

*California State University, East Bay*  
DEPARTMENT OF ETHNIC STUDIES

Report for  
Five-Year Review  
2006/2007

# **Ethnic Studies 5-Year Program Review**

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### ***MISSION STATEMENT***

The Department of Ethnic Studies is committed to a standard of educational excellence that incorporates principles of diversity and equity, the pursuit of lifelong learning, and compassionate and independent thought. Comparative and interdisciplinary in approach and structure, Ethnic Studies' intellectual focus is the study of five core areas of knowledge, African American, Asian American, Latino/a American, and Native American Studies, and Gender/Sexualities in Communities of Color. Its goal is to provide its majors with an inclusive and comprehensive framework for understanding the diversity and complexity of the human experience. Ethnic Studies is committed to creating and sustaining an intellectual environment that fosters curiosity, creativity, and innovation. It is equally as committed to providing its majors with the requisite advanced information, critical thinking, and creative writing skills to fully participate and take a leading role in improving the racially and culturally diverse society in which we live. In short, to prepare them to function as informed, competent, and responsible professionals in the United States as well as the world. Ethnic Studies is also committed to recruiting and retaining a faculty that mirrors the ethnic and gender diversity of the United States, as well as providing its majors with challenging and job-related community and internship experiences.

## ***INTRODUCTION***

Ethnic Studies provides its majors with an opportunity to explore a range of innovative and rigorous academic options, all of which focus on the ethnic American experience as a concentrated area of research. It challenges students to examine the intersecting and overlapping connections between disciplines rather than confining them to discipline-specific parameters. The structure of the major as well as the composition of the faculty mirrors this cross-disciplinary, interdisciplinary, and comparative emphasis. Ethnic Studies currently has one FERP faculty, Dr. Noel Samaroo (Ph.D., Stanford University, political economy); his areas of specialization are African American Studies and economic/educational policy. The full time faculty are: Dr. Nicholas Baham (Ph.D., University of Indiana, anthropology); areas of specialization are African American music and religion, and gender and sexuality studies, Dr. Luz Calvo (Ph.D., University of California, Santa Cruz, cultural studies); areas of specialization are Chicano/a culture and literature, and gender and sexuality studies, Dr. Colleen Fong (Ph.D., University of Oregon, sociology); areas of specialization are Asian American Studies, and women and gender studies, Dr. Barbara Paige (Ph.D., University of California, Berkeley, folklorist); areas of specialization are African American culture, oral history, and women and gender studies, and Dr. Carlos Salomon (Ph.D. University of New Mexico, history); areas of specialization are American history, California history, and Latin American Studies.

Ethnic Studies courses integrate social science and literary theory, as well as anthropological and sociological concepts within a historical and humanistic framework. Comparative in theory and approach, Ethnic Studies provide its majors and minors with the multi- and cross-disciplinary critical thinking skills they need to function in a range of careers, including but not exclusive to teaching, social and public service, and law. As the population of the United States has become more racially and culturally diverse, Ethnic Studies majors have found themselves in greater demand in public policy and service agencies and corporations, as well as competitive graduate and professional programs. The department's modified curriculum, its expanding ties to interdisciplinary programs like Liberal Studies and PACE, its contributions to the General Education Program, both Cultural Groups/Women and the freshman clusters, its increasing emphasis on offering classes on Saturdays and at the Contra Costa campus, as well as more evening classes, are all concerted efforts to respond to the needs of a student population that consists increasingly of transfer, females-of-color, and older-than-average students. An emphasis on integrating more field and service-related components into ethnic studies courses is also consistent with these efforts.

The Department of Ethnic Studies has undergone substantial growth since its inception in 1983-84. The African American Studies Department, the La Raza and Native American Studies Programs, and a newly developed Asian American Studies

Option, merged into an academic unit that listed only six (6) majors in 1986.<sup>1</sup> A little over a decade later, in 1997, the department posted thirty-eight (38) majors. Since 1987, the number of students majoring in ethnic studies has marginally declined, but remained fairly stable (averaging between twenty to twenty-five students), and the discipline has become an increasingly attractive magnet for Liberal Studies students and students looking for an intellectually challenging minor. Ethnic Studies offers potential majors a range of attractive possibilities, Options in African American, Asian American, Latino/a American, and Native American Studies, as well as a recently added Option in Gender and Sexualities Studies. Students can also minor in Ethnic Studies, as well as African American, Asian American, Latino/a American, Gender/Sexualities, and Native American Studies. The Department also offers a Liberal Studies Option in Ethnic Studies.

Ethnic Studies is currently in a transition stage. The department made the transition from an almost exclusively part-time faculty in 1983-84 to a faculty that consisted of six tenure track and tenured faculty in 1995. In the past five years, it has lost four of its long-term faculty members. Dr. Michael Clark and Dr. Roxanne Dunbar-Ortiz FERP'ed in 2000-2001 (both completed their FERP commitments in 2004-2005), Dr. Carlos Navarro retired in 2004-2005 (he took the golden parachute), and Dr. Noel Samaroo FERP'ed in 2005-2006. The department's forethought in planning for the retirement of three of its most long-term faculty played an important role in its ability to successfully complete for three positions in the past five years, one in African American Studies, and two in Latino/a Studies. It only recently, however, successfully obtained a position in Native American Studies, even though it requested this position three times (between 2000-2005), and even though its last five-year reviewer emphasized that a position in this area represented a critical need. The department is currently conducting a search for a specialist in the area of Applied Indigenous Studies.

The Ethnic Studies Department's ability to continue to meet the programmatic needs of its majors and minors, to contribute to G. E. (particularly Cultural Groups and Women) and innovative programs like Liberal Studies and Pace, as well as to continue to introduce innovative changes within the major will be significantly enhanced with the addition of a full time specialist in Native American Studies. The most academically credible and prestigious Ethnic Studies programs have historically focused on the four most long-term and academically marginal ethnic minority groups in the United States: African Americans, Asian Americans, Latino/a Americans, and Native Americans. Currently, CSU, East Bay, has the distinction of being one of only three CSU campuses that has sustained this structure. There is also the critical function that Ethnic Studies serves as the primary context in which undergraduates fulfill the G. E. Cultural Group/Women Requirement (Native Americans are one of the target groups of this requirement). It offers a greater range of cultural diversity courses each quarter, and thus facilitates the ability of students to complete this requirement in a timely manner. And there is also the current primary/secondary option structure of the Ethnic Studies major. Native American Studies is one of the most popular secondary options, which is particularly significant since it is selected most often by majors who select African

American Studies, the department's current most popular option, as their primary area of focus. The curricula implications, given the structure of the major, are obvious.

This Self-Study will address the Department's assessment of its strengths and weaknesses over the past five years. It will focus on the following areas: a) summary of last program review; b) achievements since last program review c) relevant statistical program data; d) comparable ethnic studies programs; and d) assessment and program development. The conclusions will provide a foundation and rationale for the Department's five-year review.

## 1.a Summary of Last Program Review

Dr. Otis L. Scott, Associate Dean of the College of Social Sciences and Interdisciplinary Studies, California State University, Sacramento, last reviewed the Department of Ethnic Studies in April of 2002, and his overall assessment was very positive. In his June 12, 2002 report, he commended the department for its good faith effort in responding to the last external reviewer's report (Carranza, 1999). Dr. Scott was particularly impressed with the department's timely response to the reviewer's emphasis on developing a larger array of courses and "implementing a rotation system...that would insure a more frequent scheduling of all courses," and as well, "...offerings publicized in advance {that} will allow students to better engage long range planning of their own program schedules." (p. 1). He noted the following significant changes (**Attachments A and A1**):

- Important curriculum development activities and the modification of the major
- Four and two year scheduling plans for the major
- Annual schedule of classes

Dr. Scott also emphasized the considerable progress the department has made towards developing a coherent and functional assessment plan. He indicated that the Ethnic Studies faculty had developed: a) a methodology for assessing major/student learning outcomes; and b) a draft document that articulated its mission and tied that mission to specific learning outcomes. The progress indicates, he emphasized, the faculty's "...willingness to hold itself accountable for self assessing the extent to which program goals-especially those related to teaching and learning-are being met." He encouraged the department "...to continue with the next stage of development, refinement and implementation of the assessment initiative." (p. 2) He also mentioned its commendable work in developing collegial and collaborative relationships with the Women Studies Program, and the leadership that was provided by its attentive and responsible chair.

One of the components of the major that Dr. Scott was most impressed with was a structural change that requires Ethnic Studies majors to complete course work in both a primary and secondary option. He indicates that he believes the change "...should provide students with deeper and broader grounding in the subject matter comprising the discipline." (p. 2) He also acknowledged, however, that the department's ability to develop and rotate a wide array of diversity courses was limited, in part, by the availability of adequate resources.

Much of Dr. Scott's report was devoted to a discussion of the structure and goals of the Ethnic Studies major, and the inadequacy of the existing faculty to sustain the

major and implement its goals. He pointed out that due to the retirement of two senior faculty, the Ethnic Studies Department had been reduced from six to four members, and that this decreased number included the department chair. While the over reliance on part-time faculty might function effectively as a temporary "stop gap measure", he pointed out, it has potentially dire long-term consequences. He emphasized that Ethnic Studies "cannot realistically expect to position itself to grow into fields of academic and programmatic excellence without a full complement of tenure track faculty" (p. 3), and he strongly encouraged the campus to support Ethnic Studies' 2002-2003 request for two tenure track positions, one in African American Studies and the other in Native American Studies. The African American position was granted; however, even though the department has subsequently requested the Native American position twice, it has not yet been granted. In 2003-2004, the department's only Latino/a American specialist retired (a retirement the department has not anticipated and thus had not planned for), and the department successfully competed for two positions in Latino/a American Studies. In 2005-2006, one of the department's African American specialist FERP'ed, and another senior faculty in this area plans to retire in 2007-2008, so in the past five years, the department's three African American specialists have either retired, FERP'ed or plan too retire soon. Ethnic Studies is clearly still in a rebuilding stage.

Dr. Scott makes two important curricula observations: 1) he notes the importance of addressing the imbalance in the course offerings in the African American Option, and those in the Asian, Latino/a, and Native American Options; and 2) he recommends that the department review its curriculum, with an eye toward developing more courses relating to women of color, and more international and global ethnic studies classes. The absence of more course offerings, whether the focus is American options within Ethnic Studies, or global ethnic studies courses is a function primarily of the limited number of tenure track faculty in the department. The greater diversity of course offerings in African American Studies is a function primarily of the longer history of the discipline on the CSUEB campus; its existence, for example, prior to 1983-84 as an autonomous department, with tenure track faculty as well as part-time lecturers. Likewise, the recent ability of the department to expand its women studies and gender courses and to expand into an important general education area is a direct result of its acquisition of three junior faculty in the past three years. This acquisition has enabled the department to develop a new option in Gender and Sexualities in Communities of Color, and beginning Winter of 2007 to offer courses that meet the American History and Institutions Code Requirement. While the department's long-term goal is to develop more courses in Diaspora and global ethnic studies, its primary commitment is to first sufficiently expand its Ethnic American Studies course offerings. This commitment is consistent with the ideological roots of the discipline, as well as an important diversity goal of the campus, given its Cultural Groups and Women Requirement.

### **The Plan Developed At the Time**

Dr. Scott's meticulous and thoughtful review enabled the CSUEB Ethnic Studies Department to develop a plan that both took into account some of his more substantive suggestions, and maintain its priority focus. The department views itself as an academic

unit, and defines as primary its ability to sustain an intellectually rigorous program, one that prepares its majors for a range of career options, including graduate and professional school. The emphasis is thus on teaching and research, and programmatic goals that enhance the development of greater competence in these areas. While other goals (e.g., a research center, more service and outreach, etc.) are important, they are, of necessity, secondary. Yet, Ethnic Studies continues to grapple with a public perception that defines it more in service than academic terms. The failure of the department to secure at least one tenure track position in Native American Studies, even though it offers a primary option, a secondary option, and a minor in this area, is a function, in part, of the marginal representation of Native American students on our campus and the corresponding belief that a pressing need for the position does not exist.

In response to our last programmatic review, the department developed an initial five-year strategic plan that focuses on issues of recruitment and retention. It is briefly summarized below:

- Develop and implement an Asian American Studies Option within the Liberal Studies Major.
- Develop an Ethnic Studies Option within the Ethnic Studies major (based on feedback from Dr. Scott; he indicated that this was a very popular option at San Jose State).
- Develop a plan to integrate the Ethnic Studies curriculum into multiple and single subject credentials.
- Continue to address innovative curricula issues that will increase enrollments and maximize the recruitment and retention of major.

The decision not to pursue two of the above goals was based on changes within the Liberal Studies major. Enrollments in Liberal Studies have dropped significantly in the past four years, in part, as a response to changes within the credentialing process that no longer allow students to meet this requirement by taking an approved series of courses. Since The Department of Ethnic Studies interest in developing more courses on education and ethnicity was related to the credentialing process and a corresponding focus on increasing enrollments, the department thought it prudent not to pursue this goal. We also decided not to pursue an Asian American Studies Option in Liberal Studies for similar reasons. Liberal Studies responded to declines in enrollment by streamlining its major, and it dropped the ethnic-specific options within our department and retained only the Ethnic Studies Option.

### **The Adjusted Plan: Achievements of Program Since Last Program Review**

The department's adjusted development plan is a response to Dr. Scott's review, changes in the structure of the Liberal Studies Program, and faculty engagement with questions that address the strengths and weaknesses of the major. The adjusted plan addresses the following "key" areas: curriculum development, student recruitment and retention, and faculty development and achievements.

## Curriculum Development

Ethnic Studies has achieved some significant curricula and programmatic goals since its last review. The department has submitted and had approved a new *Genders and Sexualities Option* (**Attachment B**). This option was developed both as a response to a shifting trend within the discipline of Ethnic Studies and with an eye towards its potential impact on enrollment growth (some of the most heavily enrolled courses in the department focus on women, gender, and sexuality, e.g. *black sexuality*, *minority women*, *interracial sex and marriage*). We have also developed and submitted for approval two courses, ES 1201 and 1202 that meet the American History and Institutions Code Requirement. While these two courses will as well potentially increase enrollments, the primary motivation in developing them was to provide students with an important alternative in meeting this important university requirement. Some modest steps were taken towards expanding the course offerings in the Asian American Option. Two new courses have been developed, *American Concentration Camp, U.S.A.* and *Slaying the Dragon: Asian American Women in Film*. In addition, some of the courses that were developed as part of the *Genders and Sexuality Option* will compliment the African American Option (e.g., the course on James Baldwin) and the general Ethnic Studies course requirement of 12 units. The Mexican American/Latino Option was modified to reflect the following name change: Latino/a Option; the former name was redundant (**Attachment C**). And the African American Option was modified to reflect the development of new courses in African American Studies (**Attachment D**). For a view of overall changes in the major, see (**Attachment E**), *Modification of the BA in Ethnic Studies*

While the department has made significant curriculum innovations and revisions during the past five years, we are currently faced with a new challenge of effectively integrating Latin American Studies and Filipino American Studies courses into the structure of the Ethnic Studies major. We have also experienced some success in recruiting new faculty during the past five years (one African American specialist and two Latino/a specialists, (**Attachments F & G**). However, while the department is currently conducting a search for a Native American specialist (**Attachment H**), we will be faced quite soon with a critical need in African American Studies (last year, one of the two remaining African American specialists FERP'ed and the other plans to retire in 2007-2008). In order to develop the Filipino Minor as well as the Asian American Studies Option, the department also needs to successfully compete for a position in this area.

## Student Recruitment and Retention

Even though we are functioning with a reduced faculty and declining resources, Ethnic Studies is committed to continuing to address the strengths and weaknesses of our major in ways that generate greater enrollment without compromising the academic quality of the program. We take very seriously Dr. Scott's recommendation that the department explore innovative ways to increase our major pool, as well as expand our outreach activities. With that goal in mind, the department is focused on achieving

greater visibility in the following areas: ethnic-specific events, general outreach, and expanding grant and scholarship opportunities.

The Department sponsors or co-sponsors many of the activities generated for ethnic-specific events on campus, and thus has high visibility as a service unit with East Bay students. For the past five years, Ethnic Studies has sponsored activities that commemorate the following ethnic-specific events: Asian Pacific Heritage Month, Black History Month (the *Annual Carter G. Woodson Lecturer Series*), Cesar Chavez and Martin Luther King, Jr. Holidays (*Annual MLK Peace Breakfast*), and Thanksgiving (*Annual Harvest Day Fest*). All of the above activities are co-sponsored by the department's student organization, The Ethnic Studies Academic Society.

Since its last review, the department has also established an online *Ethnic Studies Journal* (a grant for the journal was awarded the year of our last five year review). The department sponsors a reception annually, at which the journal is launched, and contributors are acknowledged and encouraged to read parts of their works. The journal, which is student-centered, is potentially a very effective recruitment vehicle. It is also a very effective outreach vehicle. Former students who have completed graduate degrees and are university teachers as well as some of our local college and university colleagues have served on the journal's review board.

The department has also become more aggressive in soliciting funds for grants and scholarships for our majors and minors. Ethnic Studies currently has in place the *Patsey Gallagher Memorial Textbook Scholarship*, a \$100.00 scholarship that was established in honor of the department's first secretary, Patsey Gallagher, who passed away on May 1, 1997, from complications following surgery. The scholarship, which is awarded to the student who submits the best one thousand-word essay on interracial cooperation and understanding, is the department's way of acknowledging Patsey's excellent inter- and cross-cultural communication skills. She was absolutely wonderful with students. Since our last review, Ethnic Studies has also established a *Beverly Tucker Against All Odds Award* (the award has ranged from \$100.00 to \$500.00 annually). The award is granted to the Ethnic Studies major who overcomes tremendous odds in his or her pursuit of success. In his autobiography, Booker T. Washington emphasizes that *the measure of a man is not the height to which he rises, but the depths from which he emerges*. The intent of this award is to acknowledge Ethnic Studies majors who sometimes face tremendous obstacles in the pursuit of their career and life goals. The chair is currently negotiating with an anonymous donor who is planning to increase this award to \$500.00 annually. Currently, our only endowed scholarship is the *Vera A. Gayters Memorial Scholarship*. Mrs. Gayters was an alumni of CSUEB, and her husband, who shared his wife's commitment to teaching and community service, established the scholarship to support students who were equally as committed to public service.

One of the most effective outreach and retention strategies is, of course, an intellectually engaging and accessible faculty. While the number of hours invested in mentoring students is impossible to document, other than anecdotally, anyone who spends significant time on the 4<sup>th</sup> floor of Miekeljohn will notice the open-door policy of Ethnic Studies faculty. In addition, our majors and minors, as well as students in general,

consistently describe Ethnic Studies courses as some of the best, or a particular course as the best, that they have taken at the East Bay Hayward campus.

### **Faculty Professional Development/Achievements**

The Ethnic Studies Department has a very capable faculty, one that Dr. Scott describes as “an experienced group of professionals well prepared for the teacher-scholar assignments in the Department” (p. 7). He sat in on Dr. Colleen Fong’s class, and indicated that if she was “representative of the teaching effectiveness of the Department faculty, the students are fortunate, they have a faculty genuinely committed to guiding the learning process” (p.7). While he pointed out that some faculty are more engaged in scholarly and creative activities than others, this is certainly not unusual in the CSU system, given our onerous teaching load. Some faculty (often because they are in such demand by students) have a heavier and more demanding teaching and advising load, while others have the time and inclination to write and publish more.

The Ethnic Studies faculty is deeply engaged at all levels of the teaching and learning process (e.g., research, teaching, publication, outreach, etc.). Dr. Noel Samaroo is frequently invited to participate as a reader for the *Ford Foundation Dissertation Scholarships*. Dr. Roxanne-Dunbar Ortiz recently completed a trilogy that integrated significant autobiographical experiences and historical aspects of the last half of the twentieth century. Dr. Nicholas Baham has been selected twice, in the past three years, as the Professor of the Year at the Annual African American Graduation Ceremony, and his dissertation on religion and music has been accepted for publication by the University of California Press, Berkeley. The two most junior faculty, Dr. Carlos Salomon and Dr. Luz Calvo bring a history of publication and community involvement with them, and Dr. Salomon, recently submitted a grant that will hopefully provide him with the much needed time to revise his dissertation for publication. Dr. Colleen Fong and Dr. Barbara Paige have sustained a long history of involvement with community agencies (e.g., Chinese History Society and Black Filmmakers Hall of Fame respectively), and both are working on book-length manuscripts. Dr. Paige has an article schedule for publication in January (2006), in an anthology that focuses on the structural relationship between difference, power, and discrimination.

## 1.b Biographical Sketches of Faculty.

**Dr. Nicholas L. Baham III (Anthropology)** is broadly concerned with Cultural Studies and issues of African American aesthetics, identity construction, popular culture, counter-hegemonic community formation, and the intersection of race, class, gender, and sexual difference. His scholarly research and writing have broached such diverse areas of inquiry as jazz studies, counter-hegemonic religious expression, and alternative sexual practices in contemporary African American communities.

Dr. Baham is currently completing a book based on his doctoral dissertation, *Apostles of Sound : The Gospel of Utopian Cultural Politics According to St. John Will-I-Am Coltran* (University of California Press). His article, *Radio Free Coltrane: Free Jazz Radio as Revolutionary Practice* is currently under consideration for publication. He is also completing an oral history of African American BDSM communities in the Bay Area, a project for which he was awarded a California State University Faculty Research grant. Dr. Baham is co-founder of a new major/minor degree program in Ethnic Studies entitled *Genders and Sexualities in Communities of Color* that will allow students to explore in-depth issues pertaining to race, class, gender, and sexual difference. He has also initiated courses in Jazz Studies for the Dept. of Ethnic Studies with the 2006 debut of *Jazz on Film*. His signature course, *African American Sexuality* was featured in the Spring 2006 issue of *Color Lines* magazine, and his commentaries on the exploitation of the African American image in pornography will be featured in an upcoming broadcast of Canadian television's *Sex TV*.

**Luz Calvo (Cultural Studies)** is an interdisciplinary scholar, Dr. Calvo's research traverses the fields of Latino/a Studies, visual culture, women of color feminism, and critical theory. In her dissertation, *Border Fantasies: Sexual Anxieties and Political Passions in the Mexico-US Borderlands*, Dr. Calvo examines the social construction of Mexican racial and sexual difference. Her work theorizes the social, discursive, and psychic process that produce fears and fantasies about Mexican bodies. Dr. Calvo has presented her *research* both nationally and internationally, including presentations at Yale, University of Minnesota, Duke, Cornell, and the University of Seville. Her published research includes "Embodied at the Shrine of Cultural Disjuncture" (*Beyond the Frame: Women of Color and Visual Representation*, Eds. Angela Y. Davis and Neferti X. Tadiar. New York: Palgrave Press, 2005) and "Art Comes for the Archbishop: The Semiotics of Contemporary Chicana Feminism and the Work of Alma Lopez" (*Meridians: Feminism, Race, Transnationalism*, 5:1 Autumn 2004).

Dr. Calvo's teaching experience includes five years at Union Avenue Elementary School in Los Angeles, three years at Cypress Community College in North Orange County, and four years at Ohio State University. She began her position at CSUEB in Fall 2005. She integrates innovative teaching methods into her classroom and is committed to helping students find their own critical voice. Not concerned with having students memorize facts, Dr. Calvo instead focuses on providing her students with

conceptual tools to recognize, analyze, and intervene in social relations of race, class, gender, and sexuality. She participates professionally in the field of Latino/a Studies. She is currently serving a five-year term as an Associate Editor of *Chicana/Latina Studies: A Journal of Mujeres Activas en Letras y Cambio Social* (MALCS). From 2001-2003, she was a member of the Coordinating Committee of the *National Association of Chicana and Chicano Studies*.

**Colleen Fong (Sociology)** has continued to be professionally active since the last review. Professor Fong developed a new course, ES 3556 (*Concentration Camps, U.S.A.*) and modified ES 2552 (*Chinese Experience in the U.S.*) to upper division to better meet the needs of the large numbers of transfer students on campus. She will be offering her first on-line course in Fall 2006, ES 1500, *Introduction to Asian American Studies*. Students rate her teaching far above average in all areas. For the five courses she had evaluated in 2003-04 and 2004-05, students' "overall rating of the class" and "overall rating of the instructor," averaged 1.76 and 1.64, respectively, where 1 is "Outstanding" and 4 is "Poor."

Dr. Fong participates in the life of the campus, including: serving on various committees such as the WASC Mission Statement (which evolved to also include Vision and Values) and Campus Climate Committees; search committees; promotion, tenure and review committees; etc. She also organizes Asian Pacific American events and is an active member of Cal State East Bay's Asian Pacific Islander Faculty and Staff Association (APIFSA). Professor Fong is student-oriented and has actively assisted students apply for graduate school and revise papers for submission to the Department's on line journal, *Journal of Ethnic Studies* and facilitated their participation in panel discussions on and off campus. She has published a syllabus on the Asian American Family in an American Sociological Association teaching resources guide and has served as reviewer for *Oral History Review* and the Alta Mira Press. She serves on the board of the Chinese Historical Society of America and chairs the editorial committee of the Society's annual journal, *Chinese America: History and Perspectives* (<http://www.chsa.org>) and served on the Asian Pacific Advisory Council of the Oakland Museum of California and as a consultant on the Hayward Area Historical Society Crossroads Project for elementary teachers which developed an extensive educational website <http://www.historycrossroads.org/people.asp>. In October 2005, Professor Fong presented a paper at a conference in San Francisco jointly sponsored by the Chinese Historical Society of America and San Francisco State University, a section of the manuscript she is working on is tentatively titled, *Establishing Family in the Shadow of Chinese Exclusion: The Gin Chow and Jin Fong Families of Santa Barbara County, California*.

**Barbara Paige (Folklore)** has remained active as an administrator, teacher, and scholar since the last program review. Professor Paige's participation in the administrative and service life of the campus has been extensive. She is currently chair of the department, and has held that position since 2000-2001. In the capacity of chair, she serves as a member of the CLASS Council of Chairs. In the past five years, she has also served on three search committees (in the English, History, and Philosophy Departments), as a member of the Academic Senate (2000-2002) and (2004-2006), as a

member of the Executive Academic Senate (2004-2005), and on the review committee to evaluate James Kelly, Associate Vice President of the Division of Continuing and International Education (2004-2005). Dr. Paige is also an active member of the Black Faculty and Staff Association, which annually awards several \$1,000.00 scholarships to CSUEB students, based on ability and need. In addition, she was awarded one of three CSUEB Alumni Grants in 2003. The grant was used to launch a CSUEB Ethnic Studies Online Journal.

Dr. Paige has maintained a pattern of active participation in her academic disciplines (Ethnic Studies and Folklore), and scholarly currency in the field. In January, 2001, she was invited to chair a session on "Culture and Ethics" by the Society for Philosophy in the Contemporary World, and in April, 2001, she was invited to present the Butler University Annual History Legacy Lecture, a paper on *The African American Experience as History and Fantasy*. In March, 2001, she presented a paper on *African American Women and Leadership* at the 29<sup>th</sup> Annual Conference of the National Association for Ethnic Studies, and in Spring of 2000, she was a Visiting Scholar in the Women's Leadership Institute of Mills College. While on academic leave Winter and Spring of 2003, she completed several chapters of a manuscript on *American Funny Women* (subtitled *Humor: The Weapon of Choice*). Her article on *Pedagogy: A Model for Negotiating Difference* was published in an anthology on Difference, Power, and Discrimination (January, 2007). Dr. Paige continues to accept primary responsibility for teaching the department's African American courses in the humanities classes (i.e., *Ethnic Writers, The Black Cinematic Tradition, African American Folklore, The Black Aesthetic*). She has also helped to develop and taught sections of a freshman G.E. cluster, *Viewing Diversity*, and a sophomore cluster, *Ethnicity and Humor*. Students consistently describe Dr. Paige as challenging, rigorous, and fair, and rate her as an above average instructor.

**Carlos Salomon (History)**, who is currently in the first year of his appointment at CSUEB, received his doctoral degree in Latin American and borderland studies. He taught as a lecturer of Comparative Ethnic Studies at San Francisco State University until he came to California State University East Bay in 2004. Salomon's research focus the cultural and political dynamics of the borderlands region from Florida to California, the history of early California, and hemispheric indigenous movements. He is finishing a biography titled *California Son: the Life of Pío Pico*, California's last governor under Mexican rule, with the University of Oklahoma Press. He is currently researching the impact of Latin America's *indigenista* movement on U.S. Native American policy from 1930-45.

Professor Salomon teaches courses on Latin American immigration, the people of Central America, Native American political movements, and an introductory course on the field of Ethnic Studies. He has recently developed courses on traditional aspects of oral history and a two-part multi-cultural history of the United States that meets the American History and Institutions Code Requirement. The course will provide CSUEB with an important alternative, and potentially increase enrollment in the department. In addition to courses in Ethnic Studies, he also serves as Director of Latin American Studies and teaches courses on Latin America.

**Dr. Noel Samaroo (Political Economy)**, has taught nine sections each year for four of the last five years. Last year, he retired with the FERP option. As a result, he taught four sections for the 2005-2006 academic year. Each year Professor Samaroo's sections include, teaching on Saturdays in the Program for Adult Education ( PACE ) and sometimes in the G. E. Freshman Cluster (*Viewing Diversity*). His other courses taught include: *The Civil Rights Movement*, *Introduction to African American Studies*, *The World of the Black Child*, *Race Matters and Blacks in the Americas*. Course syllabi, assignments, exams (review and research papers), and course evaluations as well as students' letters indicate he maintained a high level of currency in his instruction (percentage distribution(s) for the top two categories—"Good Course" or "One of the Better Courses" was 84.9%-94.4%) Typical responses on the open-ended questions balanced quantitative ratings. The majority found his classes stimulating, inspiring and challenging. Critical thinking is central to Professor Samaroo's teaching method—students describe him as follows: "he forces us to think." Also, students commented on his availability during scheduled office hours and willingness to be available at times more appropriate to their schedules. He has demonstrated a commitment to assisting students to be critical thinkers and productive students.

Professor Samaroo's retiring as a FERPer, Fall, 2005, has restricted his serving on committees. Nevertheless, he has, for the last five years, served on the following committees: Post Tenure Review for the Departments of Ethnic Studies, Political Science and Social Work. Also, he was elected by the school faculty to serve on the Review Committee for the Vice President. He has also served in the Mentoring Program from 1998 to the present. Dr Samaroo's professional activities include a work in progress--an analysis of "Double Consciousness" ( DuBois) and "Counter Culture" (Gilroy)—which became the central theme of the course Race Matters. Each year, The National Academies and the Fellowship Office of the National Research Council administers the evaluation of applications in the Ford Foundation Postdoctoral and Dissertation Fellowships for Minorities Program. Awards are made on the basis of the recommendations made by the panelists. He has served as a panelist for the last five (5) years.

**1.c Summary and Evaluation of Program Review Statistics**

The Department of Ethnic Studies has undergone substantial growth since its inception the 1983-1984 academic year. The African American Studies Department, the La Raza and Native American Studies Programs, and a newly developed Asian American Studies Option, merged into an academic unit that listed only six (6) majors in 1986. A little over a decade later, it posted thirty-eight (38) majors.

<b>Fall</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
	<b>38</b>	<b>25</b>	<b>24</b>	<b>19</b>	<b>19</b>	<b>21</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>28</b>

Since 1997, the number of majors in the Department has decreased somewhat, in part as a result of larger than average graduating classes in 1998 and 1999. A larger than average graduating class is particularly significant in Ethnic Studies, because our majors tend to be junior level transfer students, thus limiting the timeframe within which we can recruit new majors. The modest decline also mirrors, in part, the modest decline in enrollments at East Bay in general between 1997 and 2005. It mirrors primarily, however, the department’s lost of senior faculty, and its fairly slow rebuilding process.

The average section size and student-faculty ratio (SFR) has experienced some minor fluctuations, but has also remained fairly stable.

<b>Fall</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>SFR</b>	<b>20.64</b>	<b>20.01</b>	<b>26.50</b>	<b>24.4</b>	<b>22.8</b>

It is particularly significant to point out that while our major pool has declined somewhat in the past five years, the Department’s FTE and FTES has increased significantly.

<b>Fall</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
<b>FTES</b>	<b>119.7</b>	<b>112.8</b>	<b>134.1</b>	<b>154.7</b>	<b>144.0</b>

This trend is important, because of Ethnic Studies’ function as the department that offers a greatest range and variety of courses that meet the Cultural Groups/Women Requirement, as well as its general service function.

In the past five years, Ethnic Studies has become increasingly dependent on lecturers, as three of its senior faculty has retired and one has recently entered the FERP program (a fifth plans to retire in two years). The Department has successfully recruited some excellent lecturers. However, given their precarious status (part-time faculty have heavier teaching responsibilities and often teach at more than one campus), they are only marginally available for the essential service functions that are the earmark of an

excellent department and/or university. Ethnic Studies is currently functioning with a FERP faculty, five full time faculty, two of whom are senior (one of the senior faculty will retire soon). The successful recruitment of new faculty is thus a priority goal for the Ethnic Studies Department.

**Ethnic Studies Program Review (2001-2006)**  
**California State University, East Bay**

**Ethnic Studies**

<i>A. Students</i>	Fall Quarter					
	2001	2002	2003	2004	2005	2006
1. Undergraduate	19	21	20	15	15	28
2. Graduate	0	0	0	1	1	0
3. Total Number of Majors	19	21	20	16	16	28
4. FTES Generated	119.7	112.8	134.1	154.7	144.0	123.5

<i>B. Degrees Awarded</i>	College Years					
	00-01	01-02	02-03	03-04	04-05	05-06
1. Undergraduate	8	11	12	1	3	4
2. Graduate	0	0	0	0	0	0
3. Total	8	11	12	1	3	4

<i>C. Faculty</i>	Fall Quarter					
	2001	2002	2003	2004	2005	2006
<b>Tenured/Track Headcount</b>						
1. Full-Time	5	4	5	4	5	5
2. Part-Time	0	0	0	0	1	1
3. Total Tenure Track	5	4	5	4	6	6
<b>Lecturer Headcount</b>						
4. Full-Time	0	1	0	1	0	0
5. Part-Time	2	2	3	4	5	3
6. Total Non-Tenure Track	2	3	3	5	5	3
7. Grand Total All Faculty	7	7	8	9	11	9
<b>Instructional FTE Faculty</b>						
8. Tenured/Track	4.7	2.7	3.3	3.6	4.7	4.3
9. Lecturer	1.1	2.9	1.7	2.8	2.1	1.3
10. Total Instructional FTEF	5.8	5.6	5.0	6.4	6.8	5.7
<b>Lecturer Teaching</b>						
11. % Lecturer/Total Instructional FT	19.0%	51.8%	34.0%	43.8%	30.9%	23.5%
12. FTES Taught by Lecturer	29.1	67.7	51.7	73.9	61.1	39.7
13. % FTES Lecture/FTES Generated	24.3%	60.0%	38.6%	47.8%	42.4%	32.2%

<i>D. Student Faculty Ratios</i>	Fall Quarter					
	2001	2002	2003	2004	2005	2006

1. Tenured/Track	19.2	16.9	24.7	22.7	17.8	19.3
2. Lecturer	26.9	23.1	29.7	26.5	28.5	29.9
3. SFR By Level (All Faculty)	20.6	20.1	26.5	24.4	21.1	21.8
4. Lower Division	20.8	19.4	27.6	20.7	16.9	26.0
5. Upper Division	20.5	20.4	26.2	25.6	22.3	20.5
6. Graduate						0.0
7. Number of Sections Offered	23	22	21	22	24	18
8. Average Section Size	25	19	24	26	23	26

## **1.d Ethnic Studies in the CSU and Other Universities**

California State University, East Bay (CSUEB) offers a B.A. in Ethnic Studies. Students are required to take the following five core courses totaling 16 units: Ethnic Experience in America (ES 1001, 4 units), Ethnic Writers (ES 3000, 4 units), Race Matters (ES 3820, 4 units), Senior Seminar (ES 4020, 2 units) and Senior Thesis (ES 4030, 2 units). Students select one primary option (20 units) and one secondary option (12 units) from the following: African American Studies, Asian American Studies, Latino/Latina Studies, Native American Studies.<sup>i</sup> In Fall 2007, students will be able to also select a Gender and Sexualities Option which was approved in the 2005-06 academic year. The Ethnic Studies Department and faculty are at the heart of the University Mission, “To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.”<sup>ii</sup>

According to the California State University On-Line Application, two other CSUs offer a B.A. in Ethnic Studies (Sacramento and Fullerton) and three UCs (Berkeley, Riverside and San Diego). Sonoma State University offers a B.A. in American Multicultural Studies.<sup>iii</sup>

### **Sacramento**

The Department of Ethnic Studies at Sacramento is located in the College of Social Science and Interdisciplinary Studies and is comprised of four components: Asian American Studies, Chicano Studies, Native American Studies, and Pan African Studies, each of which has a Director. The department has fifteen regular faculty members.<sup>iv</sup>

The required core courses include one lower division and seven upper division courses that include lower and upper division survey courses (“Introduction to Ethnic Studies” and “Ethnic America,” respectively), one course on each of the four ethnic groups and two methodology courses (“Research in Ethnic Studies” and “Fieldwork in Ethnic Studies”). The remaining four required upper division courses are electives that must apply to the student’s declared “Concentration.” Students must declare a concentration in one of the four aforementioned ethnic groups or in “General Ethnic Studies.”

The Sacramento program is similar to East Bay’s in many ways: the four ethnic-specific components, the core courses which expose students to a survey of ethnic groups in the U.S., humanities and social sciences and research methodology, and the concentration. The program differs from East Bay’s in that students may elect to concentrate on Ethnic Studies in general whereas at East Bay students select Primary and Secondary Options which enables them to develop expertise in two ethnic groups or, beginning in Fall 2007, gender and sexuality. Sacramento requires a field work course, East Bay does not. Most significant, Sacramento has three times the number of faculty as East Bay.

Although comparative statistics on Sacramento and East Bay on FTES, FTEF, SFR and average class size over time would be illustrative, statistics from the Chancellor's Office could not be found.<sup>v</sup>

### **Fullerton**

A Bachelor's degree in Ethnic Studies is available in the College of Humanities and Social Sciences at Fullerton with an Option in Afro-Ethnic Studies. Bachelor degrees are available in Asian American Studies and in Chicana and Chicano Studies. Afro-Ethnic Studies, Asian American Studies and Chicana and Chicano Studies are three separate departments located in different offices in the same building. A Native American Studies Department does not exist nor does an Ethnic Studies Department.

Each department is unique. Afro-Ethnic Studies has a department chair who also serves as an advisor and four other faculty members but the website does not specify whether they are tenure-track. Chicana and Chicano Studies has a chair, an assistant chair, and fourteen faculty, but whether they are tenure-track is not specified. Asian American Studies has a Coordinator who is in the Philosophy Department. The Advisor is in Asian American Studies as are two of the fifteen "Core Teaching Faculty." The remaining thirteen "Core Faculty" are from a variety of other departments. The Department has one Adjunct Faculty member, who is a Professor of Law at another institution and sixteen "Affiliated Faculty" all of who are "Lecturers in Asian American Studies" except for five who are regular faculty in other departments.<sup>vi</sup>

Fullerton is similar to East Bay in that both campuses offer a Bachelor's in Ethnic Studies with an option in African American Studies however the structure of the program is significantly different because Afro-Ethnic Studies, Asian American Studies and Chicana and Chicano Studies exist on the campus as separate departments. Moreover, Asian American Studies and Chicana and Chicano Studies offer their own separate bachelor's degrees. Native American Studies does not exist on the Fullerton campus.

### **Sonoma**

The department at Sonoma is called American Multicultural Studies and "is devoted to the interdisciplinary study of ethnic and racial minority groups in the U.S." A variety of courses focus on the "historical, sociological, cultural and ideological aspects of American ethnicity." The department consists of five faculty members. The core curriculum consists of four courses: "Ethnic Groups in America"; "Ethnicity in the Humanities"; "Ethics, Values and Multiculturalism"; and "Research and Methodology." Students have the option to concentrate in either the Humanities or the Behavioral and Social Sciences. Three units of Service Learning are required.<sup>vii</sup>

The Sonoma program is similar to East Bay's in that the core courses expose the students to a survey of ethnic groups in the U.S., humanities and social sciences and research methodology and has the same number of regular faculty as East Bay. The program differs from East Bay's in that students select either a Humanities or Behavior/Social Sciences option instead of declaring a primary and secondary option in a particular ethnic group. Sonoma students are required to do service learning.

### **Ethnic-Specific Bachelors Offered at CSUs and UCs**

Ethnic-Specific Bachelor degrees as opposed to Ethnic Studies degrees are offered at several CSU and UC campuses.<sup>viii</sup> A bachelor degree in African American or Afro American Studies is offered at CSU Los Angeles, CSU Northridge, San Jose State University, San Diego State, UCLA, UC Irvine, UC Riverside. A bachelor degree from UC Berkeley may be obtained in either social sciences or in humanities. The following campuses offer a bachelor in Asian American Studies: CSU Long Beach, CSU Northridge, San Francisco State University, UC Berkeley, UCLA, UC Riverside, UC Santa Barbara, and UC Davis. Cal State University, Los Angeles offers a bachelor in Asian and Asian American Studies. A bachelor of arts in Chicana/Chicano or Mexican American Studies is available at San Diego State University, CSU Northridge, CSU Fresno, CSU Dominguez Hills, and CSU Los Angeles. CSU Los Angeles also offers the B.A. degree in Mexican-American Studies with the following options: “Elementary Subject Matter Teacher Option,” “General Option,” and “Option in Blended Teacher Prep Program.” CSU Long Beach and San Diego State offer a B.A. in Chicano and Latino Studies and Chicana and Chicano Studies, respectively. UC campuses which offer a bachelors in Chicana/Chicano or Mexican American Studies include UCLA, UC Davis, UCB, UC Riverside, UC Santa Barbara, and UC Irvine. Only one CSU offers a bachelors in Native American Studies (Humboldt State University); three UCs offer this degree (UCB, UC Davis, UC Riverside).<sup>ix</sup>

### **University of California, Berkeley**

Berkeley, a nationally recognized program of eighteen regular faculty members, offers a Bachelor of Art in Ethnic Studies. The Berkeley department is composed of: Asian American Studies, Chicano Studies, Native American Studies, and Ethnic Studies.<sup>x</sup> The undergraduate program requires a total of twelve courses (semester). The two required lower division courses are “A History of Race and Ethnicity in Western North America, 1598-Present” and “Theories and Concepts in Comparative Ethnic Studies: An Introduction.” The third lower division course is selected with consultation of an advisor from among courses on one of the four ethnic groups, a general ethnic studies course, or a course from another department. All students must take the following upper division courses: “Social Science Methods in Ethnic Studies,” “Humanities Methods in Ethnic Studies,” and “Proseminar: Issues in the Fields of Ethnic Studies” (globalization, empire, gender, etc.). Students also select three upper division courses ranging from literature, history, politics, women, mixed race, imperialism and the Spanish American War, and Franz Fanon; two upper division courses on one of the four ethnic groups, a general ethnic studies course, or a course from another department. All students are required to take “Field Study in Communities of Color” which ranges from 1-3 units for 4 cumulative units.<sup>xi</sup> Like East Bay, Berkeley requires overview courses which cover the four main ethnic groups combined with special emphasis on specific ethnic groups and integrates the social sciences and the humanities. The Berkeley course titles explicitly include periodization, (1598 to the present), theory, humanities methodology, and field work compared to East Bay course titles but course content is probably similar in many cases. For example, the East Bay course, “Ethnic Writers” does not explicitly include *humanities methodology*, however contains literary criticism. The one significant difference is East Bay lacks a field course.

The major differences between Berkeley and East Bay are: 1) African American Studies is a part of Ethnic Studies at East Bay, but separate at Berkeley, 2) East Bay has only five regular faculty compared to eighteen at Berkeley, plus an additional six in the African American Studies Department; 3) Berkeley also offers bachelors degrees in African American Studies and a Ph.D. (out of the African American Studies Department), Asian American Studies, Native American Studies and a doctorate in Ethnic Studies.<sup>xii</sup>

### **Conclusion**

East Bay is most similar to Sacramento and UC Berkeley in that it offers a Bachelors where students select an ethnic or general ethnic studies option (as opposed to Sonoma which has a Humanities Option and Behavioral/Social Sciences Option) and has four distinct ethnic options with at least one regular faculty member in each option except for Native American Studies. In addition, East Bay will offer a Gender and Sexualities option beginning in Fall 2007. Since Fall 2001 however, East Bay has not maintained the integrity of this four-component structure because the Native Americanist retired under the Faculty Early Retirement Program which meant she offered only a few courses per year. As of June 2006, she completed this program and the Native American Option and Minor has been entirely dependent on lecturers for the past year. In addition, one of the two African Americanist is close to retirement age and the only regular faculty member in Asian American Studies is in her early fifties. Retirements have left gaps in the program not all of which have been filled and this will continue to be a problem.

(See footnotes in Attachment I.)

## **1.e Curriculum and Student Learning: Developmental Plan and Outcomes Assessment**

The Ethnic Studies Department developed the three basic components of a functional student assessment and retention plan prior to our last program review: *mission statement*, *program goals*, and *learning outcome*. These components have enabled us to effectively monitor the progress of our majors at three important stages of their undergraduate careers, the beginning, middle, and end. Professor Carlos Navarro, who assumed primary responsibility for the Department's assessment program its second year, developed a tool for assessing the knowledge level of new majors (including transfer students), and a similar tool for assessing their knowledge level prior to graduation (Attachment C, pp.30-39).

Our assessment plan is a work-in-progress, and as Professor Carlos Navarro indicates in our summary of its structure, faculty driven. Any good assessment plan takes into account both qualitative and quantitative factors, and thus should be open to an ongoing evaluation process. Since the goal of assessment is to “enhance curriculum and teaching,” we believe that faculty is most qualified to assess and filter the available literature on assessment, and to determine its applicability to the university learning process. We are currently in the process of reviewing our existing assessment plan, and exploring ways to improve it.

### ***Summary of Structure:***

- Part I—Mission Statement and Program Goals
- Part II—Learning Outcomes and E.S. Dept. Assessment Tools
- Part III—What has been learned and our next steps

## Mission Statement and Plan

The department of Ethnic Studies is committed to a standard of *educational excellence* that incorporates principles of diversity and equity, the pursuit of lifelong learning, and compassionate and independent thought. Ethnic Studies is a discipline that is comparative and interdisciplinary in approach and structure. Its intellectual focus is the study of four core areas of knowledge, African American, Asian American, Mexican/Latino America, and Native American, and its goal is to provide its majors with an inclusive and comprehensive framework for understanding the diversity and complexity of the human experience. It is equally as committed to creating and sustaining an intellectual environment that fosters curiosity, creativity, and innovation, and to providing its majors with the requisite advanced information, critical, and writing skills, to fully participate in, if not take a leading role in improving, the racially and culturally diverse society in which we live. In short, it is to prepare them to function as informed, competent, and responsible professionals in the United States as well as the world. Ethnic Studies is also committed to exposing majors to a faculty that mirrors the ethnic and gender diversity of the United States, and to providing them with community and internship experiences that challenge them to explore the sometimes uneven fit between the theory and practice and corresponding dissonance between the ideological and the practical.

### Program Goals

- 1) To provide extensive exposure to scholarly writings and research paradigms that facilitate the acquisition of a comparative understanding of the historical and contemporary experiences of African Americans, Asian Americans, Mexican/Latino Americans, and Native American men and women as racialized peoples in the United States.
- 2) To encourage a heightened awareness, appreciation, and tolerance for cultural differences, including but not limited to race, class, gender, nativity, and language.
- 3) To expose students to interdisciplinary and multidisciplinary models of analyses that will maximize their ability to comprehend and synthesize written works from a wide array of disciplines.
- 4) To develop a comprehensive knowledge of one of the core areas in the discipline of Ethnic Studies, either African American, Asian America, Mexican-Latino American or Native American Studies.
- 5) To develop an adequate knowledge of one of the core areas in the discipline of Ethnic Studies, either African American, Asian American, Mexican-Latino American or Native American.
- 6) To provide an intensive community and/or internship experience that will underscore the complex relationship between theory and practice, and develop and enhance strategic problem solving skills.
- 7) To encourage a commitment to principles of rational inquiry, honestly in scholarship, and lifelong learning

- 8) To provide exposure to an Ethnic Studies faculty that mirrors the racial, cultural, and gender diversity of the United States.
- 9) To prepare to function as culturally aware and competent professionals in an increasingly diverse national and global society.
- 10) *To provide with the requisite knowledge-based and cross-cultural skills needed to engage people from all backgrounds and cultures in constructive discussions of significant ethnicity and ethical issues.*

***Part Two***  
***ETHNIC STUDIES DEPARTMENT***  
**Learning Outcomes**

**(Performance Indicators in Italics)**

**[Faculty Tasks in Brackets]**

Ethnic Studies graduates should be able to demonstrate the following competencies:

- 1) Students will demonstrate an interdisciplinary understanding of the historical and contemporary experiences of American ethnic minorities (African Americans, Asian American, Mexican/Latino Americans, and Native Americans) as racialized people in the United States.

**GENERAL, COMPARATIVE, AND INTERDISCIPLINARY COMPETENCIES:**

- A. Initial assessment will be carried out through an objective and essay instrument developed for the Ethnic Studies Assessment Tool which will be administered in ES 1001, The Ethnic Experience: Minorities, to students upon declaration of the Ethnic Studies Major or Minor.  
 [The department will develop and revise this instrument and Instructor or Department Chair will assess, and keep record in student advisement file]
- B. By demonstrating the ability to produce a research project on this topic. (e.g., paper, film, photojournalism display, etc.), as full or partial requirement for the senior thesis (ES 4030).  
 [Thesis Instructor will sign off on a form to be placed in student advisement file]
- C. Ethnic Studies graduating seniors will take Ethnic Studies Assessment Tool and the Graduating Senior Exit Interview to be devised by the faculty of the department no later than the deadline date required for filing for graduation.  
 [Department Chair or faculty designee will administer and keep record of this exam in student advisement file. All regular faculty will read the Ethnic Studies Assessment Tool.]

**WRITING AND ORAL COMPETENCIES**

**[The Ethnic Studies Department will develop an instrument to be filled out by the faculty assessing the students writing and oral competencies.]**

- D. By preparing a comparative essay that focuses on at least two of the target groups in the Ethnic Studies major, and that demonstrates the ability to read humanities and social science texts critically and to assess and synthesize a variety of perspectives.

[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and written assignments in each course which address this learning outcome]

- E. Through a presentation that demonstrates an effective command of oral communication skills. (e.g., in-class assignment, student conference, peer teaching assignment, etc.).

[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and assignments in each course which address this learning outcome]

- 2) A comparative knowledge of the ways in which migrant and immigrant minority groups adjust to U.S. society and the factors that contributed to and/or hindered their success.

### **GENERAL, COMPARATIVE, AND INTERDISCIPLINARY COMPETENCIES**

- A. Initial assessment will be carried out through an objective and essay instrument developed for the Ethnic Studies Assessment Tool which will be administered in ES 1001, The Ethnic Experience: Minorities and to upper division transfer students upon declaration of the Ethnic Studies Major.

[Fong, Clark, Dunbar-Ortiz develop this instrument and Instructor will assess, and keep record in student advisement file]

*B. Through class discussions, projects, and written assignments throughout the Ethnic Studies Department curriculum*

[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and written assignments in each course which address this learning outcome]

- C. Ethnic Studies graduating seniors will take an exit examination to be devised by the faculty of the department no later than the deadline date required for filing for graduation.

[Department Chair or faculty designee will administer and keep record of this exam in student advisement file. All regular faculty will read exit examination and score it on a mutually agreed upon rubric].

## WRITING AND ORAL COMPETENCIES

[The Ethnic Studies Department will develop an instrument to be filled out by the faculty assessing the students writing and oral competencies.]

- D. By preparing a comparative essay that focuses on at least two of the target groups in the Ethnic Studies major, and that demonstrates the ability to read humanities and social science texts critically and to assess and synthesize a variety of perspectives.

[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and written assignments in each course which address this learning outcome]

- E. Through a presentation that demonstrates an effective command of oral communication skills. (e.g., in-class assignment, student conference, peer teaching assignment, etc.).  
[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and assignments in each course which address this learning outcome]

- 3) An in-depth knowledge of one of the core areas in the discipline of Ethnic Studies.

Primary Option Competencies (African American, Asian American, Mexican American/Latino, and Native American)

- A. This will be done through satisfactory completion of the Core Courses, Senior Thesis, and at least three Primary Option Courses with a “C” or better.  
4) An sufficient knowledge of a second core area in the discipline of Ethnic Studies.

Secondary Option Competencies (*African American, Asian American, Mexican*

*American/Latino, and Native American*)

**A. Satisfactory completion of the Core Courses, and at least two Secondary Option courses with a “C” or better.**

- 5) Students will demonstrate a heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity. They will display an ability to engage people from diverse backgrounds and cultures in informed discussions about the experiences of racialized peoples. They will manifest these attitudes and skills as they actively seek out and participate in multicultural events, multiracial, and minority organizations and institutions, and critical discussions in a variety of settings on issues of major concern to diverse communities.

## GENERAL, COMPARATIVE, AND INTERDISCIPLINARY COMPETENCIES.

- A. Initial assessment will be carried out through an objective and essay instrument developed for the Ethnic Studies Assessment Tool which will be administered in ES 1001, The Ethnic Experience: Minorities and to upper division transfer students upon declaration of the Ethnic Studies Major.  
[Fong, Clark, Dunbar-Ortiz develop pre-test exam and Instructor will assess, and keep record in student advisement file]

*B. Through class discussions, projects, and written assignments throughout the Ethnic Studies Department curriculum*

[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and written assignments in each course which address this learning outcome

- C. No later than the first month of the quarter, two quarters prior to graduation (e.g. if graduating June, then the previous January) , Ethnic Studies graduating seniors will take the Ethnic Studies Assessment Tool devised by the faculty of the department

[Department Chair or faculty designee will administer and keep record of the Ethnic Studies Assessment Tool in the student advisement file. All regular faculty will read exit examination and score it on a mutually agreed upon rubric].

## WRITING AND ORAL COMPETENCIES

**[The Ethnic Studies Department will develop an instrument to be filled out by the faculty assessing the students writing and oral competencies.]**

- D. By preparing a comparative essay that focuses on at least two of the target groups in the Ethnic Studies major, and that demonstrates the ability to read humanities and social science texts critically and to assess and synthesize a variety of perspectives.

[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and written assignments in each course which address this learning outcome]

- E. Through a presentation that demonstrates an effective command of oral communication skills. (e.g., in-class assignment, student conference, peer teaching assignment, etc.).  
[All Ethnic Studies faculty will list courses and briefly describe specific discussions, projects, and assignments in each course which address this learning outcome]

## ***SELF-ASSESSMENT COMPETENCIES***

**Exit self-evaluation in the form of a written assessment of major accomplishments as well as a statement of plans and goals for the future.**

**[Department is developing a protocol, and written self-evaluations will be reviewed by all regular faculty]**

### **ETHNIC STUDIES DEPARTMENT ASSESSMENT TOOL**

*To be administered during the last week of instruction in ES 1001.*

1. After taking ES 1001 I feel that my understanding of the major features or outline of the history of American peoples of color:  
a. excellent      b. good      c. fair      d. inadequate      e. don't know
2. My understanding of the historical challenges and difficulties that racialized peoples of color have experienced has significantly improved:  
a. strongly agree   b. agree      c. disagree      d. strongly disagree   e. don't know
3. This course has significantly improved my understanding of various theories and explanations used to comprehend the history of American peoples of color:  
a. strongly agree   b. agree      c. disagree      d. strongly disagree   e. don't know
4. My understanding of the concept of culture has improved.   a. strongly agree   b. agree      c. disagree      d. strongly disagree   e. don't know
5. My understanding of the connection between ethnicity, race, class, gender, and society has significantly improved:  
a. strongly agree   b. agree      c. disagree      d. strongly disagree   e. don't know
6. My understanding of the history of the discipline of Ethnic Studies is: a. excellent  
b. good      c. fair      d. inadequate      e. don't know
7. After taking ES 1001 I feel that my understanding of the contemporary experiences and current issues affecting American peoples of color::  
a. excellent      b. good      c. fair      d. inadequate      e. don't know
8. This course has significantly improved my abilities to link current news sources to my Ethnic Studies readings:  
a. strongly agree   b. agree      c. disagree      d. strongly disagree   e. don't know
9. My ability to engage in group discussions with a racially diverse group of women and men has significantly improved: a. strongly agree      b. agree      c. disagree  
d. strongly disagree   e. don't know
10. This course has significantly improved my ability to share my heritage and traditions with fellow students and others:  
a. strongly agree   b. agree      c. disagree      d. strongly disagree   e. don't know
11. My understanding of how different races perceive each other has significantly improved: a. strongly agree      b. agree      c. disagree      d. strongly disagree  
e. don't know

12. I find that I am more comfortable participating in “ethnic experiences” outside my own: a. strongly agree b. agree c. disagree d. strongly disagree e. don’t know
13. My understanding of the migrant and immigrant experience has significantly improved: a. strongly agree b. agree c. disagree d. strongly disagree e. don’t know

**ETHNIC STUDIES DEPARTMENT ASSESSMENT TOOL**

*To be administered to all new majors and minors upon entry and exit.*

1. My understanding of the major features or outline of the history of American peoples of color: a. excellent b. good c. fair d. inadequate e. don’t know
2. My understanding of the historical challenges and difficulties that racialized peoples of color have faced is: a. excellent b. good c. fair d. inadequate e. don’t know
3. My understanding of various theories and explanations used to comprehend the history of American peoples of color is: a. excellent b. good c. fair d. inadequate e. don’t know
4. My understanding of the concept of culture has improved. a. strongly agree b. agree c. disagree d. strongly disagree e. don’t know
5. My understanding of the connection between ethnicity, race, class, gender, and society is: a. excellent b. good c. fair d. inadequate e. don’t know
6. My understanding of the history of the discipline of Ethnic Studies is: a. excellent b. good c. fair d. inadequate e. don’t know
7. I feel that my understanding of the contemporary experiences and current issues affecting American peoples of color: a. excellent b. good c. fair d. inadequate e. don’t know
8. I rate my abilities to link current news sources to my Ethnic Studies readings: a. excellent b. good c. fair d. inadequate e. don’t know
9. I rate my ability to engage in group discussions with a racially diverse group of women and men as: a. excellent b. good c. fair d. inadequate e. don’t know
10. I rate my ability to share my heritage and traditions with fellow students as: a. excellent b. good c. fair d. inadequate e. don’t know
11. I rate my ability to understand how different races perceive each other as: a. excellent b. good c. fair d. inadequate e. don’t know
12. I am comfortable participating in “ethnic experiences” outside my own: a. strongly agree b. agree c. disagree d. strongly disagree e. don’t know
13. My understanding of the migrant and immigrant experience is: a. excellent b. good c. fair d. inadequate e. don’t know

*Ethnic Studies Department—CSU Hayward*

**GRADUATING SENIOR EXIT INTERVIEW**

[Student will write a response to this question and faculty will conduct a follow-up oral interview with this same instrument]

Today's date: \_\_\_\_\_ Date declared Ethnic Studies Major/Minor: \_\_\_\_\_

1. What is your overall evaluation of the Ethnic Studies Major (or Minor)?  
Please explain.
  
2. What is your overall evaluation of the quality of the instruction in the Ethnic Studies Department? Please explain.
  
3. What is your overall evaluation of the kinds of courses and the number of courses that are offered in the Major (or Minor)? Please explain.
  
4. What do you think are the greatest strengths of the ethnic studies program?
  
5. What would you like to see changed in the ethnic studies program?
  
6. What is the likelihood that you will be using the knowledge and skills gained in your ethnic studies program in your future career?
  
7. To what extent has the Ethnic Studies program helped you in your development as a lifelong learner and as a citizen?
  
8. Please offer any additional comments or suggestions that you have about the ethnic studies program and/or faculty here. (use the other side of the page if necessary)

**Part Three  
What Has Been Learned and Our Next Steps**

The Ethnic Studies Department is just taking its preliminary steps in the field of assessment. The faculty is learning the jargon and methods of assessment. A work plan has been developed and seen above in Part Two of this document. The assessment literature argues that Assessment should always be faculty-driven and its purpose is to enhance curriculum and teaching. We are operating within that spirit and have developed, tested, and adjusted instruments in ways that suit our program and our students. We also recognize that assessment is time-consuming. Therefore it may take some time as we develop and improve our expertise in this area. Our work plan is our guide for what must be done. Our department has endeavored to develop course-embedded assessments and when we have a sufficient body of experience and expertise we may try more complex and ambitious assessments. In summary, we are committed towards improving our academic program and believe that faculty-driven assessment efforts will help us achieve that goal.

**Ethnic Studies Department  
Core Major Courses**

**Six Learning  
Objectives  
Core Major**

**L.O. 1<sup>1</sup>      L.O. 2<sup>2</sup> L.O. 3<sup>3</sup>      L.O. 4<sup>4</sup>      L.O. 2<sup>5</sup>**

- E.S. 1001 Ethnic Experience in America
- E.S. 3000 Ethnic Writers
- E.S. 3810 Race Matters
- E.S. 4020 Senior Seminar
- E.S. 4030 Senior Thesis

**Ethnic Studies Department  
Area Breadth Course  
Six Learning Objectives**

Area Breadth      **L.O. 1<sup>6</sup>   L.O. 2<sup>7</sup>   L.O. 3<sup>8</sup>   L.O. 4<sup>9</sup>   L.O. 5<sup>10</sup>   L.O. 6**

Ethnic Studies Department  
Primary Option

Six Learning Objectives

Primary Option   **L.O. 1<sup>11</sup>   L.O. 2<sup>12</sup>   L.O. 3<sup>13</sup>   L.O. 4<sup>14</sup>      L.O. 5<sup>15</sup>      L.O. 6**

Ethnic Studies Department  
Secondary Option

Six Learning Objectives

Secondary Option **L.O. 1**<sup>16</sup>  
**L.O. 6**

**L.O. 2**<sup>17</sup>

**L.O. 3**<sup>18</sup>

**L.O. 4**<sup>19</sup>

**L.O. 5**<sup>20</sup>

#### Endnotes

<sup>1</sup> Students will demonstrate an understanding of the historical and contemporary experiences of American ethnic minorities as racialized people in the United States.

<sup>2</sup> Students will demonstrate the following: A heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity. An awareness of the importance of structuring work environments that mirror the racial, ethnic, gender, and cultural diversity of service populations. An ability to engage people from all backgrounds and cultures in informed discussions about ethnicity and ethical issues.

<sup>3</sup> Students will demonstrate a knowledge of interdisciplinary and multidisciplinary models of analysis, and the ability to apply these models to past and contemporary racial and ethnicity issues.

<sup>4</sup> An in-depth knowledge of one of the core areas in the discipline of Ethnic Studies.

<sup>5</sup> Students will demonstrate the following: A heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity. An awareness of the importance of structuring work environments that mirror the racial, ethnic, gender, and cultural diversity of service populations. An ability to engage people from all backgrounds and cultures in informed discussions about ethnicity and ethical issues.

<sup>6</sup> Students will demonstrate an understanding of the historical and contemporary experiences of American ethnic minorities as racialized people in the United States.

<sup>7</sup> Students will demonstrate the following: A heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity. An awareness of the importance of structuring work environments that mirror the racial, ethnic, gender, and cultural diversity of service populations. An ability to engage people from all backgrounds and cultures in informed discussions about ethnicity and ethical issues.

<sup>8</sup> Students will demonstrate a knowledge of interdisciplinary and multidisciplinary models of analysis, and the ability to apply these models to past and contemporary racial and ethnicity issues.

<sup>9</sup> An in-depth knowledge of one of the core areas in the discipline of Ethnic Studies.

<sup>10</sup> A comparative knowledge of the ways in which migrant and immigrants minority groups adjust to U.S. society and the factors that contributed to and/or hindered their success.

<sup>11</sup> Students will demonstrate an understanding of the historical and contemporary experiences of American ethnic minorities as racialized people in the United States.

<sup>12</sup> Students will demonstrate the following: A heightened awareness, understanding, and tolerance for racial, gender, and cultural diversity. An awareness of the importance of structuring work environments that mirror the racial, ethnic, gender, and cultural diversity of service populations. An ability to engage people from all backgrounds and cultures in informed discussions about ethnicity and ethical issues.

<sup>13</sup> Students will demonstrate a knowledge of interdisciplinary and multidisciplinary models of analysis, and the ability to apply these models to past and contemporary racial and ethnicity issues.

<sup>14</sup> An in-depth knowledge of one of the core areas in the discipline of Ethnic Studies.

<sup>15</sup> A comparative knowledge of the ways in which migrant and immigrants minority groups adjust to U.S. society and the factors that contributed to and/or hindered their success.

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<sup>18</sup> Students will demonstrate a knowledge of interdisciplinary and multidisciplinary models of analysis, and the ability to apply these models to past and contemporary racial and ethnicity issues.

<sup>19</sup> An in-depth knowledge of one of the core areas in the discipline of Ethnic Studies.

<sup>20</sup> A comparative knowledge of the ways in which migrant and immigrants minority groups adjust to U.S. society and the factors that contributed to and/or hindered their success.

## ***FIVE-YEAR PLAN*** **(2005-2010)**

Our five-year plan is a programmatic response to the self-study that we completed as part of the five-year review process. The plan takes into account what we have learned from the review process, and specifically addresses the concerns and observations that we identified as most important. We continue to work in an environment in which we are required to do more with less. The core of that “more” is a commitment to sustaining an academically rigorous program, and to expanding our major, minors, and options in ways that meet the needs of a racially and culturally diverse student population. Despite our best efforts, we will ultimately fail unless we can continue to successfully rebuild an aging and retiring faculty.

The central components of our plan of action (e.g., curriculum, students, and faculty) mirror this commitment.

**Curriculum:** An intellectually challenging curriculum, one that maintains continuity with foundational research from the past and yet remains open to new and innovative changes in the field, is a critical component of a dynamic major. The Ethnic Studies faculty will continue to balance the academic and real life needs of our students, shifting research trends within our discipline, and our commitment to rigorous academic standards, as we explore additional ways to expand our major, minors, options, and general student enrollment base. In the next five years, we plan to explore and/or implement the following programmatic curriculum changes.

- We plan to offer the newly developed *Genders and Sexualities in Communities of Color* Option exclusively online. This decision is consistent with the department's interest in the pedagogical potential of online education as an alternative mechanism of access, as well as its focus on continuing to explore innovative ways to increase student enrollments. Ethnic Studies courses that deal with gender, sexuality, and culture currently generate some of the highest enrollments in the department.
- We plan to develop more courses that examine the Diaspora experience, courses, in particular, that link Latin America to the hemispheric presence of Africans, Caucasians, and Asians. This goal is part of an overall strategic goal to become more global, in orientation and structure.
- We plan to continue the integration of the Latin American Studies Program and the Filipino American and Filipino Minor - both of which were recently moved into the Ethnic Studies Department - into the Ethnic Studies major.
- We plan to expand course offerings in one of the leading research areas in the field of ethnic studies: oral performance and literature, oral history, and narrative testimonials. One of our long-term goals is to acquire funding for an oral history archives that has as its focus issues of ethnicity and identity.

- We plan to continue to build enrollment by integrating our courses more extensively in to the general education program, and to promote ethnic studies as a field of intellectual inquiry through speakers, film series, reading groups, and other events.

**Students:** We anticipate steady growth in the major in the next five years, particularly the *Genders and Sexualities in Communities of Color* Option. We do not anticipate much change in our major population (which mirrors the Hayward campus population-at-large); it is predominately female, of color, and varied in age. We believe, however, that we will become more of a magnet for males and whites, as we implement the changes proposed in this document, and as the university recruits more freshmen. Ethnic Studies is a fairly popular double major, and more students might pursue a double major if they had more time, a full four years, to complete the additional requirements.

Ethnic studies majors continue to be more heavily concentrated in the African American Option than in the other group-specific options. However, there has been a gradual and expanding interest in the Latino/a Option in the past two years. We attribute this expanding interest to the recent hire (2004-2005) of two Latino/a specialists, and the greater accessibility of specialists in this area for curriculum development and advisement. We anticipate additional growth in all of the options as the department successfully recruits and retains additional faculty. The department is in need of an additional Asian American and African American specialist. An Asian American specialist, with a background in Filipino Studies, is needed to effectively integrate the Filipino American and Filipino minor into the Ethnic Studies major. Two of the department's long-term African American specialists have either completely retired or FERP'ed since our last five year review. A third African American specialist plans to retire next year, a loss that will leave African American Studies, the department's most heavily enrolled option, with only one specialist.

The department cannot realistically achieve its targeted enrollment goals without the university's commitment to the recruitment and retention of more Ethnic Studies faculty. Summarized below are areas of emphasis and development that we believe will increase our enrollment.

- We will continue to schedule a representative percentage of our courses online, and in the evenings and on weekends, in order to make them as accessible to as wide a range of students as possible. We would also like to expand our course offerings at the Contra Costa Center and downtown Oakland, a goal that is clearly contingent on additional faculty.
- We will continue to expand our involvement in community-based service and research. One of the core courses in the major has a field component. Our majors are required to take a senior seminar (2 units) and a senior thesis (2 units), both of which have a research field component. We will also currently exploring the development of a field/service class in which students will visit and study ethnic sites throughout the Bay Area (i.e., Mission San Jose, Angel Island Immigration Station, Mexican murals in the Mission District, Black Panther Tour, etc.). In addition, the Latin

American Studies Program organized a faculty and student educational trip to Venezuela in December, 2005, and a field trip to Mexico is planned for Summer, 2006.

- We would like to take more of a lead in the recruitment and retention of Native American students. The current search for a tenure track position in Applied Indigenous Studies is structured in order to provide direct links to the communities and reservation and will both address a critical research and teaching void within the department and ideally position Ethnic Studies to assist in seeing out potential Native American students and offering them a better future. The Bay Area is home to one of the largest urban American Indian population in the country. Yet, less than 1% of our student population is Native American.
- We will explore innovative ways to increase enrollment in our introduction course, *ES 1001, Ethnic Experience in America (4)*, including web-based teaching modules, community-based service and research, and more of a team-teaching structure. This is a course that potentially has high student appeal, apart from whether students decide to major or minor in the department. As a survey course, we believe it is an important part of the liberal studies and general undergraduate experience for students. Thus, it is important to make the course as accessible as possible to students.
- We will continue to explore and develop courses that address changing research trends in the field of ethnic studies, and that meet the general education (e.g., Cultural Groups/Women and freshman clusters) and alternative scheduling needs (e.g., PACE, Contra Costa Center and downtown Oakland program) of Hayward students.
- We will continue to develop and evaluate our assessment program, and stabilize and/or change it in ways that are consistent with the scholarly structure of our major and the educational needs of our students.
- We will continue to sponsor and support programs that extend the educational experience beyond the walls of the classroom (i.e., Asian Pacific Heritage Month, Black History Month, Cesar Chavez Holiday, Cinco de Mayo, etc.).
- We will continue to support academically related components of the ethnic studies program (i.e., the Ethnic Studies Academic Society, an on-line ethnic studies journal, etc.) that enhance our ability to educate and support our students and the general university community.

**3) Faculty:** The Department of Ethnic Studies consists of five full-time faculty. Since 2000-2005, it has experienced a 66.64% attrition rate and when the department chair, Dr. Barbara Paige, retires in 2008, the department will have lost five of its long-term faculty. In the interim, the department has acquired three (3) new faculty, one in African American Studies and two in Latino/a Studies. A minimum of three new positions, one in Native American Studies, one in African American Studies, and one in

Asian American Studies (with a Filipino emphasis) are needed if the department is to maintain its comparative and interdisciplinary structure. We believe that it is important to emphasize that we are not simply arguing for replacement positions, but are emphasizing instead the necessity of a “critical mass” of full time ethnic studies faculty, if we are to sustain a viable major. We are currently engaged in a search for one of these positions, the position in Native American Studies.

The primary challenge facing the Department of Ethnic Studies in the next five years is the recruitment and retention of a “critical mass” of faculty. Our five full time faculty and one FERP faculty are innovative thinkers who are committed to the development of Ethnic Studies as a discipline. This commitment is mirrored in the programmatic changes that have been implemented in the department since our last program review and our plan of action for the next five years. However, good ideas that fail to receive foundational support are like fertile seeds that fall on barren ground. The full implementation of our proposed five-year plan is contingent on our ability to hire new faculty.

A successful and highly visible Department of Ethnic Studies is an important component of any university that is committed to equity, excellence, and diversity. In the past decade, several departments within the School of Letters, Arts, and Social Sciences (CLASS) have begun to offer a significantly higher percentage of classes that meet Hayward’s G. E. Cultural Groups/Women Requirement. This is a positive trend, for it mirrors a greater across-the-curriculum approach to studying culture, gender, and diversity. Yet, it is problematic in that it has not been followed by a corresponding increase in the recruitment and hiring of faculty with the expertise to teach gender and diversity courses. Faculty who are deeply grounded in the traditional disciplines do not, of course, need to be experts in the field of ethnic studies to develop and teach a single course in that area. Such a requirement would marginalize faculty and discourage precisely the kind of interdisciplinary research and teaching that the faculty in Ethnic Studies supports. The absence of a closer connection between the proliferation of ethnic studies classes across the curriculum and the hiring of experts in this area is nonetheless problematic. With whom do the non-experts consult, for example, as the inquiring minds of our best students push them beyond the intellectual range of their expertise. This potential problem underscores how important it is for our campus to aggressively support the single context in which a "critical mass" of ethnic studies experts teaches.

## ***External Review Report***

***Department of Ethnic Studies  
California State University, East Bay***

**Prepared by**

**Gordon Nakagawa, Ph.D.**

***Director of Diversity Integration  
Hamline University***

This report represents an external review of the Department of Ethnic Studies at California State University, East Bay. The department and program evaluation was based on a review of documents and a campus visit, including interviews with faculty, students, staff, and administrators. The principal documents I reviewed included the Department of Ethnic Studies Self-Study (2006-2007); External Reviewer's Report (Scott, April 26, 2002); CSU East Bay 2006-2007 Catalog; and Performance Review Data provided by Institutional Research and the department. My campus visitation occurred on November 30-December 1, 2006. I had the opportunity to interview all of the full-time department faculty (Professors Noel Samaroo [Emeritus], Nicholas Baham, Carlos Salomon, Luz Calvo, and Colleen Fong); the department chair (Dr. Barbara Paige); the Associate Provost (Dr. Arthurlene Towner); and the Associate Dean of the College of Letters, Arts and Social Sciences (Dr. Jim Okutsu). I also had the good fortune and benefit of meeting with approximately 20 students in an informal roundtable discussion. I met with the administrative support assistant and office manager, Ms. Leila Rae, and I observed a class conducted by Professor Salomon. Finally, I met with the department chair, Dr. Barbara Paige, for an exit interview. I am appreciative of the gracious assistance, generosity, and above all, patience of all who contributed to this review.

### ***Introduction***

Ethnic studies departments originated in the United States in the late 1960s, early 1970s, as an outcome of complex social, political, and academic forces that converged in and around the civil rights, anti-war, Third World, women's, and other liberation movements of the time. Conceived as a direct conduit between campus and community, ethnic studies has taken as its principal aim the authorization of historically oppressed and marginalized communities to construct and articulate oppositional formations of knowledge and to realize subject positions, identities, and practices counter to white supremacy and hegemony.

Although established over a decade after the first programs of its kind, the Department of Ethnic Studies at California State University East Bay (CSUEB) are highly regarded and

widely respected both on- and off-campus. Comprised of outstanding faculty-scholars, and a wide-ranging curriculum that provides strong representation across communities of interest, the department contributes substantially to the intellectual life of the College of Letters, Arts and Social Sciences and to the academic, professional, and personal development of students. Facing similar challenges in recruiting majors and minors as other ethnic studies programs in California and across the nation, as well as constraints in budget and resources, the department has maintained high academic standards, while faculty have simultaneously pursued and achieved scholarly excellence.

Perhaps too predictable and prosaic an observation, it is still worth noting that the Department of Ethnic Studies at CSU East Bay, like ethnic studies programs across the nation, is at a crossroads. The paradigm for ethnic studies has shifted dramatically over the past three decades from a more or less essentialist approach to identity and community politics, to an increasingly variegated, richly complex, multi-perspectival framework that engenders hybridity and syncretism in the what, who, and how of subject positions, knowledge formation, and community engagement. Having long ago acknowledged (though not yet reconciled) the limitations of the so-called Black-White binary (which never truly existed in the reified form that many have claimed), ethnic studies has undertaken a revision and transformation of its own revisionist and transformational strategies. From its inception, ethnic studies has always been comparative in its social, economic, political, cultural, and artistic analyses, counterposing the historical and contemporary conditions and experiences of oppressed communities of color against white, patriarchal dominance in the U.S. Over time, comparative perspectives have become both elaborated and refined, encompassing sophisticated and subtle investigations of subaltern communities in relation to each other and not merely in their positioning in facing off against white supremacy. Moreover, the explosive interest in diasporic and transnational movements of peoples across the world, as well as the profound and often deeply disturbing patterns and processes of globalization, has invested ethnic studies with radically new directions and commitments. Thus, for contemporary ethnic studies, as Michael Omi noted some years ago, “it ain’t the 60s no more.”

The good news for the Ethnic Studies Department at CSUEB is that the department is fully cognizant of these sea changes in the field of ethnic studies and has planned accordingly within the limits of what is possible and doable in the college and at CSUEB. The less-than-good-news is that resources are thin, while faculty workloads are in some instances at the breaking point, with little relief in sight to address either of these concerns.

In the remainder of this report, I provide a review and evaluation of the current state and status of the department in light of its accomplishments from 2002-2007, and when relevant, I integrate key recommendations from Dr. Otis Scott’s 2002 external review and the department’s subsequent action steps taken in response. I will address the department’s achievements and accomplishments, as well as areas that I suggest are in need of remediation, strengthening, and/or enhancement. These areas include: [1] **Faculty Hiring** – securing new full-time, tenure track faculty hires to offset retirements,

distribute unwieldy work loads, and shore up program integrity; [2] **Student Outreach, Recruitment, and Growing the Major** – developing a systematic and coherent plan for conducting outreach and implementing proactive strategies for recruiting and increasing the number of majors; [3] **Curriculum and Programmatic Development** – addressing curricular and programmatic development in terms of the divide between being perceived as a “service” department on the one hand, and as an intellectually sophisticated and legitimate interdisciplinary field of advanced scholarship; and [4] **Clarifying and Aligning Student Learning Outcomes and Implementing the Assessment Plan** – aligning student learning outcomes and taking long overdue action in implementing the work plan for assessment of learning outcomes and initiation of data collection.

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## **The State and Status of the Department of Ethnic Studies, 2002-2007**

### **[1] Faculty Hiring**

Dr. Scott’s 2002 report made an explicit appeal for the hiring of additional full-time faculty (specifically, specialists in African American and Native American Studies) to offset retirements of tenured faculty and a corresponding compromising of capacity in the faculty’s ability to grow the major, but certainly not a diminution of quality of students’ educational experience in the classroom. Subsequent to the 2002 review, the department lost its only Chicano/a American studies specialist to an unanticipated retirement, creating yet another gap in faculty coverage of principal programmatic areas. To its credit, over the past five years, the department has hired three full-time tenure track faculty: two faculty with expertise in Latino/a Studies, and one with expertise in African American Studies. Although these additional faculty lines have helped to partially compensate for the wave of recent retirements, the department’s third request for a position to meet the profoundly felt and long-standing need in Native American Studies was denied. The department maintains, and I am strongly inclined to agree, that the absence of a Native American specialist is an egregious omission and runs counter to the university’s, college’s, and department’s public commitments to realizing educational, equity, diversity, and multicultural learning outcomes. Given the historic and contemporary neglect and negligence of Native American communities in and outside the academy, the continuing deferral of this request represents not only programmatic difficulties for the ES Department, but raises serious questions about the university’s commitment to realize educational and social equity in publicly approved and codified academic programs.

Understandably, because of the relative recency of the new faculty hires, there has not yet been a discernible increase in widespread leadership and governance participation by the junior faculty. That there are no faculty currently occupying the associate professor rank attests to a gap that is as long as it is wide in department capacity to engage in governance opportunities with the kind of breadth and depth that all of the faculty have

indicated that they aspire to. This will take time, but even acknowledging how spread thin the current faculty are, there is a necessity for both junior and senior faculty to participate more prominently in university-level governance sooner rather than later.

## **[2] Student Outreach, Recruitment, and Growing the Major**

In the context of a department that at once both leads and serves the university's commitments to diversity, multicultural learning, and educational/social equity and justice, the challenge of balancing campus wide service needs with establishing and growing a critical mass of majors and minors is daunting, particularly in the face of declining resources and increasing faculty workloads. With only five full-time faculty and a small part-time pool of lecturers, there are endemic constraints on departmental capacity to meet even the most basic programmatic requirements. In order to serve the student demand in the GE Cultural Groups/Women area requirement and in contributions to the freshman and sophomore clusters, and in order to sustain itself budgetarily, the department must offer adequate numbers of sections of service courses that will generate enrollment and FTEs sufficient to allow low-enrolled or under-enrolled courses (typically at the upper-division levels) to be offered so that majors and minors can progress steadily toward graduation. This relationship between university-wide leadership and service on diversity and multiculturalism on the one hand, and the departmental and disciplinary commitment to engaging and mentoring majors and minors on the other hand is tenuous at best and untenable at worst. In this regard, the difficulties faced by the ES Department at CSU East Bay parallel most if not all ethnic studies programs across the nation. Virtually all must grapple with institutional expectations and mandates (generally, with less than adequate institutional resources and funding) in taking the lead on enabling students across the university to achieve diversity-centered learning outcomes, while struggling to recruit and retain majors and minors in their own programs. In ethnic studies programs nationwide, this discrepancy between generating FTEs disproportionately from service courses instead of courses for majors and minors generally reflects a combination of inadequate allocations to departments' base budgets to meet the high demand of cultural breadth and diversity requirements for all matriculated students and the onerous expectation that ethnic studies should primarily shoulder this responsibility since the subject content and learning outcomes are situated squarely within the disciplinary scope of the field. The latter certainly makes a semblance of sense – but not in the absence of resources both to support service obligations and to grow the major.

In the face of these constraints, the ES Department has made concerted efforts to enhance student outreach and recruitment by raising its campus profile through sponsorship of ethnic-specific events and resources (e.g., ethnic-centered holidays, historical and cultural weeks/months, a departmentally produced online journal); “general outreach” (e.g., resulting from teaching excellence among the ES faculty, as well as proactive advising

and mentoring); and scholarship opportunities (e.g. the three named grants and scholarships available to ES students). These are highly laudable activities and initiatives that draw positive attention among students to the department. But it is not clear how effectively these efforts are paying off, inasmuch as there seems to be no method for tracking how many students have been recruited into the major by virtue of these strategies. Granted, it can be very difficult to track the efficacy of these kind of generic approaches to recruiting, but if the department is placing its faith in these three strategies, then gathering both quantitative and qualitative data (for example, through intake advisement surveys or interviews when students declare the major) would provide a basis for determining how and why existing recruitment strategies do not seem to be producing substantial changes in numbers of majors. Perhaps more to the point, what seems to be needed is a coherent plan for systematically conducting outreach and recruitment that goes beyond attracting students through events, the faculty's teaching and advising reputation, and scholarships. It would behoove the department to create annual, three-year, and five-year plans for recruiting and securing majors. The plans should integrate specific proactive strategies for recruiting students, including best practices like: pursuing closer collaboration and partnerships with the university's Educational Opportunity Program; consulting with and lobbying academic advisors, and academic support service staff to enlist them in efforts to disseminate information about the ES major; seeking reciprocal, even joint recruitment opportunities with International Studies; direct appeals from current faculty and undergraduate ES majors in GE and other feeder courses; providing lists of potential follow-up courses in ES that may meet GE requirements and/or that may provoke interest in more specialized ES topics and themes. These are, of

course, only suggestions, and the most compelling concern is to develop a systematic recruitment plan that is coherent, intentional, consistent, and subject to assessment on an ongoing basis.

### **[3] Curriculum and Programmatic Development**

This acquisition [of three new faculty hires] has enabled the department to develop a new option in Gender and Sexualities in Communities of Color, and beginning Winter of 2007 to offer courses that meet the American History and Institutions Code Requirement. While the department's long-term goal is to develop more courses in Diaspora and global ethnic studies, *its primary commitment is to first sufficiently expand its Ethnic American Studies course offerings. This commitment is consistent with the ideological roots of the discipline, as well as an important diversity goal of the campus, given its Cultural Groups and Women Requirement.*

(Department Self-Study, p. 6, emphasis added)

This is an extremely important and revelatory statement about how the department conceives of its current mission and guiding principle/motive force, but it begs the question about the department's vision for itself. While it is certainly true that "[t]his commitment is consistent with the ideological roots of the discipline," it also evokes and provokes a series of questions: How (if at all) have the "ideological roots" of ethnic studies shifted over the past 40 years? As an historically and intrinsically interdisciplinary field, what evolutionary and revolutionary disruptions, academically, socially, geopolitically, have re-formed the topography of ethnic studies? In what ways might there be a rapprochement between "old school" ethnic studies (with its community-specific foci) and the advent of transnational, diasporic, borderland, and global studies that have problematized geographic, cultural, and political boundaries? (I return to these questions in greater detail at the end of this section.)

The ES Department merits commendation for its development of a new Gender and Sexualities in Communities of Color option. Consistent with Dr. Scott's recommendation to "explore possibilities for more course development relating to women of color" (Scott, External Reviewer's Report, p.10), this new option also partially speaks to his recommendation "to determine if its offerings are in alignment with content developments and directions in Ethnic Studies" (Scott, External Reviewer's Report, pp. 4 and 10). By integrating gender and sexuality issues, this option creatively provides

focused study of these intersecting themes in contemporary ethnic studies scholarship. In addition, the curricular accomplishments in proposing two new courses in fulfillment of the American History and Institutions Code, as well as enhanced course offerings in AAS, are admirable enhancements to the university's service and program profiles, respectively.

The all-too-familiar dilemma in ethnic studies has been characterized as being stuck between a rock and a soft place: that is, ethnic studies historically has found itself to be perceived by those outside the discipline as “feel good” studies or as a palliative or compensatory remedy that may raise important questions but ultimately lacks a scholarly canon and intellectual depth. Those who are theorists and scholars in ethnic studies, of course, recognize the intellectual vitality and sophistication that characterizes the expanse of the field. While the kind of disparaging “soft” description that is so often ascribed to ethnic studies courses in General Education can certainly be challenged, the analogy begins to capture the dilemma that ethnic studies departments and programs so frequently face, namely, that their role as a principal source of service courses provides invaluable benefits to students in all majors; but the often disproportionate concentration of human and financial resources in GE and service areas leaves precious little to grow the critical mass of ES majors and minors. New course development is deferred; existing courses go wanting both for adequate enrollments and faculty workload availability to teach the more focused and specialized courses. Striking a balance between providing the university at large with the lion's share of courses that meet cultural breadth learning outcomes points to a larger institutional lacuna. It cannot and should not be the case that ethnic studies bears the onus of delivering cultural breadth through their course offerings. Multicultural learning must be infused not only in those courses falling within the cultural breadth area, but must be integrated in and across the curricula and pedagogies of all departments and colleges. While it certainly makes sense that ethnic studies will do the “heavy lifting,” inasmuch as these cultural and multicultural foci are at the heart of ethnic studies as an intrinsically interdisciplinary field, it remains, nonetheless, incumbent upon all academic disciplines and fields to include diversity learning outcomes as integral (and not contingent) throughout their respective curricula.

For ethnic studies generally, and for the CSU East Bay Ethnic Studies Department specifically, this tension presents a major challenge. Although it is essential to review and monitor the proper and desirable placement of ES courses across GE areas, the department must take care to focus its attention on strategies that will grow the major options and the minor. Absent a critical mass of majors and minors, the distorted perception that ES is first and foremost a service resource and not an intellectually accomplished discipline possessed of its own scholarly excellence and integrity is likely to be perpetuated. The department needs to raise its public profile both on campus and in the larger community by highlighting the accomplishments of both its students and faculty. In both academic work as well as in the community engagement that has historically defined the specificity of ethnic studies as the precursor to what is now called service learning, Ethnic Studies should aim a laser-like focus on how the department, curriculum, faculty, and students manifest the ostensibly university-wide commitments to diversity and multicultural learning. Ethnic studies departments and programs across the

nation have led the way, historically and presently, and the ES Department at CSU East Bay is no exception.

As I noted at the beginning of this section, the Gender and Sexualities option is an extremely promising and hopeful sign, inasmuch as it clearly represents movement toward more integrative and comparative (rather than community-specific) analyses and perspectives, which I believe are at the leading edge of contemporary work in ethnic studies.

And the most critical question that I believe the department must address, sooner rather than later, is the foundational question about the necessity and desirability of retaining its community-specific profile (with the attendant proliferation of groups, most recently, for instance, involving the addition of a Filipino American option and a Latin American option). Alternatively, the faculty may wish to consider carefully and intensively the possibility of transitioning its curriculum and program toward comparative and integrative global ethnic studies, particularly given the most recent hires, all of whom bring cutting edge perspectives on the intersections of global and local forces and issues, specifically focusing on transnational, diasporic, borderland, and hybridic scholarship. Over time, this global ethnic studies framework could come to distinguish the department and set it apart not only from CSU Sacramento, which presently configures its program similarly to East Bay's, but also from other CSU, UC, and private institutions that house ethnic studies departments or programs. This move toward globalizing ethnic studies is happening nationally, but the received tradition of community-specific foci continue to define the programmatic and curricular infrastructure of most universities that house ethnic studies programs.

This would mark a transformational sea change in CSU East Bay's Ethnic Studies program. I am not overtly recommending such a change, but I am encouraging (and urging) the department to undertake serious study, reflection, and self-critical scrutiny of the kind of future that the department believes will be in the best interest of its faculty, students, and surrounding communities.

Ethnic studies as a disciplinary formation is indeed undergoing a sea change, and my belief is that holding too rigidly to academic, disciplinary, and (imagined) community boundaries that are arguably and demonstrably becoming more and more diffuse (witness the surge of borderland scholarship) may result in the department's continuing to rehearse the same appeals for resources in support of a philosophy and structure that may be falling under its own weight. Make no mistake that the specificity of the needs, agenda, and aspirations of historically marginalized communities in the U.S. must continue to be taught, researched, and served; we have not yet arrived (and in fact are far, far from arriving) at a point where we can simply "move on" to ostensibly more globally important concerns. Our communities here in our midst in the U.S. continue to make ethical, moral and political demands that cannot be dismissed in lieu of what some might regard as a bigger, more comprehensive world picture. But we must find that tipping point where ongoing dedication and attention to racial and ethnic communities in the U.S. are meeting (if not giving way to) the international and transnational movement of people

and material and cultural capital. Practically speaking, how can we renew and reinvigorate programs that can somehow account for (if not capture) a moving target? Racial and ethnic and immigrant communities are in constant and continual movement. The postmodern space of imagined and lived communities is dispersed geographically and in cyberspace. The program that directly and effectively poses these questions and advances innovative and bold possibilities for re-inventing itself will not only survive but thrive. Ethnic studies stands on the cusp of a movement into a new iteration and incarnation, but it also seems intent on getting in its own way by holding to an organizing framework that is by no means irrelevant or anachronistic, but is in serious and immediate need of renovation and renewal. The Ethnic Studies Department at CSU East Bay captures many if not all of these tensions. The faculty are demonstrably outstanding teachers, exceptional scholars, and incipient if not fully realized leaders both on and off campus. This is a department that warrants and deserves support, and for its part, the department must hold itself not only to its estimable historic standards of excellence in serving its students and communities, but it must also hold itself accountable to the emerging demands and inexorable movement and forces that are shifting the waves and tides of old paradigm ethnic studies into global and transnational currents (and movements of currency) that manifest the postmodern world (dis)order.

Regardless, I hasten to add that retaining its community-specific options is certainly legitimate, academically, politically, ethically, and pragmatically. But it is this context of choice about alternative visions for the future from which all specific questions and strategies about growing the major and minor, decisions regarding future faculty hires, and allocation of resources in support of faculty development must be traced and held accountable.

#### **[4] Clarifying and Aligning Student Learning Outcomes and Implementing the Assessment Plan**

The department remains involved in the ongoing development of a learning outcomes assessment plan, including a mission statement, program objectives, and learning outcomes [see ES Self-Study, Attachment G]. According to the department's self-study, the mission statement, objectives, learning outcomes, and an accompanying work plan to produce specific assessment methods and instruments, were developed *before* the last program review in 2002. The department states that the assessment plan is a "work in progress," and the department is "currently in the process of reviewing our existing assessment plan and exploring ways to improve it." Certainly, given the constraints on

resources, the transition in the complement of faculty (i.e., retirements and recent hires) and the high workload demand, it is understandable that the process of implementing the work plan and of initiating data collection would take time. However, it appears that little if any progress has been made over the past five years in instituting the work plan that was intended to clarify the learning outcomes and to develop the full range of direct and indirect assessment instruments identified in the plan. First, there seems to be a discrepancy between the four (4) student learning outcomes identified in the department's catalog copy and the five (5) learning outcomes that appear in Part Two of the assessment plan [Attachment G]. Moreover, the grid that correlates learning outcomes with core major courses in Part Three of the assessment plan indicates that there are six (6) rather than five learning outcomes, but I could not find the sixth outcome specified anywhere in the plan. Needless to say, these discrepancies – are there four, five, or six learning outcomes? – need to be addressed and cleaned up. Further, it appears that those assessment instruments and strategies that have already been in place for at least the past five years (e.g., the ES Department Assessment Tool, and the Graduating Senior Exit Interview) have not been implemented to generate base line data and benchmarks for ongoing assessment. A priority for the department should be to devote time and resources to implement the work plan and to begin gathering both qualitative and quantitative data from direct and indirect assessment measures. The foundation has been laid: the mission statement, program objectives, and learning outcomes have been articulated, and the assessment methodology has been generally established, but the specific assessment methods and instruments identified in the work plan have yet to be produced.

But in tandem with clarifying and moving forward on the standard assessment plan, I recommend that the department should set aside time to review alternative assessment approaches and methods that are more attuned to the kind of critical and applied studies that characterize ethnic studies. The paper and pencil pre-/post-test instruments, rubrics, embedded measures, etc., have their value, but do they appropriately assess the critical and analytic and interventionist-advocacy-based skills, attitudes, and competencies that students should be learning in an interdisciplinary field like ethnic studies? Increasingly, there are approaches to and exemplars of “assessment” (often, even this term is problematized insofar as it manifests a corporate sensibility) that depart from and provide qualitatively distinct alternatives to conservative measures of accountability and standardized, one-size-fits-all learning. Before proceeding further in designing direct measures, it would serve the department well to investigate non-mainstream options. If we have to assess, we have to assess, but better that it be on our own terms and with principles and methods that are consonant with our predicating and political assumptions regarding learning, teaching, and pedagogy. Recent scholarship on and critical interventions into the character of learning, teaching, authority, and evaluation in the literature of critical, postcolonial, and feminist pedagogies provide an excellent initial starting point.

## COMMENDATIONS

- The successful hiring of three full-time tenure track faculty over the past three years has revitalized the department not only by beginning to address teaching and service needs in the Latino/a Studies and African American Studies options, but through their actual and potential contributions toward integrating ethnic and global studies through their respective research and scholarly programs. The department is commended for having selected outstanding teacher-scholars who can move the program in new and innovative directions.
- The department's submission of courses that fulfill American Histories and Institutions Code requirement speaks well for its sustained commitment to enriching diversity-based learning and contributing to diversity learning outcomes across the general student population.
- The department merits commendation for its development of a new Gender and Sexualities option. By integrating gender and sexuality issues, this option creatively provides focused study of these intersecting themes in contemporary ethnic studies scholarship.
- The ongoing sponsorship and support of campus-wide ethnic-specific events and departmental support of ethnic studies student organizations reflect accountability for co-curricular activities and opportunities that support diversity learning.
- The department's ethnic studies online journal provides an excellent vehicle that features student scholarship and serves as a potential outreach and recruitment resource.
- The three named scholarships/grants (including one endowed scholarship) in support of ES students bring positive attention and acclaim to students and to the department.
- Students express high regard for the ES faculty, whom the students describe as knowledgeable, accessible, receptive, and supportive. Teaching evaluations and qualitative evidence drawn from a range of sources (including on-site interviews and a class observation) confirm a high standard of excellence in teaching and a strong commitment to mentoring of students.
- The faculty uniformly characterize relationships with one another as collegial, collaborative, and caring. Junior faculty expressed appreciation to senior faculty for the latter's support both in principle and in practice.
- The Department Chair is widely acknowledged and appreciated for her efforts to be inclusive and supportive, particularly of junior faculty. All faculty, junior and senior, attest to the chair's effectiveness as a leader and administrator.

## RECOMMENDATIONS

- If I were to identify the single most salient, most pervasive, and truth be told, the most predictable appeal expressed by faculty and students alike, it would be the almost mantra-like call to hire a Native Americanist to fill a desperately felt programmatic need since the retirement of Professor Roxanne Dunbar-Ortiz, the eminent, internationally recognized scholar of Native American studies. I want to strongly endorse this appeal – but with a proviso. On the one hand, the rationale for moving forward immediately is palpable: the university, college, and department have formally committed to offering (and by implication providing adequate support for) a Native American option in the ES major. That there have only been part-time faculty to teach courses in this area may have been an appropriate stopgap measure; but if the four-fold ethnic-specific framework of the ES program continues to be regarded as consistent with the mission and vision of the university and the department, then the minimal support that should be afforded is the allocation of at least one full-time faculty line to advance not only the interests of the ES department, but to address the shameful neglect and marginalization of the Native American population locally, regionally, state- and nation-wide. I want to emphasize that I am *not* suggesting that CSU East Bay has been derelict in its responsibilities regarding Native Americans, certainly not any more so (and perhaps not any less so) than virtually any other CSU campus in the system. On the contrary, the very fact that East Bay has an option in the ES department speaks volumes to its recognition that there is a compelling educational and ethical imperative to include coursework and academic study of Native Americans as essential in the university's overall academic plan. My point is that in the face of this public commitment, the university, college, and department need to be held accountable for providing the resources to enable and realize the delivery of this option and/or courses as part of the ES major and as part of its value-added learning in general education and in free electives available to the general student population. If the integrity and veracity – this is partly a matter of truth-in-advertising – of the department's historic and current ethnic-specific options are to be honored and validated, then the allocation of a full-time faculty line for a Native Americanist should receive the highest priority for future hires.

**Recommendation: The university and college should approve the department's request to hire a Native American [and/or Fourth World indigenous peoples] specialist. [But see the proviso and linked recommendation below.]**

I want to qualify this recommendation by indicating that before seeking and pursuing this (or any other full-time faculty) hire, a foundational question about the department's future needs to be addressed and deliberated. This question focuses on the sea change over the past 30 years in the field of ethnic studies. This leads to the proviso and a linked recommendation about a faculty conversation and decision that should take place prior to any further hiring requests.

- **The proviso to the recommendation above is that the department should revisit and review carefully the department's mission and vision:** what is the "proper" and most productive convergence of the "ideological roots" of ethnic studies and the burgeoning influence of global and transnational studies? On the one hand, it is undeniably premature to signal the passing ethnic-/community-specific work; the historically racialized populations continue to be beset by issues, problems, and agendas that are endemic to these respective groups, and we are very, very far from having adequately addressed the needs and aspirations of any of these communities. On the other hand, it would be disingenuous and simplistic to sustain old school political constructions that perpetuate dividing lines that are increasingly and ever more pervasively diffuse and transparent. **The issue is not simply balancing these emphases, but finding creative and innovative ways to address the complexity of contemporary syncretic relations of race, nation, ethnicity, culture, power, and other dimensions of and forces shaping identity, community, and difference, all in the context of globalization, neo-imperialism, and the transnational movement of peoples and capital, material and cultural.**

It is worth noting that ethnic-specific degree programs and departments identified in the self-study (such as those offered at a wide range of CSU and UC universities) are examining how, for instance, Asian American studies can no longer (if ever it realistically could) demarcate Asian American issues from international patterns of migration and the exchange of forms of economic and cultural capital. Likewise, African American studies programs have historically studied pan-African origins and contemporary influences, but the disciplinary scope and infusion of African and Afro-Caribbean (and other Afro-diasporic spheres) have problematized previously held

conceptions of blackness, colonialism, Afrocentrism, etc. The local and global meet in the workplace, in the classroom, and in our everyday lives.

My point, belabored as it is, is that the position description for a Native American specialist will depend crucially upon how and whether the department is prepared to seek a scholar conversant in global, indigenous Fourth World perspectives, or a scholar more traditionally situated in Native American studies. I am not suggesting that this is dichotomous or an either/or decision.

**Recommendation [linked to recommendation above]: I am recommending intensive and extensive ES faculty dialogue and deliberation about this contemporary trend toward re-visioning its program within the emerging paradigm of global ethnic studies, which may help to clarify and refine programmatic, curricular, and faculty needs. This conversation should take place prior to drafting a new position request for a Native American specialist.**

While these decisions are undeniably and ultimately subject to the department's discretion and judgment, I am suggesting that the intellectual standpoint and inflection of a more broadly conceived Native Americanist / Fourth World, Indigenous peoples position would complement, enhance, and even distinguish the expertise of current faculty, particularly the three most recent hires, all of whom have demonstrable academic and scholarly backgrounds in global/local intersections.

- A related issue in re-visioning ethnic studies is how the now conspicuous presence of multiracial, multicultural, and multiethnic students, faculty, and staff has problematized our traditional conceptions of racialization and racial formations in the U.S. and abroad. Increasingly, the challenge to discrete lines of demarcation between and among racial, cultural, ethnic, national, internal

communities has arisen not only in the curriculum and in the rarefied scholarship of the academy, but it also pervades the everyday life, culture, and lived experience of campus communities. These real albeit constructed identities and communities represent critical interventions in how we must re-think and re-form the design and delivery of academic programs, curricula, and services. The resulting permeability and transparency of the constructed character of race- and/or ethnic-specific “options” speak to the exigency of re-examining these received, extant categories.

**Recommendation: Examine the possibility of developing a course on biracial/multiracial – bicultural/multicultural identity, which would complement the existing on interracial marriage, and enrich the overall curriculum.**

- The decisions to forgo the integration of ES courses into the multiple and single subject credentials in liberal studies and to eschew the development of an Asian American studies option in liberal studies were prudent, not only given the changes in credentialing requirements, but moreso, given the explicit priorities identified by the ES department, the existing constraints on resources, and the work load demands on a faculty that is arguably stretched beyond its capacity. Regardless –

**Recommendation: The continuing presence of the Ethnic Studies option in liberal studies should be promoted and should be closely monitored to assess its potential for expanding the student enrollment base in ES courses.**

- **Recommendation: The department needs to develop a systematic recruitment plan that is coherent, intentional, consistent, and subject to assessment on an ongoing basis.**

I recommend the creation of a systematic plan to grow the major and minor, including the design and implementation of more proactive outreach and recruitment strategies, benchmarks and goals. But the department cannot and should not be expected to go this alone: direct college and university support in the form of time and resources to accomplish this work will be essential.

- **Recommendation: Action on implementing the learning outcomes assessment plan should be undertaken without delay; clarification and alignment of learning outcomes and completion of the work plan require concerted attention and time from the department.**

Four elements should be attended to: [1] clarification and specification of the precise student learning outcomes should be identical in the catalog copy and in the department's internal assessment plan documents; [2] specific direct and indirect assessment measures identified in the plan need to be designed and implemented; [3] a time line and plan for initiating data collection, employing the instruments and tools already extant (e.g., the ES Department Assessment Tool, and the Graduating Senior Exit Interview) need to be delineated; [4] alternative modes of assessment, consonant with ethnic studies' predicating and political assumptions regarding learning, teaching, and pedagogy, should be explored as complementary and supplementary to the standard assessment approach and strategies. Recent scholarship on and critical interventions into the character of learning, teaching, authority, and evaluation in the literature of critical, postcolonial, and feminist pedagogies provide an excellent initial starting point for this exploration.

## Response to External Reviewer's Report

October, 2007

The Ethnic Studies Department successfully recruited for its five-year review Dr. Gordon Nakagawa, who is currently the Director of Diversity Integration at Hamline University. Prior to transitioning to Hamline, Fall, 2006, Dr. Nakagawa served as Associate Dean, in the College of Humanities, California State, Northridge. He thus brings to the review process an extensive background in diversity and equity issues, considerable administrative experience, and an objective and critical perspective.

In his balanced review of Ethnic Studies at CSUEB, Dr. Nakagawa both acknowledges the department's strengths and identifies what he views as its weaknesses. He commends the faculty for its high academic standards and scholarly pursuit of excellence in teaching and research. He describes the faculty as "highly regarded and widely respected both on- and off-campus," the curriculum as "wide-ranging" and as providing "strong representation across communities of interest." And he describes the department as contributing substantially to the intellectual life of the College of Letters, Arts and Social Sciences (CLASS) as well as to "the academic, professional, and personal development of students." He also commends the department for having hired three outstanding teacher scholars since its last review, scholars, he emphasizes, "who can move the program in new and innovative directions" and "revitalize the curriculum." However, he also duly notes the department's continuing critical need for a position in Native American Studies, an issue I will address later in this response. He concludes by emphasizing the department's innovations in the area of curriculum development (e.g., a new Genders and Sexualities Option, and courses that fulfill American History and Institutions Code Requirements), its online student-centered journal, and its continuing efforts to sponsor and support campus-wide ethnic-specific and curricular activities and events. The areas that Dr. Nakagawa believes the department most needs to address or revisit are: a) the critical need for a Native American specialist; b) its mission and vision; c) its assessment plan; d) its recruitment strategies.

Dr. Nakagawa's recommendations for change are addressed below:

**Critical need for a Native American Specialist** - This need has been addressed. Dr. Nakagawa visited CSUEB Fall of 2006. However, due to illness and other non-specific related problems, the department of Ethnic Studies did not receive his external reviewer's report until September, 2007. In the interim, the department has been allocated a position in Applied Indigenous Studies, a position for which it is currently conducting a search.

**Revisit and review carefully the department's mission and vision** - Spring Quarter, 2007, the Ethnic Studies faculty devoted a full day retreat to precisely the kind of vision questions that Dr. Nakagawa raises in his report. As he indicates, the faculty is very aware of changing directions in the discipline, and we believe the department has made impressive progress in addressing those changes in the past five years. The new Genders and Sexualities Option is hemispheric in content and structure, and the new

position in Applied Indigenous Studies lists Diaspora Studies as a preferred secondary area of expertise. Also, the department recently acquired (2006-2007) Latin American Studies and the Filipino and Filipino American Studies minor, both of which represent some innovative hemispheric and global curricula possibilities. Dr. Nakagawa, however, recommends more of a paradigm shift than it is currently realistic for the department to make. While we are very interested in shifting our focus more on the Diaspora, we don't have the resources to move seriously into the area of Global Studies. The current Ethnic Studies faculty is trained primarily in the area of American Ethnic Studies, with at best secondary backgrounds in Diaspora Studies.

**Revisit and review assessment plan** - As Dr. Nakagawa indicates, we view our assessment plan as a work in progress, and without the allocation of additional resources for assessment, it is doubtful that the department will find the time to explore the non-mainstream options he recommends. However, we will continue to review and adjust our intake and exit assessment plans.

**Development of a Systematic Recruitment Plan** -The increase in our major population in the past year (it has doubled) clearly indicates that some of the department's focus on maintaining a high profile (i.e., its online journal, campus events) is working. However, we can always do more. Dr. Fong is currently developing a field class that will study "ethnic sites" in the East Bay, and the department believes this class has recruitment potential. The department is also participating in a new humanities cluster that has as a long-term goal the development of performance groups that will visit and perform at local high schools (a potentially very effective recruitment strategy). Dr. Nicholas Baham and Dr. Carlos Salomon, two of our recent hires, are involved in Summer Bridge (as guest lecturers), and the department actively participates in campus advising events (e.g., orientation, major and minor faire, etc.).

Overall, Dr. Nakagawa's review of our department is very positive. As he indicates, our three most recent hires are exceptional teacher scholars who have introduced some exciting and innovative curricula changes into the major. Also, the department is currently conducting searches for an Applied Indigenous Studies position, as well as a position in Sikh Studies (the first endowed chair in the CSU system). So we are looking forward to the next five years, and the department's potential for growth. An expanding faculty will enable us to more effectively address the areas that Dr. Nakagawa indicates the department needs to revisit (that is, to the extent that it is reasonable and feasible), develop and expand our curricula offerings, and expand our major base.

[Attachment A]

**B.A. in Ethnic Studies: The Roadmap**

**Entering Freshmen**

**Freshman Year: (8 Units)**

*E S 1001 Ethnic Experience I: Minorities (4)*  
and

*One of the following Primary Option courses.*

*E S 1100 Introduction to African American Studies (4)*  
*E S 1200 Introduction to Mexican American/Latino Studies (4)*  
*E S 1300 Introduction to Native American Studies (4)*  
*E S 1500 Introduction to Asian American Studies (4)*

**Sophomore Year: (12 Units)**

*One Area Breadth course (4 units), one Primary Option course (4 units), and one Secondary Option course (4).  
Courses to be selection in consultation with an advisor.*

**Junior Year: (20 Units)**

*E S 3000 Ethnic Writers (4)*  
and

*16 additional units to be selected in consultation with an advisor: one Area Breadth course (4 units), two Primary Option courses (8 units), and one Secondary Option course (4).*

**Senior Year: (20 Units)**

*E S 3820 Race Matters (4)*  
*E S 4020 Senior Seminar (2)*  
*E S 4030 Senior Thesis (2)*  
and

*12 additional units to be selected in consultation with an advisor: one Area Breadth course (4), one Primary Option course (4), and one Secondary Option course (4).*

## **Transfer Students**

### **Junior Year (32 Units)**

*E S 1001*      *Ethnic Experience I: Minorities (4 units)*  
and

*Required Primary Option introduction course (4 units).*  
See Freshman Year.

*ES 3000*      *Ethnic Writers (4 units)*  
and

*20 additional units to be selected in consultation with an advisor: one Area Breadth course (4 units), two Primary Option courses (8 units) and two Secondary Option course (8 units).*

### **Senior Year (28 Units)**

*E S 3820*      *Race Matters (4 units)*  
*E S 4020*      *Senior Seminar (2 units)*  
*E S 4030*      *Senior Thesis (2 units)*

*20 additional units to be selected in consultation with an advisor: two Area Breadth courses (8 units), two Primary Option courses (8 units), and one Secondary Option course (4 units).*

[Attachment A1]

**Department of Ethnic Studies  
Annual Schedule for 2004-05**

COURSE	FALL	COURSE	WINTER	COURSE	SPRING
<b>CORE CLASSES</b>					
1001	ETHNIC EXP 1	1001	ETHNIC EXP 1	1001	ETHNIC EXP 1
3000	ETHNIC WRITERS			3000	ETHNIC WRITERS
		4020	SENIOR SEMINAR	4030	SENIOR THESIS
				3820	RACE MATTERS
<b>BREADTH CLASSES</b>					
1005	<b>VIEWING DIVERSITY</b>	1005	<b>VIEWING DIVERSITY</b>	1005	<b>VIEWING DIVERSITY</b>
2002	<b>PATTERNS OF IMMIG</b>	3030	IMM/REFUGEE WOMEN	2130	<b>ETHNICITY/HUMOR</b>
3110	RACISM IN AMER 1			3110	RACISM IN AMER 1
3120	CIV RIGHTS MOVMT	3120	<b>CIV RIGHTS MOVMT</b>	3120	CIV RIGHTS MOVMT
3333	ETHNIC/MINOR POL	3333	ETHNIC/MINOR POL		
3810	HIST MINORITY EDU				
3430	INTERRAC SEX/MARR			3430	INTERRAC SEX/MARR
<b>AFRICAN AMERICAN OPTION</b>					
2135	AFRO-AMER WRD PER	2125	BLACK AESTHETIC	1100	AFAM STUDIES
3130	SLAVES IN AMERICA	3105	BLACK IDENTITY		
3165	AFAM SEXUALITY	3180	WORLD OF BLACKCHILD	3165	AFAM SEXUALITY
3567	BLACKS IN US	3145	AFAM MUSIC		
<b>ASIAN AMERICAN OPTION</b>					
		1500	ASIAN AM STUDIES		
3555	ASIAN AM FAMILY	3551	ASIAN/AM	3555	ASIAN AM FAMILY

			WOMEN/MEN		
<b>MEXICAN AMERICAN/LATINO OPTION</b>					
1200	MEX AM/LAT STUDIES			1200	<b>MEXAM/LAT STUDIES</b>
3805	MEX/LAT AMER IMMI	3202	LATINO WRITERS		
<b>NATIVE AMERICAN OPTION</b>					
3305	CONT NAT AM LIFE	3305	CONT NAT AM LIFE	3700	NAAM FILM
3310	NAAM WORLD	1300	NAAM STUDIES	3800	PEOPLE CEN/AM
<b>ELECTIVES</b>					
3810	CO-OP ED	3810	CO-OP ED	3810	CO-OP ED
4900	INDEPENDENT STUDY	4900	INDEPENDENT STUDY	4900	INDEPENDENT STUDY

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

[Attachment B]

Fall, 2006

**REQUEST FOR APPROVAL OF MINOR  
In Genders and Sexualities in Communities of Color**

1. Name of the **campus** submitting the request and the full exact title of the proposed aggregate of courses, whether it is an option or minor.

**Cal State University East Bay, Minor in Genders and Sexualities in Communities of Color**

2. Full and exact **title** of the degree and major program under which the option will be offered.

**N/A**

3. **Options already existing** under the major program for which the new aggregate of courses is proposed. N/A

4. **Department(s)** to offer the aggregate of courses:

**Ethnic Studies**

5. **Purpose of the proposed aggregate of courses.**

**This new minor responds to the Dean's call for a revitalization and enrichment of the curriculum in the College of Letters, Arts, and Social Sciences**

A minor in **Genders and Sexualities in Communities of Color** will allow students to engage in sustained interdisciplinary studies of gender and sexuality in communities of color. The courses in this option deal with one or more of the following subject areas:

- Queer of Color Identities
- Theories and Histories of Racialized Gender and Sexuality
- Women of Color Feminisms
- Racialized Masculinities
- Sexuality in Communities of Color

In this minor, students will have the opportunity to focus critical attention on the intersection of race, gender, and sexuality through a variety of expressive and rhetorical modes, including performance, literature, music, visual arts, digital media, and public debate. Grounded in contemporary queer of color theory and woman of color feminist scholarship, courses in this minor explore gender and sexuality as complex social formations that produce a multiplicity of identities and practices.

Students who choose this minor may find employment in a variety of fields, including HIV education programs, GLBTQ community agencies, rape crisis centers, domestic violence shelters, youth centers, and other community service agencies.

6. **Need** for the proposed aggregate of courses:

The **Genders and Sexualities in Communities of Color** minor is a response to current research and theorizing in the field of Ethnic Studies. Ethnic Studies—as a field of study and intellectual inquiry—has increasingly realized that in order to fully understand the process of racial formation, racial inequality, and community resistance it must simultaneously attend to issues of sexual difference, gender oppression, and non-normative sexualities.

This minor updates our curriculum, exposing students to some of the most innovative and cutting-edge scholarship in our field. This minor draws upon existing strengths of our program—namely the highly successful courses “African American Sexuality” and “Interracial Sex and Marriage.”

The proposed minor will contribute to the overall integrity and currency of our ES curriculum. We believe that it has the potential to draw new students to CSUEB, as it will make us more competitive with San Francisco State University, whose programs in Ethnic Studies and Human Sexuality already offer similar sets of courses.

7. List of all **requirements** including the **courses**, by catalog prefix number, title, and units of credit, as well as **total units** to be required under the proposed **minor**.

24 Units Required for the Minor:

**Required Courses (8 Units):**

ES 1700 Introduction to Genders and Sexualities in Communities of Color (4)

ES 4020 Senior Seminar (2)

ES 4030 Senior Thesis (2)

**Electives (16 Units):**

ES/WOST 3030 Immigrant and Refugee Women (4)  
ES 3165 African American Sexuality (4)  
ES 3210 Latinas in the US (4)  
ES 3303 Contemporary African American Women Writers (4)  
ES 3430 Interracial Sex and Marriage (4)  
ES 3551 Asian American Women and Men (4)  
ES 3710 Racialized Masculinities (4)  
ES 3720 James Baldwin (4)  
ES 3730 Women of Color Genders and Sexualities (4)  
ES 4300 Queer of Color Subjects and Critical Theory (4)  
WOST/ES 3420 Minority Women in America (4)

8. List of all **requirements** including **courses**, by catalog prefix, number, title, and units of credit, as well as **total units** to be required **for the major** in which the proposed option is to be included

N/A

9. **New courses** to be developed and existing **courses** to be **modified** with the nature of the modification indicated.

ES 1700 Introduction to Genders and Sexualities in Communities of Color (4)  
ES 3710 Racialized Masculinities (4)  
ES 3720 James Baldwin (4)  
ES 3730 Women of Color Genders and Sexualities (4)  
ES 4300 Queer of Color Subjects and Critical Theory (4)

10. **Additional instructional resources**--faculty, space, equipment, library volumes, computers, etc.--needed to implement and sustain the proposed aggregate of courses. List all resources needed for the first five years beyond those currently projected, including specific resources, cost, and source of funding.

Courses will be staffed and developed by current faculty in the department of Ethnic Studies. New courses will be phased into current curricular offerings. New courses will also satisfy the "breadth requirement" for ES majors. The course on Baldwin will also meet requirements for the African American Studies option.

We have consulted with Kyzyl Fenno-Smith who is the Ethnic Studies Librarian. The library will be able to support these courses from funds they have allocated to Ethnic and Gender Studies.

**11. Consultation.**

All CLASS departments and programs have been consulted and have raised no objections.

**12. Approval of college dean and college faculty review body.**

**Dean:** original signed by Marilyn Silva

**Date:** February 23, 2006

**Faculty Review Body:** original signed by Dee Andrews **Date:** February 23, 2006

CALIFORNIA STATE UNIVERSITY, EAST BAY

[Attachment C]

Effective Date <b>Fall. 2007</b>
-------------------------------------

**REQUEST FOR APPROVAL OF REVISION OF  
THE MINOR IN Mexican American/Latino Studies**

1. Definition of Proposed Change

1.1. Designation of **Minor**  
Mexican American/Latino Studies Minor (Department of Ethic Studies)

1.2. Evidence of **approval** of

1.2.1. Department

Barbara Paige, Chair  
\_\_\_\_\_

1.2.2. College Dean

Marilyn Silva, Associate Dean  
\_\_\_\_\_

1.2.3. College Faculty Review Body

Dee Andrews, Chair  
\_\_\_\_\_

1.3. **Objectives** of proposed revision  
Name change; change in program requirements

1.4. List of all **program requirements** including **courses** (by catalog number, title, and units) affected by the change.

~~Mexican American/Latino Studies~~ **Latino/a Studies Minor (24 units)**  
~~The Mexican American/Latino~~ The Latino/a Studies minor offers the student majoring in another discipline the opportunity to acquire knowledge and understanding of one of the oldest, yet continuing, immigrant groups in the United States, and its developing relationship to the ~~large~~ larger society. Students considering careers in teaching, government service, foreign affairs,

business, health-sciences related fields and law may find the minor compatible with their career goals.

**I. ~~Sixteen units from the following eCore courses (8 units)~~**

~~E S 1200 Introduction to Mexican American/Latino/a Studies (4)~~

~~E S 4020 Senior Seminar (2)~~

~~E S 4030 Senior Thesis (2)~~

*Plus 12 units from the following:*

~~3000 Ethnic Writers (4), 3202 Latino Writers (4), 3210 Latinas in the United States (4), 3805 Mexican and Latin American Immigration (4), 4290 Latino Politics and Public Policy (4); HIST 3515 The Mexican-American and the American Southwest (4); SOC 3416 Sociology of the Mexican American Family (4)~~

**II. ~~Eight units from the following courses: Elective Courses (16 units)~~**

~~(Eight units from the core list may be substituted for elective courses with approval of an Ethnic Studies advisor.) (Any 16 units of Latino/a Studies courses, to be selected in consultation with an Ethnic Studies Advisor.)~~

~~ART 3055 Ancient American Art (4), 3010 Latin American Art (4); E S 1001 Ethnic Experience in America I: Minorities (4), 2002 Ethnic Experience in America II: Patterns of Immigration and Migration (4), 3105 Black Identity (4), 3120 The Civil Rights Movement (4), 3305 Contemporary Native American Life (4), 3310 Native American World View (4), 3800 Peoples of Central America (4); MLL 2401-2-3 Intermediate Spanish (4, 4, 4), 3461 Introduction to Spanish American Literature 1492-1900 (4), 3463 Introduction to Spanish American Literature 1900-Present (4), 3495 Spanish American Culture and Civilization (4); GEOG 3510 Geography of Mexico, Central America and the Caribbean Islands (4); HIST 3500 History of California (4); POSC 3150 Politics of California (4), 3333 Ethnic and Minority Politics (4)~~

~~Any course (including Special Topics, or Independent Study courses) approved by an Ethnic Studies advisor can be substituted for a core, or elective course.~~

The **total required units** in both old and new programs. 24—no change.

- 1.5. List of **New Course, Course Modification** (indicate nature of modification), and **Course Discontinuance Requests**, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change.

~~E S 1200 Introduction to Mexican American/Latino Studies (4) [name change]~~

2. **Need** for the Proposed Change  
Update of curriculum.
3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities **Resources** needed to implement the Proposed Change and after Five Years.  
N/A
4. Relationship of Revised Program to **Teaching Credentials** or to **Accreditation** Organization. N/A
5. **Consultation.** All CLASS departments and programs have been consulted and raise no objections.

CALIFORNIA STATE UNIVERSITY, EAST BAY

[Attachment D]

Effective Date  
Quarter: **Fall**  
Year: **2007**

REQUEST FOR REVISION OF  
Minor in African American Studies

Definition of Proposed Change: **Add ES 3720 James Baldwin (4) to African American Studies Minor, Department of Ethnic Studies.**

6.

6.1. Designation of **Option** or **Minor** with name of major for options  
African American Studies Minor (Department of Ethnic Studies)

6.2. Evidence of **approval** of

6.2.1. Department

Original signed by Barbara Paige

\_\_\_\_\_

6.2.2. College Dean

Marilyn Silva, Associate Dean

\_\_\_\_\_

6.2.3. College Faculty Review Body

Dee Andrews, Chair

\_\_\_\_\_

6.3. **Objectives** of proposed revision

**Integrate new course on James Baldwin into our minor in African American Studies.**

6.3.1. List of all **program requirements** including **courses** (by catalog number, title, and units) affected by the change.

**II. Upper Division (16 units)**

A minimum of 16 units from the following:

E S 3105 African American Identity (4), 3120 The Civil Rights Movement (4), 3130 Slavery in the Americas (4), **3720 James Baldwin (4)**; HIST/E S 3567 Blacks in the United States (4); PHIL 3510 Human Rights and Social Justice (4); SOC 3415 Sociology of the African American Family (4), 3520 Sociology of Minority Groups (4)

The **total required units** in both old and new programs.

**24—no change.**

- 6.4. List of **New Course, Course Modification** (indicate nature of modification), and **Course Discontinuance Requests**, if any, attached to this proposal. Give prefix, number, title, and units. For modifications, indicate the nature of the change. N/A
7. **Need** for the Proposed Change  
**This change will provide more course choices for students in the African American Minor and will give students an opportunity to study this major figure in African American literature.**
8. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities **Resources** needed to implement the Proposed Change and after Five Years.  
**None**
9. Relationship of Revised Program to **Teaching Credentials** or to **Accreditation** Organization.  
**None.**
10. **Consultation.** All CLASS departments and programs have been consulted and raise no objection.

CALIFORNIA STATE UNIVERSITY, EAST BAY

Fall, 2007

[Attachment E]

REQUEST FOR APPROVAL OF MODIFICATION OF THE B.A. MAJOR PROGRAM IN ETHNIC STUDIES

1. Definition of Proposed Change
  - 1.1 Designation of **Degree, Major**  
B.A. Ethnic Studies
  - 1.2 Evidence of **approval** of
    - 1.2.1 Department  
Barbara Paige, Chair  
\_\_\_\_\_
    - 1.2.2. College Dean  
Marilyn Silva, Associate Dean  
\_\_\_\_\_
    - 1.2.3 College Faculty Review Body (Committee chair's name and signature)  
Dee Andrews, Chair  
\_\_\_\_\_
  - 1.3 **Objectives** of proposed revision  
Change the major to reflect curricular revisions, including a new option and revisions of the African American Studies, Asian American Studies, and Mexican American/Latino Studies options. Four new courses are being added to the "Area Breadth Courses." In addition, the University Catalog had some inadvertent errors: The course selections in the "secondary option" areas should exactly match those in the "primary option" areas, but there were some omissions that should not have occurred. The revision corrects those errors by eliminating the repetition of courses and sending students back to the published options to choose one not selected for the primary option. This change has the effect of abbreviating catalog copy and making the requirements clearer.
  - 1.4 List of **all requirements**, including **courses** by catalog number, title, and units, affected by change. The total required units in both old and new programs must be clearly indicated.

Please consult an advisor in your major department for clarification and interpretation of your major requirements. The major consists of 60 units; the B.A. degree requires a total of 180 units. **[no change in overall units]**

**I. Core Courses (16 units)**

- E S 1001 Ethnic Experience in America I: Minorities (4)
- E S 3000 Ethnic Writers (4)
- E S 3820 Race Matters (4)
- E S 4020 Senior Seminar (2)
- E S 4030 Senior Thesis (2)

**II. Area Breadth Courses (12 units)**

*Choose three of the courses listed below in consultation with an advisor.*

[One breadth area course (4 units) from another department can be chosen in consultation with an advisor. The course should be selected from a recommended list of courses that will be kept in the Ethnic Studies department.]

- ENGL/E S 4750 Multiethnic Children's and Adolescent Literature (4);
- E S 1005 Viewing Diversity (4),
- E S 1700 Introduction to Genders and Sexualities in Communities of Color (4)
- E S 2002 Ethnic Experience in America II: Patterns of Immigration and Migration (4),
- E S 2130 Ethnicity and Humor (4),
- E S 2135 African American Spoken Word Performance (4),
- E S 3030 Immigrant and Refugee Women (4),
- E S 3110 Racism in America I (4),
- E S 3115 Racism in America II (4),
- E S 3290 Community Development (4),
- E S 3430 Interracial Sex and Marriage (4),
- E S 3700 Special Topics in Ethnic Studies (4),
- E S 3710 Racialized Masculinities (4)
- E S 3730 Women of Color Genders and Sexualities (4)
- E S 3810 History of Minority Education (4);
- ES 4300 Queer of Color Subjects and Critical Theory (4)
- E S POSC/E S 3333 Ethics and Minority Politics;
- WOST/E S 3420 Minority Women in America (4)

**III. Primary Option Area (20 units)**

*Choose one of the following options. Choose five courses in the option's area of study in consultation with an advisor.*

[One course from another department (4 units) can be chosen in consultation with an advisor. The course should be selected from a recommended list of courses that will be kept in the Ethnic Studies department.]

**A. African American Studies Option**

- ENGL 3692 Black Literature II (4);
- ENGL/E S 3691 Black Literature I (4);
- E S 1100 Introduction to African American Studies (4),
- E S 2100 Blacks in the Americas (4),
- E S 2125 The Black Aesthetic (4),

E S 2135 African American Spoken Word Performance (4),  
E S 2300 The Black Cinematic Tradition (4),  
E S 3105 African American Identity (4),  
E S 3120 The Civil Rights Movement (4),  
E S 3130 Slavery in America (4),  
E S 3145 African American Music (4),  
E S 3165 African American Sexuality (4),  
E S 3175 Blacks and the Criminal Justice System (4),  
E S 3180 The World of the Black Child (4);  
E S 3185 African American Religion (4),  
E S 3303 Contemporary African American Women Writers (4),  
E S 3405 African American Folklore (4);  
E S 3720 James Baldwin (4)

HIST/E S 3567 Blacks in the United States (4);  
SOC 3415 Sociology of the African American Family (4)

**B. Asian American Studies Option**

ENGL 3670 Asian/Filipino American Literature (4);  
E S 1500 Introduction to Asian American Studies (4),  
~~E S 2552 The Chinese Experience in the United States (4),~~  
E S 2555 Filipino Experience in the United States (4),  
E S 3551 Asian American Women and Men (4),  
E S 3552 The Chinese Experience in the United States (4),  
E S 3555 Asian American Family Patterns (4)  
E S 3556 Concentration Camps in the United States (4)

**C. Mexican American/Latino/a Studies Option**

E S 1200 Introduction to ~~Mexican American/Latino/a~~ Studies (4),  
E S 1202 Oral Traditions (4),  
E S 3202 Latino/a Writers (4),  
E S 3210 Latinas in the United States (4),  
E S 3805 ~~Mexican and~~ Latin American Immigration (4),  
E S 4290 Latino Politics and Public Policy (4);  
HIST 3515 The Mexican American and the American Southwest (4);  
SOC 3416 Sociology of the Mexican American Family (4)

**D. Native American Studies Option**

ANTH 3500 North American Indians (4),  
ANTH 3505 Indians of California (4);  
ENGL 3660 Native American Literature (4);  
E S 1300 Introduction to Native American Studies (4),  
E S 3305 Contemporary Native American Life (4),  
E S 3310 Native American World View (4),  
E S 3330 Native American Liberation Movements (4),  
E S 3800 Peoples of Central America (4)

**E. Genders and Sexualities in Communities of Color Option**

ES 1700 Introduction to Genders and Sexualities in Communities of Color (4)  
WOST/ES 3030 Immigrant and Refugee Women (4)  
ES 3165 African American Sexuality (4)

ES 3210 Latinas in the US (4)  
ES 3303 Contemporary African American Women Writers (4)  
WOST/ES 3420 Minority Women in America (4)  
ES 3430 Interracial Sex and Marriage (4)  
ES 3551 Asian American Women and Men (4)  
ES 3710 Racialized Masculinities (4)  
ES 3720 James Baldwin (4)  
ES 3730 Women of Color Genders and Sexualities (4)  
ES 4300 Queer of Color Subjects and Critical Theory (4)

#### **IV. Secondary Option Area (12 units)**

*Choose three courses in the option's area of study, from one of the options above not selected for the primary option, in consultation with an advisor. [One course from another department (4 units) can be chosen in consultation with an advisor. The course should be selected from a recommended list of courses that will be kept in the Ethnic Studies department.]*

##### **A. ~~African American Studies Option~~**

~~ENGL 3692 Black Literature II (4);  
 ENGL/E S 3691 Black Literature I (4);  
 E S 1100 Introduction to African American Studies (4),  
 E S 2100 Blacks in the Americas (4),  
 E S 2125 The Black Aesthetic (4),  
 E S 2135 African American Spoken Word Performance (4),  
 E S 2300 The Black Cinematic Tradition (4),  
 E S 3105 African American Identity (4),  
 E S 3120 The Civil Rights Movement (4),  
 E S 3130 Slavery in the Americas (4),  
 E S 3145 African American Music (4),  
 E S 3165 African American Sexuality (4),  
 E S 3175 Blacks and the Criminal Justice System (4),  
 E S 3180 The World of the Black Child (4),  
 E S 3185 African American Religion (4),  
 E S 3303 Contemporary African American Women Writers (4),  
 E S 3405 African American Folklore (4);  
 HIST/E S 3567 Blacks in the United States (4);  
 SOC 3415 Sociology of the African American Family (4)~~

##### **B. ~~Asian American Studies Option~~**

~~ENGL 3670 Asian/Filipino American Literature (4);  
 E S 1500 Introduction to Asian American Studies (4),  
 E S 2552 The Chinese Experience in the United States (4),  
 E S 2555 Filipino Experience in the United States (4),  
 E S 3551 Asian American Women and Men (4),  
 E S 3555 Asian American Family Patterns (4)~~

##### **C. ~~Mexican American/Latino Studies Option~~**

~~E S 1200 Introduction to Mexican American/Latino Studies (4),~~

~~E S 3210 Latinas in the United States (4),  
E S 3805 Mexican and Latin American Immigration (4),  
E S 4290 Latino Politics and Public Policy (4);  
HIST 3515 The Mexican American and the American Southwest (4);  
SOC 3416 Sociology of the Mexican American Family (4)~~

**D. Native American Studies Option**

~~ANTH 3500 North American Indians (4),  
ANTH 3505 Indians of California (4);  
ENGL 3660 Native American Literature (4);  
E S 1300 Introduction to Native American Studies (4),  
E S 3305 Contemporary Native American Life (4),  
E S 3330 Native American Liberation Movements (4)~~

1.5 List of **New Course, Course Modification, and Course Discontinuance Requests**, if any, attached to this proposal.

~~E S 1202 Oral Traditions (4)--NEW  
E S 3202 Latino Writers (4)--title and course description change  
E S 3805 Mexican and Latin American Immigration (4)--title change~~

2. **Need** for the Proposed Change  
To update the curriculum and to incorporate new course offerings and a new option, already approved.
  
3. Faculty, Library, Operating Expense, Capital Outlay, Equipment, and Facilities **Resources** for the Proposed Change  
N/A
  
4. Relationship of Revised Program to **Teaching Credentials** or to **Accreditation**  
Organization  
N/A
  
5. **Consultation.**  
All CLASS departments and programs have been consulted and raise no objections.

[Attachment F]

**CALIFORNIA STATE UNIVERSITY, HAYWARD  
FACULTY EMPLOYMENT OPPORTUNITY**

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DEPARTMENT OF ETHNIC STUDIES  
FULL-TIME TENURE TRACK POSITION  
SPECIALIST IN AFRICAN AMERICAN STUDIES  
Position No. 03-04 ETHN-AFAMHIST-TT

**THE UNIVERSITY:** California State University, Hayward, one of the twenty-three California State Universities, occupies 342 acres in the Hayward hills overlooking the San Francisco Bay. Cal State Hayward's central Bay Area location provides easy access to museums, art galleries, aquariums, planetariums, theaters, sports events, and concerts. Its proximity to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The University has an enrollment of approximately 13,000 students with 600 faculty, and a library containing more than one million items, accessible on-line. Organized into four schools—Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science—the University offers bachelor's degrees in 40 fields and master's degrees in 28, as well as special majors. Additional programs lead to teaching and other credentials. Cal State Hayward also operates a second campus in nearby Contra Costa County, which provides full instructional support for over 1,600 upper-division and graduate students.

**THE DEPARTMENT:** The Department of Ethnic Studies has 2 emeriti faculty, 4 full-time tenured faculty, and several part-time faculty in the areas of African American, Asian American, Chicano/Latino American and Native American studies. It offers a B.A. and minor degrees in the following areas: African American, Asian American, Chicano/Latino American and Native American studies. To learn more about the position, the Department of Ethnic Studies and the University, visit our website [www.csuhayward.edu](http://www.csuhayward.edu).

*DUTIES OF THE POSITION: The successful candidate's primary teaching area will be African American Studies. The successful candidate will teach survey courses in Ethnic Studies. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work with a collegial spirit, are expected to assume campus-wide committee responsibilities, and to maintain an active research and publication schedule. Please note that teaching assignments at California State University, Hayward include courses at both the Hayward and Contra Costa campuses.*

**RANK AND SALARY:** Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

**DATE OF APPOINTMENT:** September 2003.

**QUALIFICATIONS:** Candidates must hold the Ph.D. in African American History or allied fields. Classroom teaching experience and promise of scholarly achievement are desirable. Candidates must demonstrate a willingness and ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. To be recommended for tenure the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship and/or creative activities; service to the university, the profession, and the community.

**APPLICATION DEADLINE:** Review of applications will begin December 2, 2002. The position will be considered open until filled. Please submit a letter of application; a current vita; graduate transcripts; copies of publications and /or syllabi; and three letters of recommendation to:

Dr. Noel Samaroo, Chair  
Search Committee  
Ethnic Studies Department  
California State University, Hayward  
25800 Carlos Bee Blvd.  
Hayward, CA 94542  
Department Phone: 510-885-3255  
Department Fax: 510-885-4786  
E-Mail Address: nsamaroo@csuhayward.edu

**NOTE:** California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

Cal State Hayward is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation or disability. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

**[Attachment G]**

**CALIFORNIA STATE UNIVERSITY, HAYWARD**

**FACULTY EMPLOYMENT OPPORTUNITY**

**DEPARTMENT OF ETHNIC STUDIES**

***FULL-TIME TENURE-TRACK***

**OAA Position No. 05-06 ETHN-MEX/LATINO-TT**

**THE UNIVERSITY:** California State University, Hayward occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State Hayward's proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUH is organized into four colleges: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 44 fields, minors in 66 fields, and master's degrees in 28 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. CSUH also operates the Contra Costa Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUH visit <http://www.csuhayward.edu>.

**THE DEPARTMENT:** The Department of Ethnic Studies has 2 emeriti faculty, 3 full-time tenured faculty, 1 tenure-track faculty member, and several part-time faculty in the areas of African American, Asian American, Mexican American/Latino and Native American Studies. It offers a B.A. in Ethnic Studies and minors in the following areas: African American, Asian American, Mexican American/Latino and Native American Studies. To learn more about the position, the Department of Ethnic Studies and the University, visit our website at [www.csuhayward.edu](http://www.csuhayward.edu).

**DUTIES OF THE POSITION:** The candidate will teach introductory and upper division courses in Mexican American/Latino Studies as well as in comparative Ethnic Studies. The candidate will be responsible for developing the curriculum and pedagogical approaches for the Mexican American/Latino Option. In addition, the candidate will serve on Department and University committees.

To be recommended for tenure the candidate must demonstrate achievement in teaching, research and/or creative activities, and service to the university, the profession, and the

community. Please note that teaching assignments at California State University, Hayward include courses at both the Hayward and Contra Costa campuses.

**RANK AND SALARY:** Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

**DATE OF APPOINTMENT:** September 2005

**QUALIFICATIONS:** *We are seeking an imaginative teacher-scholar with a commitment to Mexican American/Latino Studies. Candidates must possess a Ph.D. in Ethnic Studies or an affiliated field in the humanities or social sciences. Mexican American/Latino Studies must be a major focus of the candidate's graduate work. We encourage applicants with interdisciplinary and comparative teaching/research interests and with demonstrated experience in pedagogical design and innovation. We are especially interested in people who are enthusiastic about working with diverse populations of immigrant and first-generation college students and who can show they are good at it. Candidates must be active in intellectual pursuits that will engage the university and the greater Bay Area Mexican American/Latino communities.*

**APPLICATION DEADLINE:** Review of applications will begin January 3, 2005. The position will be considered open until filled. Please submit a letter of application, a complete and current vita, graduate transcripts, copies of publications and sample syllabi, and three letters of recommendation to:

Dr. Noel Samaroo, Chair  
Search Committee  
Ethnic Studies Department  
California State University, Hayward  
25800 Carlos Bee Blvd.  
Hayward, CA 94542  
Office Phone No.: 510-885-3255  
Office Fax No.: 510-885-4786  
E-Mail Address: nsamaroo@csuhayward.edu

**NOTE:** California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUH does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

[Attachment H]

## CALIFORNIA STATE UNIVERSITY, EAST BAY

### FACULTY EMPLOYMENT OPPORTUNITY

#### DEPARTMENT OF ETHNIC STUDIES *FULL-TIME TENURE-TRACK*

\*OAA Position No. \_\_-\_\_ \_\_\_\_\_-TT

**THE UNIVERSITY:** California State University East Bay is known for award-winning programs, expert instruction, small classes, a highly personalized learning environment, and a choice of more than 100 career-focused fields of study. There are two scenic campuses—one in the Hayward Hills overlooking San Francisco Bay and the other in the Concord foothills of Mt. Diablo—plus a professional center in dynamic downtown Oakland. The two campuses' proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Their nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The ten major buildings of the Hayward Hills campus, on 342 acres, contain over 150 classrooms and teaching laboratories, over 177 specialized instructional rooms, numerous student oriented computer labs and a library, which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. CSUEB's Concord Campus provides full instructional support for over 1,600 upper division and graduate students. Its five buildings on 395 acres feature lecture halls, seminar rooms, computer labs, science labs, an art studio, theatre and library. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. To learn more about CSU East Bay visit <http://www.csueastbay.edu>.

**THE DEPARTMENT:** The Department of Ethnic Studies has 1 emeriti faculty, 2 full-time tenured faculty, 3 tenure-track faculty members, and several part-time faculty in the areas of African American, Asian American, Latino/a, Native American Studies, and Genders and Sexualities in Communities of Color. It offers undergraduate major and minor programs in each of the aforementioned five disciplinary areas including a general Ethnic Studies minor. The Department of Ethnic Studies is also partnered with undergraduate major and minor programs in Latin American Studies and an undergraduate minor program in Filipino American Studies. To learn more about the

position, the Department of Ethnic Studies and the University, visit our department website at <http://class.csueastbay.edu/ethnicstudies/>.

**DUTIES OF THE POSITION:** The candidate will teach existing introductory and upper division undergraduate courses in Native American Studies and Comparative Ethnic Studies. The candidate will also be responsible for developing new curriculum with both a United States and hemispheric approach to Indigenous Studies. Please note that teaching assignments at California State University East Bay include courses at both the Hayward and Concord campuses.

In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. To be recommended for tenure, the candidate must demonstrate achievement in teaching research, and/or creative activities, and service to the university, profession, and the community.

**RANK AND SALARY:** Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

**DATE OF APPOINTMENT:** September 2008

### **QUALIFICATIONS:**

We are seeking an imaginative teacher-scholar with a commitment to Native American/ Indigenous Studies. Candidates must possess a Ph.D. in the social sciences or related fields. We are seeking candidates with demonstrated experience with applied work within urban indigenous communities in the United States. Additionally, the ideal candidate will have the ability to develop classes that partner with Native American tribal groups or communities to create internships in land tenure, tribal citizenship, migration, water rights, health and well being, economic development, or an area relevant to the candidate's research. We encourage applicants with interdisciplinary and comparative teaching and research interests. We welcome applications from candidates with expertise in gender and sexuality, global or hemispheric Indigenous Studies, hemispheric social/political movements, or human rights in indigenous contexts. We are especially interested in people who are enthusiastic about working with diverse populations of urban, immigrant and first-generation college students and demonstrated experience in pedagogical design and innovation.

## [Attachment I]

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<sup>i</sup> California State University, East Bay Catalogue 2005-06. [cited 22 June 2006] Available from <https://bb3.csueastbay.edu/webapps/portal/frameset.jsp>

<sup>ii</sup> About CSUEB, Office of the President, University Mission, Values and Vision. [cited 11 July 2006] Available from <https://bb3.csueastbay.edu/webapps/portal/frameset.jsp>

<sup>iii</sup> Chico and Pomona offer Bachelors in Gender and Ethnic Studies. San Francisco State University offers a Masters in Ethnic Studies. ASSIST, Exploring Majors. [cited 21 June 2006] Available from <http://www2.assist.org/findAlphaMajors.do?letter=E>

<sup>iv</sup> Sacramento State, 2006-2008 Catalog. [cited 12 July 2006] Available from <http://aaweb.csus.edu/catalog/current/PROGRAM/ETHN.asp#Minor>

<sup>v</sup> See California State University, Academic and Support Programs: Student Majors [cited 11 July 2006] Available from [http://www.calstate.edu/as/stat\\_abstract/stat0304/pdf/abstract/E\\_4a0304.pdf](http://www.calstate.edu/as/stat_abstract/stat0304/pdf/abstract/E_4a0304.pdf)

<sup>vi</sup> California State University, Fullerton 2005-07 Catalogue [cited 11 July 2006] Available from [http://www.fullerton.edu/catalog/academic\\_departments/afro.asp](http://www.fullerton.edu/catalog/academic_departments/afro.asp); <http://hss.fullerton.edu/chicano/facultystaff.asp>; <http://hss.fullerton.edu/asian-american/>

<sup>vii</sup> Sonoma State University Catalog 2004-06 [cited 21 June 2006] Available from <http://www.sonoma.edu/catalog/amcs.html>

<sup>viii</sup> ASSIST, Exploring Majors. [cited 21 June 2006] Available from <http://www2.assist.org/findAlphaMajors.do?letter=A&Go.x=38&Go.y=11>

<sup>ix</sup> ASSIST, Exploring Majors. [cited 21 June 2006] Available from <http://www2.assist.org/findAlphaMajors.do?letter=A&Go.x=38&Go.y=11>

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<sup>x</sup> African American Studies is a separate program, not part of the Department of Ethnic Studies. General Catalog, University of California Berkeley, 2005-07 [cited 11 July 2006] Available from

[http://sis.berkeley.edu/catalog/gcc\\_view\\_req?p\\_dept\\_cd=AFRICAM](http://sis.berkeley.edu/catalog/gcc_view_req?p_dept_cd=AFRICAM) retrieved

<sup>xi</sup> Department of Ethnic Studies, UC Berkeley [cited 11 July 2006] Available from <http://ethnicstudies.berkeley.edu/es/information/#Major>

<sup>xii</sup> Department of Ethnic Studies, UC Berkeley [cited 11 July 2006] Available from <http://ethnicstudies.berkeley.edu/es/information/#Major>