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 applications of the following course for General Education (G.E.) for Area D4 for Spring 2010 only.

ES 3999 Special Topics Issues in Ethnic Studies: Students of Color and the Crisis of the University

BACKGROUND INFORMATION:
This course was approved by the G.E. Subcommittee at its meeting on February 22, 2010.

CIC unanimously approved this course for the G.E. area indicated above at its meeting on March 1, 2010.

Both committees agreed that the topic was important and timely enough to receive rapid approval through the GE Curriculum approval process. The process was also followed for special topics classes after 9/11.

All supporting documents (i.e., course syllabus, GE approval form) for this course are available for review on the 3/1/10 CIC Sharepoint meeting workspace.
Application for General Education Credit
for Upper Division Social Science Course (Area D4)

Course title: Special Topics: Students of Color and the Crisis of the University: The Social and Historical Origins of the Current Budget Crisis

Course number: ES 3999
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
     Theories of Racialization, Social Movement Theory, Education Equity Theory
   - Define and use key disciplinary terms
     Public Good, Public Sector, Middle Class Tax Revolts, Civil Rights Movement, Affirmative Action, CA Master Plan, Restructuring, Educational Equity, Achievement Gap
   - Explain and critique professional applications of disciplinary concepts
     The course will cover both qualitative and quantitative measures of educational equity in the state of CA. The course will be run with discussion groups so that students will have ample opportunity to discuss the methods proposed by each reading assignment. Students will write weekly “response papers” in which they examine the methods and arguments made in each reading assignment.

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
   - Write research-based hypotheses or research questions
   - Collect data or use existing data to address important social issues
   - Analyze data or describe how data should be analyzed
Course Requirement: Students will write a 15-20 page research paper in which they identify major causes of the current budget crisis and identify solutions. Students will examine legislative and political analysis to come to their own conclusions.

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. Students will consider the budget crisis from the point of view of diverse communities, including African American, Latino/a, and undocumented immigrant communities.

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.

Writing for the class and in class mock debates will provide students with advanced skills in argumentation. All students will consider the differential effect of budget cuts on working class communities of color.

5. Applicants should describe how the course will assist students in developing advanced information competence (See outcomes attached.) Students will conduct library research on the budget cuts. In class we will discuss information from various sources and consider how the political viewpoint of source provides different analysis of the cause and solution to the budget fiasco.

The syllabus shows how the class will meet the information competence requirement and the upper division writing outcomes.

ES 3999 Special Topics
Students of Color and the Crisis of the University
Professor Luz Calvo

This course will examine some of the historical and social origins of the current budget crisis. We will also study historical and contemporary student of color movements and theories. This course will provide students to get hands-on training in analyzing social policy, speaking, and organizing.

Requirements:
1. Weekly reading notes: Present summary of reading and critical reflection. 20 points
2. 10-15 page research paper on the origins of the current crisis 50 points
   - Step 1: Hypothesis and paper proposal
   - Step 2: Library research
   - Step 3: Developing strong thesis statement
   - Step 4: Annotated Bibliography
   - Step 5: Oral arguments in class
   - Step 6: Outline
   - Step 7: Rough Draft
   - Step 8 Peer Writing Groups
   - Step 9: Revise
   - Step 10 Proofread and edit
3. In class speech proposing solutions to the budget crisis (Week 9) 10 points
4. Participation in mock debate during class (Week 5)—10 points
5. Write a 1-page manifesto calling for change (Week 10) 10 points

Week ONE: Government Programs after WWII
RESEARCH PAPER Step 1—Hypothesis and paper proposal

Week TWO: Civil Rights and Student Anti-War Movement
RESEARCH PAPER Step 2—Library research

WEEK THREE: California Master Plan
RESEARCH PAPER Step 3—Developing strong thesis statement

Week FOUR: Tax Revolt: Proposition 13
RESEARCH PAPER Step 4—Annotated Bibliography

Week FIVE: California Education in Decline
RESEARCH PAPER Step 5—Oral arguments in class

Week SIX The 2010 Budget Crisis:
RESEARCH PAPER Step 6—Outline

Week SEVEN: Restructuring the CSU and the University in Crisis
RESEARCH PAPER Step 7—Rough Draft

Week EIGHT: Students Fight Back I
RESEARCH PAPER Step 8—Peer Writing Groups

Week NINE: Students Fight Back II
RESEARCH PAPER Step 9—Revise

Week TEN: Decolonize the University!
RESEARCH PAPER Step 10—Proofread and edit
Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.¹

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. **identify** the main disciplines, fields, and organizations which generate and publish knowledge in their area of research,
2. **develop** in-depth knowledge of the literature from the above information producers in their area of research,
3. **evaluate** the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems,
4. **analyze** the implications of research and publishing patterns in their area of research,
5. **formulate and reformulate** research inquiries based on the objectives above and,
6. **demonstrate** their ability to perform the above objectives when they communicate the results of their inquiry to others.

¹ This quote and other ideas contained here are drawn from the Council of Australian University Librarians’ *Information Literacy Standards*, (Canberra, 2001) and from *Learning for Life: Information Literacy Framework & Syllabus* published by the Queensland University of Technology Library (Brisbane, 2001).
Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described for lower division and the rhetorical knowledge and writing process skills described below:

**Rhetorical Knowledge**

Students should

- Use writing for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
- Integrate their own ideas with those of others
- Practice the ethics of academic writing and of accuracy in the use of evidence

**Writing Processes**

Students should

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to re-think and revise their work
- Learn to critique their own and others’ works

**For D4 Upper Division Social Science**—A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills. In addition to the knowledge and process outcomes above, students should

- Compose written work that manifests the key features of writing in the discipline (such as a proposal and literature review)
- Incorporate research into written work, including summarizing, paraphrasing, and properly quoting and citing material from other sources

Faculty can support student acquisition of advanced writing skills by helping students learn

- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields
- The uses of writing as a critical thinking method
- The interactions among critical thinking and writing