TO: The Academic Senate

FROM: Committee on Instruction and Curriculum

SUBJECT: Application of Course for GE Area D4

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the application of the following course for General Education (G.E.) for Area D4 for the 04-12 and earlier catalogs.

ES 3553 Asian American Sites and Sounds

BACKGROUND INFORMATION:
This course was approved by the G.E. Subcommittee on February 8, 2010.

CIC unanimously approved this course for the G.E. area indicated above at its meeting on February 15, 2010.

All supporting documents (i.e., course syllabus, GE approval form) for this course is available for review on the 2/15/10 CIC Sharepoint meeting workspace. The web link for this workspace is: https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%20Meeting%2009-10/default.aspx?InstanceID=20100215&Paged=Next&p_StartTimeUTC=20091005T210000Z&View={E41DFE40-9625-422F-A79E-54BBB4ABD070}

(attachment)
Application for General Education Credit
for Upper Division Social Science Course (Area D4)

Course title __Asian American Sites and Sounds__  Course number  ES 3553
Maximum enrollment ____35_____

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students’ acquisition of the learning outcomes. Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

D4 Goal: Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

1. Students will demonstrate an understanding of and ability to **accurately apply** disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:

   **Explain and use** at least two standard or basic theories and models
   In lecture students will be introduced to the dominant assimilation theory of how Asian Americans will be “incorporated” into the mainstream U.S. society and an alternative racial formation theory formulated by Michael Omi and Howard Winant which critiques linear assimilationist conceptions of race and historically documents how racial meanings and experiences have been shaped political debates, social movements, and international and domestic events and changed over time.

   **Define and use** key disciplinary terms
   Among the disciplinary terms and concepts students will master are: assimilation, racial formation, site, Yellow English, bilingualism, transnationalism, hybridity, occupational niches, underemployment, gender role reversal, social location, social constructionist, community-based organization, advocacy, residential and occupational segregation, ideology, data collection, field notes, cultural resistance, oppositional projects, controlling images, etc. They will also learn about a number of federal immigration laws, state laws, Presidential Executive Orders, etc. which shaped the Asian American experience.

   **Explain and critique** professional applications of disciplinary concepts
   The Federal government has criteria for designating a historical site or place worthy of restoration. At the beginning of the course, students will examine the list of National Monuments/Historic Sites generated by the Federal Government and note which pertain to Asian Americans, what criteria the government uses for site designation, etc. Students will compare this to **Amerasia Journal** editors’ criteria as discussed in “How to Asian Americans Create Places?” the introduction to a special issue on of the flagship journal in Asian American Studies published in 2008. Students will move back and forth between these two sets of criteria throughout the quarter.
2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

Identify key research issues and conduct an appropriate literature review
The course will be guided by a set of three straightforward research questions: What constitutes an Asian American site? What were the origins (historical, political, economic, cultural, etc.) of this specific site? Which populations consider this site significant and why? Students will use their site visits and required readings to search for outside sources related to each site. Librarian Kyzyl Fenno-Smith will provide a Library Workshop and tailor-made handout early in the term to further enhance the Information Literacy component the GE requirement.

The professor will also teach students how to use the bibliographies of required readings as a way to build a review of the literature; highlight Amerasia Journal, the flagship journal of Asian American Studies and explain how articles can only be published in such a journal after peer reviews; discuss what internet sources are “legitimate” and explain why Wikepedia cannot be considered a legitimate academic source.

Throughout the quarter students will make informal presentations about the progress of their research—field notes, outside sources, refined research questions, etc.—and receive feedback from classmates and the professor. Through this process students will learn how to adjust and/or defend their analyses of Asian American sites. Each student will participate in a group presentation on mapping an Asian American neighbor/commercial district.

Write research-based hypotheses or research questions
As the students proceed through the quarter, they will further refine the research issues captured in the set of three questions above. Students will write more sophisticated research questions with subsequent site visits and comparative analyses, required readings, and literature searches.

Collect data or use existing data to address important social issues
Students will use observation and field notes (enhanced by photography and audio recordings if they choose) to collect data at Asian American sites. They might also interview other site visitors or tour guides/individual representatives of the site to determine its significance to various populations.

Analyze data or describe how data should be analyzed
Students will compare and contrast their data on each of the sites using the set of three questions (see above) as a starting place.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

The course focuses on the diverse Asian ethnic groups in the U.S; their foodways, languages and representations of Asian languages, religions, occupations, neighborhoods, etc. through readings, primary historical documents, films and site visits/field trips. Student will be required to write a series of papers. Each paper will be guided by each student’s adaptations of the three basic
research questions noted above: What constitutes an Asian American site? What were the origins (historical, political, economic, cultural, etc.) of this specific site? Which populations consider this site significant and why? I purposely assign a series of papers so students will be able to learn how to write a comparative analytical paper that synthesizes required readings, outside sources, and field notes by the end of the term. I make detailed comments on the first paper so students will be able to improve their skills on subsequent papers. I tell them that writing is a process involving many components and what they learn through the process of writing papers for this class will translate to writing in their other courses. I encourage them to use the services of SCAA.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) See description of writing components below.

- Please see number 2, paragraph 1 above where I discuss the informal oral presentations students will make throughout the quarter and the more formal group presentation, and how feedback from classmates and the professor will enable them to sharpen and/or defend their analyses. Please see number 3 above where I discuss the required papers.