

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-093-156

EWS 3300 – Ethnicity and Families

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 a new GE course.

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 D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-093-156, EWS 3300 – Ethnicity and Families, for GE Area D4.

# EWS - 3300 - Ethnicity and Families

C. Course - New General Education\* Updated

## General Catalog Information

College/Department	Ethnic and Women's Studies	
Semester Subject Area	EWS	Semester Catalog Number 3300
Quarter Subject Area	EWS	Quarter Catalog Number 330
Course Title	Ethnicity and Families	
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](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\***

D4

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**

This course examines the unique social and cultural aspects of family structures from the perspective of American ethnic groups. Using an interdisciplinary framework, this course explores the historical and

contemporary formations of American ethnic families shaped within social, cultural and environmental contexts. Topics include the effects of im/migration processes and policies on families, non-traditional families, demographic characteristics, cultural retentions and transmissions, inter/intra ethnic and inter-generational issues, and the impacts of ethnicity and family structures on educational attainment.

## **II. Required Coursework and Background**

Prerequisite(s): Completion of all Area A courses and all lower division Area D (sub-areas 1,2, and 3)

Corequisite(s):

Pre or Corequisite(s):

Concurrent:

### III. Expected Outcomes

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

The course enables students to critically assess the historical development of ethnic families in the U.S. The topic is ideally suited for GE students as it affords them the opportunity to integrate historical, comparative and sociological approaches learned in the humanities and social sciences and apply them to the complex phenomenon of ethnic family identification, group relations, status and power.

By completing the requirements of this course satisfactorily, students will be able to:

1. Demonstrate familiarity with the scholarly literature on theories of racial/ethnic family identity, formation, and reproduction.
2. Synthesize the construction of ethnic family identities in their historical, political, social and cross cultural contexts.
3. Explain how ethnic family identities are tied to status and opportunity in the U.S. and in other societies.
4. Identify core values and traditions in the familial experience of ethnic groups, and to examine how these values are also transformative due to global and local forces.
5. Analyze representations of ethnic family identities in U.S. literature, arts, law and social sciences, and compare these with other cultures' understanding of similarly defined people.
6. Refine reading, writing, critical thinking, synthesizing and debating skills.
7. Examine both inter and intra-ethnic cultural perspectives on family as well as intergenerational issues.

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	

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, sexuality, dis/ability, age, religion in ethnic families. 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.**

As an upper-division synthesis course areas D4, students will have the opportunity to synthesize their interdisciplinary learning by choosing themes from the humanities, arts, and social sciences, conducting independent research, and connecting to study of ethnic families. Student will integrate expressive aspects of culture, literary and/or artistic works, with social and historical concepts, to further examine these topics.

1) Include readings from original primary/historical sources, as opposed to only secondary sources.

The class research paper/projects must include analysis and interpretation of primary and secondary sources.

2) Promote original and critical thinking in writing and/or discussion.

The course will critically evaluate the literature and present original ideas and personal connections.

3) Focus attention on understanding the interrelationships among the disciplines and their applications.

Students will study the role and value of interdisciplinary learning and writing in various course readings as applied to understanding of ethnic families.

4) Examine ideas and issues covered in this area in deeper and/or broader more integrative ways.

Projects/research papers must integrate EWS themes across area C.

5) Encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas:

Part of the research paper/project is also a creative visual representation of the project in which students will synthesize main ideas and evidence of their research on ethnic families.

6) Identify and evaluate assumptions and limitations of ideas and models:

In their research and evaluation of literature students will identify and critically evaluate authors' main ideas and models.

7) Develop written and oral communication skills appropriate for an upper division course.

8) Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

Students will demonstrate their learning in their essay exams, research papers projects, oral presentations, and visual representations.

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

This course introduces theoretical perspectives and nonwestern approaches for studying gender, ethnicity, gender and families. It also include the study of sexual orientation and includes 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, gender and family formations.

1a: Write effectively for various audiences.

Course requires multiple writing assignments including essay exams and peer edited research paper. Students will also complete several reading responses and film analysis. (Course SLO #1, 3, 4 5, 7,; PO#1, 2, )

1b: Speak effectively to various audiences

Student will conduct oral in-class presentations to share their research project. (Course SLO #1, 2, 3,7; PO#1, 2, 3)



1c: Find, evaluate, use, and share information effectively and ethically. Students will conduct research for paper/ projects, complete an annotated bibliography, and present to class using various media as appropriate. (Course SLO #1,7; PO#1, 2,)

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 projects. (Course SLO #1, 3, 4, 5, 7; PO# 2, 3)

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society. Students are required to use primary and secondary sources for their papers/ projects, these may include historical, literary, artistic and other genres. (Course SLO #1, 3, 5, 7, PO#1, 2, 3,

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies. The research project will look at the historical development of ethnic families and analyze the problems and issues through multicultural and global perspectives. (Course SLO #1, 4, 5, 6; PO#1, 2, 3, 4)

3b. Students research and analyse different family structures, for example, and study ethical issues and challenges that traditional and non-traditional families encounter in modern day world.

**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.**

**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.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

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\***

There are numerous publications dealing with this topic. Texts will be selected from the following:

Almirol, Edwin B. 'Rights and Obligations in Filipino American Families.' *Journal of Comparative Family Studies* 13, no. 3 (Autumn 1982): 291-306.

Bao, Xiaolan. 'Politicizing Motherhood: Chinese Garment Workers' Campaign for Daycare Centers in New York City, 1977-1982.' In *Asian/Pacific Islander American Women: A Historical Anthology*, edited by Shirley Hune and Gail M. Nomura, 286-300. New York: New York University Press, 2003

Benokraitis, Nijoe. *Contemporary Ethnic Families in the United States* (Baltimore: Prentice Hall, 2002)

Bron B. Ingoldsby and Suzanna D. Smith, Ed. *Families in Global and Multicultural Perspective* (Thousand Oaks, CA: Sage Press, 2004)

Cimmarusti, Rocco A. 'Exploring Aspects of Filipino-American Families.' *Journal of Marital and Family Therapy* 22, no. 2 (April 1996): 205-18.

Chang, Grace. 'Undocumented Latinas: The New 'Employable Mothers!'' In *Mothering: Ideology, Experience, and Agency*, edited by Evelyn Nakano Glenn, Grace Chang and Linda Rennie Forcey, 259-85. New York: Routledge, 1994.

Charles H. Mindel, Robert W. Habenstein and Roosevelt Wright, Jr., Ed. *Ethnic Families in America: Patterns and Variations* (New Jersey: Simon & Schuster, 1998).

Collins, Patricia Hill. 'Shifting the Center: Race, Class, and Feminist Theorizing About Motherhood.' In *Mothering: Ideology, Experience, and Agency*, edited by Evelyn Nakano Glenn, Grace Chang and Linda Rennie Forcey, 45-65. New York: Routledge, 1994.

Espiritu, Yen Le. *Asian American Women and Men: Labor, Laws, and Love*. Walnut Creek: AltaMira Press, 2000

Espiritu, Yen Le. 'Gender and Labor in Asian Immigrant Families.' *American Behavioral Scientist* 42, no. 4 (1999): 628-47

Glenn, Evelyn Nakano, Grace Chang, and Linda Rennie Forcey, eds. *Mothering: Ideology, Experience, and Agency*. New York: Routledge, 1994.

Hamamoto, Darrell Y. 'Kindred Spirits: The Contemporary Asian American Family on Television.' *Amerasia* 18, no. 2 (1992): 35-53

Hom, Alice Y. 'Stories from the Homefront: Perspectives of Asian American Parents with Lesbian Daughters and Gay Sons.' *Amerasia* 20, no. 1 (Winter 1994): 19-32

Kibria, Nazli. *Family Tightrope: The Changing Lives of Vietnamese Americans*. Princeton: Princeton University Press, 1993. \

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

Leonard, Karen. *Making Ethnic Choices: California's Punjabi Mexican Americans*. Philadelphia: Temple University Press, 1992

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

Pipes McAdoo, Harriette (Ed.) *Black Families*. Sage Publications. 1997

Posadas, Barbara M. 'Mestiza Girlhood: Interracial Families in Chicago's Filipino American Community.' In *Making Waves: An Anthology of Writings by and About Asian American Women*, edited by Asian Women United of California, 273-82. Boston: Beacon Press, 1989

Segura, Denise A. 'Working at Motherhood: Chicana and Mexican Immigrant Mothers and Employment.' In *Mothering: Ideology, Experience, and Agency*, edited by Evelyn Nakano Glenn, Grace Chang and Linda Rennie Forcey, 211-33. New York: Routledge, 1994

Shaw, Stephanie J. 'Mothering under Slavery in the Antebellum South.' In *Mothering: Ideology, Experience, and Agency*, edited by Evelyn Nakano Glenn, Grace Chang and Linda Rennie Forcey, 237-58. New York: Routledge, 1994.

Villanueva, Lilia V. 'My Family/My Gang.' In *Making More Waves: New Writing by Asian American Women*, edited by Elaine H. Kim, Lilia V. Villanueva and Asian Women United of California, 31-37. Boston: Beacon Press, 1997

Yuh, Ji-Yeon. *Beyond the Shadow of Camptown: Korean Military Brides in America*. New York: New York University Press, 2002

Yuh, Ji-Yeon. 'Imagined Community: Sisterhood and Resistance among Korean Military Brides in America, 1950-1996.' In *Asian/Pacific Islander American Women: A Historical Anthology*, edited by Shirley Hune and Gail M. Nomura, 221-36. New York: New York University Press, 2003

Williams, Teresa K. 'Marriage between Japanese Women and U.S. Servicemen since World War II.' *Amerasia Journal* 17, no. 1 (1991): 135-54

Zinn, Maxine Baca. 'Feminist Rethinking from Racial-Ethnic Families.' In *Women of Color in U.S. Society*, edited by Maxine Baca Zinn and Bonnie Thornton Dill, 303-14. Philadelphia: Temple University Press, 1994.

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

## **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) Introduction to theoretical frameworks and literary/artistic representations of family
  - a. Families in comparative perspective
  - b. Mothering
  - c. Fathering
- 2) Historical Background
  - a. Migration/Immigration
  - b. Family Networks and migration
  - c. Demographic and structural characteristics
  - d. Education and occupation

### 3) Family State Regulations

- e. Immigration Laws
- f. Anti-miscegenation Laws
- g. Sterilization and Reproductive Rights

### 4) Family Labor/Workforce Participation

- h. Paid labor
- i. unpaid labor
- j. guest worker programs

### 5) Family and Kinship Relationship

- a. traditional family structure
- b. extended family
- c. adaptation and family roles
- d. gender roles

### 6) Spirituality/Religion

### 7) Multiracial and Interethnic Family Relations

### 8) Lesbian, Gay, Bisexual, and Transgendered Ethnic Families

### 9) Intergenerational Topics

- a. Youth Culture
- b. Sexuality

### 10) Patriarchy and Violence

- a. Availability, access and use of social resources

## **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 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. Class participation.



**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.

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

These are the SLOs for the selected GE subarea C4:

1a: Write effectively for various audiences.

1b: Speak effectively to various audiences

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,

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

3b.

Evaluation of Student Assessment	GE Learning Outcomes for C4						
	1a	1b	1c	1d	2d	3a	3b
1.	X		X		X	X	X
2.	X	X		X			
3.		X			X		
4.			X			X	X