifer and Min Zhou, eds. *Asian American Youth: Culture, Identity, and Ethnicity*. New York: Routledge, (2004).

Leonard, Karen Isaksen. *Making Ethnic Choices: California's Punjabi Mexican Americans*. Philadelphia: Temple University Press (1994).

Maira, Sunaina Marr. *Desis in the House: Indian American Youth Culture in New York City*. Philadelphia: Temple University Press (2002).

Philip, Cheri. *Asian American Identities: Racial and Ethnic Identity Issues in the Twenty-First Century*. Youngstown, N.Y.: Cambria Press (2007).

Sánchez, George J. *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*. New York: Oxford University Press (1993).

Song, Miri. *Choosing Ethnic Identity*. Cambridge, U.K.: Polity (2003).

Spickard, Paul R., Joanne L. Rondilla, and Debbie Hippolite Wright, eds. *Pacific Diaspora: Island Peoples in the United States and Across the Pacific*. Honolulu: University of Hawaii Press (2002).

Steinberg, Stephen. *The Ethnic Myth: Race, Ethnicity, and Class in America*. Boston: Beacon Press (2001).

Ty, Eleanor and Donald C. Goellnicht. *Asian North American Identities: Beyond the Hyphen*. Bloomington: Indiana University Press (2004).

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum
Student
Material***

Students will need notebooks, required texts, access to a computer with printing, and Internet access.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College
Facilities***

Smart Classroom with space for breakout groups, audio-visual equipment, projector.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1. Theoretical Perspectives on Ethnic Identity and Cultural Formations
 - a. Theories on Race and Ethnicity

- b. Alternative Views of Ethnicity:
Primordialism and Circumstantialism
 - c. Social Construction
- 2. Diaspora and Immigration
 - a. Global Economic Restructuring, U.S. Colonialism, and Imperialism
 - b. Immigrant Labor Migration and Restrictive Immigration Laws
 - c. Relationships between Immigrants, 'Settlers' and Indigenous Groups in North America
- 3. Transnational Identities
 - a. Gendered Migrations
 - b. Remittances and Split-Households
 - c. Family Reunification
- 4. Institutionalized Discrimination and Identity
 - a. Racist Public Policies
 - b. Racialized Occupations and Identities
 - c. Stereotyped Identities in American Media
- 5. Ethnic Community and Identity
 - a. Segregated Ethnic Communities
 - b. Ethnic Enclaves
 - c. Housing Covenants
- 6. Gender and Ethnic Identity
 - a. Transforming Gender Roles and Identities
 - b. Men's Work and Identity
 - c. Women's Work and Identity
- 7. Ethnic Identity Transformations
 - a. Historical and Current U.S. International Relations
 - b. Nationality
 - c. Transnational and Diaspora Identities
- 8. Emergent and Changing Ethnic Identities and Cultural Formations

- a. Youth Culture
- b. Class Identities
- c. LGBT Identities

9. Ascribed Ethnic Identities

- a. Interethnic tensions and solidarity
- b. Intraethnic tensions
- c. Power and Inequalities

10. Performance of Ethnic Identity

- a. Art
- b. Literature
- c. Music
- d. Theatre

11. Identity and Culture as Forms of Resistance

- a. Cultural Nationalism
- b. Identity Politics
- c. Social Movements

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups.
2. Group Presentations. Students will contribute to the course with classroom group presentations.
3. Online activities. Students will contribute to the course with online activities and discussion board.
4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.
5. Guest speakers.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course readings and in-class content.
2. Research Paper paper that demonstrates the student's synthesis and analysis of topics related to the course.
3. Group Project that explores particular themes in the course either within a U.S. context.
4. Instructor assessment of participation in classroom discussions based on the assigned readings and course content.

Describe the meaningful writing assignments to be included.*

Students will submit a rough draft of their social location paper for peer editing and instructor feedback. Student will submit final draft.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes						
	1	2	3	4	5	6	7
1.	X		X		X		
2.		X		X			X
3.	X				X		
4.			X		X	X	X

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or

These are the SLOs for the selected GE subareas(s):

- 1a) Write effectively for various audiences.
- 1b) Speak effectively for various audiences.

attach a matrix to align the evaluation methods to the outcomes.*

1c) Find, evaluate, use and share information effectively and ethically.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Evaluation of Student Assessment	GE Learning Outcomes for D4						
	1a	1b	1c	1d	2d	3a	3b
1.	X		X		X	X	X
2.	X	X		X			
3.		X			X		
4.			X			X	X