

Course: ES 1 : Introduction to Ethnic Studies

1. Date of Application: 11/30/201
2. Name, Dept of Proposer: David Quijada, Ethnic Studies
3. Name of Dept/Program housing course: Ethnic Studies
4. Name of Chair/PD: Mary McCall
5. How often is the course taught:semesterly
6. Course Prerequisites:N/A
7. Unit value of course:1
- 8: Normal Class Size: 25
9. Number of sections expected Fall 2012:2
10. Number of sections expected Spring 2013:1
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s):Common Good
13. Chair will oversee submission of student work: Yes
14. Chair will oversee instructor participation in norming/asst: Yes

15. Teaching: "ES 1 is a required course for the Ethnic Studies minor and currently fulfills the Area C and Diversity requirements. ES 1 has also met CILSA's Social Justice designation. The three learning objectives for Common Good will be met through learning objectives already defined by the course (see syllabus):

Students will reflect and write substantively on ways in which human beings find fulfillment in community (Common Good learning outcome #1) by learning about the multiple and varied ways in which social groups experience contact, conquest and coalition. The course draws upon contemporary and historical contexts that (in)form social and civil rights movements in the United States. Students engage questions of cultural citizenship, transformative resistance and intercultural alliances to understand how their social position informs their participation with individuals and institutions in the service of social justice and the common good.

Students will articulate a critical account of just social order (Common Good Learning Outcome #2) by locating and discussing how one's individual social position, power and privilege operate within debates over race and ethnicity. Ethnic Studies utilizes an interdisciplinary comparative theoretical framework (e.g., Takaki) that investigates intersections of race, class, gender and sexuality to understand how groups come together to forge intercultural alliances persisting about the common the good. .

Students will demonstrate a capacity for coherent, principled analysis of concrete social problems (Common Good Learning Outcome #3) by understanding how racial domination and progress emerge as a system of social relations operating in political, economic, residential, legal, educational, aesthetic, associational and intimate fields of social life (see Desmond and Emirbayer, 2010).

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16. Learning: "The course offers multiple opportunities for small and large group discussions. Both disparate and shared experiences with race and ethnicity are discussed through self-reflective inquiry and writing (see Reflecting upon/ Accessing my Social Position Paper). Positionality is a key analytical tool used to frame discussions: asking whose voice is heard, when is it heard, how is it heard and this is related to a just and inclusive society. Students self select a form of community engagement they will explore through cultural mapping activities that analyze how ethnic communities form and maintain their sense of ethnicity and identity (See Community/ Cultural Event assignment). A series

of hands on activities make theory applicable to everyday life by encouraging self-reflection and participation with the current and historical situation of various ethnic groups in the United States (See Accounting For Race assignment). Learning outcomes are cognitive and personal as students understand one's own history and the histories of different ethnic and racial groups in the United States (see Mediating Media assignment). Learning outcomes are civic as students experience and analyze how ethnic communities form and maintain their sense of ethnicity through participation in community based forums.

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