

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-100-156

EWS 4500 – Multiracial and Hybrid Identities (GE Areas C4 and D4)

General Education Committee

Date: 02/15/17

Executive Committee
Received and Forwarded

Date: 03/01/17

Academic Senate

Date: 03/08/07
First Reading

BACKGROUND:

This is a new course.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed this ECO and found that it satisfies the GE SLO's and other requirements of GE Areas C4 and D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-100-156, EWS 4500 – Multiracial and Hybrid Identities for GE Areas C4 and D4.

EWS - 4500 - Multiracial and Hybrid Identities

C. Course - New General Education* Updated

College/Department	Ethnic and Women's Studies	
Semester Subject Area	EWS	Semester Catalog Number 4500
Quarter Subject Area	EWS	Quarter Catalog Number 450
Course Title Multiracial and Hybrid Identities		
Units* (3)		
C/S Classification *	C-02 (Lecture Discussion)	
<p>To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf</p>		
Component*	Lecture	

Instruction Mode*	<input type="button" value="Asynchronous Local"/> <input type="button" value="Face-to-Face"/> <input type="button" value="Fully Asynchronous"/> <input type="button" value="Fully Synchronous"/> <input type="button" value="Hybrid w/Asynchronous Component"/> <input type="button" value="Hybrid w/Synchronous Component"/> <input type="button" value="Synchronous Local"/> <input type="button" value="Web-Assisted"/>
Grading Basis*	<input type="button" value="Graded Only"/>
Repeat Basis*	<input type="button" value="May be taken only once"/>
If it may be taken multiple times, limit on number of enrollments	<input type="button" value="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)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	<input type="button" value="C4"/> <input type="button" value="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 offers an interdisciplinary exploration of the development, meaning, and sociopolitical implications of hybridity and 'mestizaje' in constructing racial, ethnic and gendered identities in the U.S. within a

broader global context. The status and experience of hybrid people, e.g. biracial/multi-racials is examined through a synthesis of anthropology, arts, history, literature, sociology, ethnic and gender studies, and cultural studies.

II. Required Coursework and Background

Prerequisite(s)

Completion of courses in GE Areas A, C (sub-areas 1, 3) and D (sub-areas 1, 2, 3). Good Academic Standing.

III. Expected Outcomes

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

This course enables students to critically assess the historical development and (non) recognition of so-called 'mixed' peoples and its impact on traditional group formations and relationships in the U.S. and elsewhere. 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 social identification, group relations, status, and power.

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

- (1) Integrate the disciplines of anthropology, history, sociology, political science, psychology, law, literature, the arts, and gender and ethnic studies to critically study 'mixed' identities and relationships.
- (2) Explain how social identities are (re) produced and embedded in relations of power, privilege, and oppression in the U.S. and elsewhere.
- (3) Compare the experiences and predicament of people who 'move across' or fall 'in-between/outside' socially recognized categories in the U.S. and globally.

- (4) Explain the concepts of *hybridity*, *liminality*, *mulatto*, *creole*, *hapa*, and *mestizaje* in the context of Western identity discourse and social practice.
- (5) Critically assess the political and economic implications of the current 'mixed race' movement in the U.S.
- (6) Propose a solution/s to the issues raised by both opponents and proponents of the 'mixed race' movement with regard to census classifications, cumulative racism, and affirmative action.
- (7) Apply concepts and principles learned in this class to one's personal life and other areas of social life.
- (8) Demonstrate critical thinking and problem solving skills.
- (9) Demonstrate information/research literacy and communication ability.

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	
9	X		X	X	

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

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.'

D4: Social Science Synthesis:

'Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.'

This is an upper-division synthesis course that will integrate GE areas C4 and D4. Students will have the opportunity to synthesize their interdisciplinary learning by choosing themes from Diasporic Studies in the humanities, arts, and social sciences, conducting independent research, and connecting to their own experiences and/or majors. Student will define their research topics based on themes that integrate humanistic and/or 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 film.

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 film.

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: (see SLO 1,2,3)

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.

GE Area C4:

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 capstone 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,

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

Students' research papers/projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and community life. (Course SLO #1, 4, 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 the topic of choice and analyze the problems and issues through multicultural and global perspectives. (Course SLO #1, 4, 5, 6; PO#1, 2, 3, 4)

D4

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

1a) Write effectively for various audiences.

See above

1b) Speak effectively for various audiences.

See above

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

See above

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

See above.

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 community life. (Course SLO #1, 2, 4; 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.

See above.

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 Diasporic local and global communities. (Course SLO #1, 4, 5; PO# 2, 3, 4)

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

GE Area C4:

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 capstone 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,

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

Students' research papers/projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and community life. (Course SLO #1, 4, 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 the topic of choice and analyze the problems and issues through multicultural and global perspectives. (Course SLO #1, 4, 5, 6; PO#1, 2, 3, 4)

D4

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

1a) Write effectively for various audiences.

See above

1b) Speak effectively for various audiences.

See above

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

See above

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

See above.

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 community life. (Course SLO #1, 2, 4; 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.

See above.

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 Diasporic local and global communities. (Course SLO #1, 4, 5; PO# 2, 3, 4)

E. Describe how the course meets the American Cultural Perspectives Requirement:

This course introduces theoretical perspectives and nonwestern approaches for studying mixed race peoples both within the United States and globally. 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 race, ethnicity and culture.

**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.

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*

Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza* (Spinsters/Aunt Lute Book Co.1987).

Arboleda, Teja. *In the Shadow of Race: Growing up As a Multiethnic, Multicultural, and 'Multiracial' American* (NJ: Lawrence Erlbaum Associates, Publishers, 1998).

Beltran, Mary and Camilla Tojas eds. *Mixed Race Hollywood* (N.Y: New York University Press, 2008)

Bost, Suzanne. *Mulattas and Mestizas: Representing Mixed Identities in the Americas, 1850-2000* (Athens: The University of Georgia Press, 2003).

Brunnsma, David L. ed. *Mixed Messages: Multiracial identities in the 'Color Blind' Era*. (Lynne Rienner Publishers, 2006).

Christian, Mark. *Multiracial Identity: An International Perspective* (New York: St. Martin's Press, 2001).

Colker, Ruth. *Hybrid: Bisexuals, Multiracials, and Other Misfits under American Law* (New York: New York University Press, 1996).

Coronado, Marc, Rudy Guevarra, Jeffrey Moniz and Laura Furlan Szanto eds. *Crossing Lines: Race and Mixed race Across the Geohistorical Divide* (UC Santa Barbara, 2003).

Courtney, Susan. *Hollywood Fantasies of Miscegenation: Spectacular Narratives of Gender and Race* (N.J: Princeton University Press, 2005)

Dominguez, Virginia. *White By Definition: Social Classifications in Creole Louisiana* (New Brunswick, NJ: Rutgers U Press, 1986).

DuBois, W.E.B. 'The Concept of Race' in *Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept*. (N.Y.: The Library of America, 1986).

Erkkila, Betsy. *Mixed Bloods and Other Crosses: Rethinking American Literature from the Revolution to the Culture Wars* (Philadelphia: University of Pennsylvania Press, 2005).

Funderburg, Lise. *Black, White, Other: Biracial Americans Talk About Race and Identity* (N.Y.:William Morrow and Co., 1994).

Gross, Ariela J. *What Blood Won't Tell: A History of Race on Trial in America*. (Harvard University Press, 2008).

Herdt, Gilbert, ed. *Third Sex, Third Gender* (N.Y.: Zone Books, 1994).

Ifekwunigwe, Jayne ed. *Mixed Race Studies: A Reader* (N.Y: Routledge, 2004)

Johnson, Kevin, ed. *Mixed Race America and the Law: A Reader* (N.Y: New York University Press, 2003).

Kwan, SanSan and Kenneth Spiers, eds. *Mixing It Up: Multiracial Subjects* (Austin: University of Texas Press, 2004)

McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother* (N.Y.: Riverhead Books, 1997).

Kertzer, David and Dominique Arel, eds. *Census and Identity: The Politics of Race, Ethnicity, and Language in National Censuses* (Cambridge University Press, 2002).

Nanda, Serena. *Gender Diversity: Cross-Cultural Variations* (Illinois: Waveland Press, 2001).

Omi, Michael & Howard Winant. *Racial Formation in the United States* (N.Y.: Routledge, 1994).

Parker, David and Miri Song eds. *Rethinking 'Mixed Race'* (London: Pluto Press, 2001).

Pascoe, Peggy. *What Comes Naturally: Miscegenation Law and the Making of Race in America*. (Oxford University Press, 2009).

Ponterro, Joseph G., J. Manuel Casas, Lisa Suzuki, and Charlene Alexander, eds. (*Handbook of Multicultural Counseling* (Thousand Oaks, Ca.: Sage Publications, 1995)

Root, Maria P.P. (Ed.). *Racially Mixed People in America* (Thousand Oaks, Ca.: Sage Publications, 1992).

Root, Maria P.P., ed. *The Multiracial Experience* (Thousand Oaks, Ca.: Sage Publications, 1996).

Spickard, Paul. *Mixed Blood: Intermarriage and Ethnic Identity in Twentieth-Century America* (Tucson, AZ: U of Arizona Press, 1989).

Stonequist, Everett V. *The Marginal Man: A Study in Personality and Culture Conflict*. (N.Y.: Russell and Russell, (1937).

Tizard, Barbara and Ann Phoenix, ed. *Black, White or Mixed Race? Race and Racism in the Lives of Young People of Mixed Parentage* (N.Y.: Routledge, 1995).

Vasconcelos, J. *La Raza Cosmica* (D.T. Jaen, Trans.). (Los Angeles: California State University, Centro de Publicaciones, 1979). (Original work published 1925).

Vizenor, Gerald. *Crossbloods: Bone Courts, Bingo, and Other Reports* (Minneapolis, MN: U of Minnesota, 1990).

Werbner, Pnina & Tariq Modood, ed. *Debating Cultural Hybridity: Multi-Cultural Identities and the Politics of Anti-Racism* (New Jersey: Zed Books, 1997).

Williams-Leon, Teresa and Cynthia Nakashima, eds. *The Sum of Our Parts: Mixed-Heritage Asian Americans* (Temple University Press, 2001).

Winters, Loretta L. and Herman L. DeBose, eds. *New Faces in a Changing America: Multiracial Identity in the 21st Century* (Thousand Oaks, Ca.: Sage Publications, 2003)

Young, Robert. *Colonial Desire: Hybridity in Theory, Culture and Race* (N.Y.: Routledge, 1995).

Zack, Naomi. *Race and Mixed Race* (Philadelphia: Temple U Press, 1993).

Zack, Naomi. *American Mixed Race: The Culture of Micro diversity*. (Lanham, MD: Rowman and Littlefield, 1995)

4450: Mutliethnic Heritage of California: Primary Resources

1. Adams, R. L. (1969). *Great Negroes Past and Present*. Chicago, Ill: Afro-Am Publishing, Co.
2. California vs. Cabazon 480 U.S. 202 (1987).
3. Campi, A. (2014). From Refugees to Americans: Thirty Years of Vietnamese Immigration to the United Stated. *Immigration Daily*, American Immigration LLC, ILW.COM, 13 Mar 2006.
4. Census Bureau. (2000). United Stated Department of Commerce new. From www.census.gov/Press-Release/cb96-127.html.
5. DuBois, W.E.B. (1906). *The Souls of Black Folks*. Greenwich, CT: Fawcett.
6. Godinez, V. (2001). Los otros Hispanos often assimilate twice. *Orange County Register*, August 15.
7. Immigration Act of 1917, US. Statutes at Large, 39: 874.
8. King, M, L. Jr. (1958). *Stride Toward Freedom*. New York: Harper & Row Publishers.

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. Understanding human classification systems.

Purpose, function, effects of human classification.

History and formation of human 'kinds' in the U.S.: Bases of classification.

The Body as Icon of Identity

2. Social Classifications and Identity Formation

The relationship between social assignment/identification, belonging, and self-identity

3. Theorizing Hybridity

Hybrid Degeneracy vs. Hybrid Vigor theories

Cartesian Dualism and the social construction of gender and race

Hybridity and Critical Race Theory

Hybridity and Critical Gender Theory

Status and place of 'mixed', 'bi', 'trans' people in the U.S.

The Rule of hypo descent in the U.S.: Meaning and Purpose

4. Psychological approaches to identity formation and development

Growing up 'bi', 'mixed', 'trans' in the U.S.: Experiences, dilemmas, issues, concerns

5. Mixed Heritage Relationships/Marriages and U.S. Law

Rules of Marriage: Anthropological concepts of endogamy and exogamy

Anti-miscegenation laws in the U.S.

Significance of Sharp vs. Perez

Loving vs. Virginia

Interracial/intercultural families

Transracial, transcultural, and transnational adoption and foster care issues.

6. Representations of inter-racial and inter-cultural relationships in the arts, media,

and popular cultural

Hollywood and independent film

Television

Literature

Theatre

Advertisements

7. Representations of bi-racial and bi-cultural people in the arts,
media, and popular

culture

Hollywood and independent film

Television

Literature

Theatre

Advertisements

8. The Politics of 'Mixed' Identities in the U.S.

'Mixed' categories and the U.S. Census in historical and comparative perspective

The Bi-Racial Movement and the call for public accounting of 'mixed' people

Arguments for and against the identification of multi-heritage people in the U.S.

Census

9. The Status of 'Mixed' Offspring in comparative perspective

Rules for determining the categorization and social placement of offspring

from parents culturally considered to be 'different' or/and of unequal status

Latin American vs. Anglo American approaches to 'racial mixture'

10. Challenging the Categories – End to Racism and Discrimination?

Multiracial/Bi-racial presence – reinforcement or disruption of status quo?

Formulating social classifications for the 21st century

Solutions and implications

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*

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 Mixed Race peoples both within the U.S. and globally.
3. Group Project that explores particular themes in the course either within a U.S. context or globally.
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 research 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 attach a matrix to align the evaluation methods to the outcomes.*

These are the SLOs for the selected GE subareas C4 & D4:

- 1a) Write effectively for various audiences.
- 1b) Speak effectively for 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.
- 2b) Analyze scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.

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.

COMBINED SLO's C4 and D4

Evaluation of Student Assessment	GE Learning Outcomes for C4/D4					
	1a	1b	1c	1d	2b	2d
1				X		X
2	X		X	X	X	X
3		X			X	X
4		X	X	X		

