

Is this an <i>existing</i> course that has been modified for inclusion in the new GE?	Yes	x	No	
If yes, provide a brief explanation of what has changed.				
<p><i>The first iteration of this course, which Professors López, McMillan, Cheung, and Perez Torres developed collaboratively, was organized thematically and included short essays from Keywords for American Cultural Studies, which summarized relevant scholarship in the social sciences. To amplify the instruction in methods of social analysis we will, for the GE version of the course, we will teach some of those foundational works in addition to the Keywords essays and ensure students know how to read, understand, and apply social theory for themselves. To clarify disciplinary divisions, we have split the GE version of the course into two sections, Paradigms and Methods. To broaden the range of cultural material, and so that this course can also expose students to more faculty in our department, we plan to invite guest lectures at instructor's discretion</i></p>				
Present Number of Units:	5		Proposed Number of Units:	5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Students receive a solid introduction to contemporary scholarship on race and ethnicity in cultural studies and the social sciences and are exposed to some of the most influential artists of the 20th and 21st centuries working in, on, and around Los Angeles.

Integrative Learning

One of the central questions of this course is how different disciplines “read” race. In one lecture, for example, we think about how Trayvon Martin resonates differently for a sociologist than for a scholar of visual culture. In another we compare sociological theories of structural versus agentic action to the way cultural studies appreciate the “juxtapolitical,” using Latinx youth subcultures in Los Angeles, as depicted in contemporary memoirs, as our object of analysis.

Ethical Implications

*An overarching question this class asks students is how **THEY** will read race; to answer they must consider a range of ethical issues such as their own socio-cultural location, how they are situated as subjects and objects of diversity discourse, and how their own coursework participates in racialized regimes of knowledge. In sum, the course forces them – through discussion and writing prompts – to think about what it means to be a “global citizen” and what kind of citizen of the world they want to be.*

Cultural Diversity

This course has already been approved to fulfill the new, college-wide diversity requirement.

Critical Thinking

The students complete short, weekly writing assignments in which they respond to and evaluate course readings. Their short midterm paper (assignment description included with this packet), moreover, asks them to use their critical thinking skills in the service of making a larger argument about variations in media sources when covering matters of race and ethnicity.

- Rhetorical Effectiveness

The students write throughout the quarter and receive targeted, individualized feedback on their writing.

- Problem-solving

The group research project (assignment description included with this packet) asks students to articulate a research question, assemble sources that might address it, determine what other kinds of sources they might need, and sketch an action plan of where to find those sources.

- Library & Information Literacy

The students have to complete a group research project using a range of library sources (assignment description included with this packet). This is a quarter-long project, due at the end of term. We have a librarian visit the class at the start of term to go over how to use the library and she is available for them to contact directly throughout the quarter.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>2.5</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week **3.5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>3</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>1.5</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

(B) TOTAL Out-of-class time per week **11.5** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** **(HOURS)**

English 100: Introduction to Ethnic Studies / “Ways of Reading Race”

UCLA | Spring 20XX

Professor [Marissa López](mailto:Marissa.Lopez@ucla.edu) | mklopez@ucla.edu | Office Hours [TBA] and by appt

Overview:

English 100 is an interdisciplinary course that will prepare you to perceive and analyze how race and ethnicity shape our lives. The course has the following objectives:

- To demonstrate how verbal, visual, and performing arts shape our worldviews
- To help you feel comfortable and confident speaking about race and ethnicity
- To develop concrete skills (in collaboration, public speaking, research, and writing) that will translate into other academic and future professional contexts

This course unfolds in two parts. The first is an overview of the main intellectual **PARADIGMS** that have structured the academic study of race and ethnicity in the United States since World War II. The second will introduce you to the **METHODS** used by key disciplines in which we see the insights of critical race and ethnic studies enacted. We pay special attention to literature and the arts in this class, but there are many “Ways of Reading Race,” as our course subtitle suggests. English 100 is interdisciplinary by necessity, and begins from the premise that race and ethnicity are multifaceted phenomena that must be approached from a variety of angles. All the artistic phenomena that we’ll be interpreting together this quarter have roots in or connections to Los Angeles. This city that we all navigate every day is the most comprehensive, diverse, and effective text for this class, and by the end of the quarter you will have some new tools with which to appreciate it. You will gain proficiency in reading across a range of fields around a common topic and prepare yourself to see, think, and talk about race and ethnicity productively.

Required Texts (available at Ackerman)

- *Keywords for American Cultural Studies, 2nd edition* (Burgett and Hendler, eds)
- *House Made of Dawn* (N. Scott Momaday)
- All material not in the above books will be available as PDF files on our course website; all PDF files will be in a reader available for optional purchase at Ackerman

Assignments:

- 15% - Weekly Writing
 - Short assignments engaging the week’s readings; more info from your TA
- 20% - Media Analysis (Due week 4)
 - 3-4 page paper applying course ideas to media coverage of a current event; more info on CCLE
- 25% - Research Prospectus (Due week 8)
 - A collaborative project in which students will identify a topic and research question related to course material; more info on CCLE
- 25% - Final Exam (Wednesday, June 8, 3-6 pm)

- 15% - Section

Policies, Procedures, and Resources

DEADLINES

Failure to submit an assignment ON TIME will result in a 5-point deduction from your final grade on that assignment and another 5-point deduction for every subsequent day that it is late. If you need an extension on an assignment for medical or other reasons, please make that request of your TA in advance of the deadline, according to the assignment guidelines and your TA's section policies.

COURSE ACCOMMODATIONS

If you need an academic accommodation, please let us know at the beginning of the course. Visit The Office for Students with Disabilities (<http://www.osd.ucla.edu/>) for resources and guidance.

STUDENT RESOURCES

- Student Affairs: <http://www.studentaffairs.ucla.edu/>
- University Libraries: <http://www.library.ucla.edu/>
- Disabilities and Computing Program: <http://www.dcp.ucla.edu/>
- Writing Center <http://www.wp.ucla.edu/ucla-undergraduate-student-writing-center.html>

Course Schedule

Paradigms

- Week 1: Introduction
 - T Course introduction
 - Th "Race," "Racialization," "Diversity," and "Ethnicity" in *Keywords*; Barack Obama's "A More Perfect Union" (on CCLE)
- Week 2: Racial Formation
 - T Omi and Winant, "Racial Formation in the United States" (Introduction, Chapter 4, and Chapter 5)
 - Th Selections from *White Noise: The Eminem Collection* (Hilton Als and Darryl Turner, eds)
- Week 3: Critical Race Theory
 - T Laura Gomez, *Manifest Destinies* (Introduction); Selections from The Treaty of Guadalupe Hidalgo (1848)
 - Th Ian Lopez, *White By Law* (Introduction and chapter 1) Sui Sin Far, "In the Land of the Free" (short story, 1909)
- Week 4: Critical Whiteness Studies

- T Robyn Weigman, “Whiteness Studies and the Paradox of Particularity;” Review on-line gallery of artist Ken Gonzales Day’s photographic series “Erased Lynchings” and “California’s Hang Trees” (on CCLE)
- Th Cheryl Harris, “Whiteness as Property” (Introduction); Review on-line gallery of Los Angeles red-lining maps (on CCLE)
- Week 5: Critical Ethnic Studies
 - T *Critical Ethnic Studies: A Reader* (Introduction)
 - Th Jodi Melamed, *Represent and Destroy* (Introduction); Selections from *This Bridge Called My Back*

Methods

- Week 6: Literary Studies
 - T “America,” “Literature,” “Indian,” and “Indigenous” in *Keywords; House Made of Dawn* (novel, 1968; pp 1 - 76)
 - Th *House Made of Dawn* (pp 79 - 185)
- Week 7: Visual Culture
 - “Visual Culture” in *Keywords*; Review photographs by Steven Judd and Edward Curtis of contemporary and historical Native Americans
 - “Data Visualization for Human Perception,” Stephen Few
- Weeks 8-9: Science Studies
 - T Sandra Harding, *Science and Social Inequality: Feminist and Postcolonial Issues* (Introduction and chapter 1), Gilb, “please thank you”
 - Th GUEST: Speaker from East Yard Communities for Environmental Justice (<http://www.latimes.com/local/lanow/la-me-ln-exide-cleanup-20150817-story.html>)
 - T “The Story of Your Life,” Ted Chiang
- Weeks 9-10: Performance Studies
 - Th Latino Punk
 - Read: Selections from Alice Bag's *Violence Girl*
 - Listen: Alice Bag: The Chicana Punk Who Rioted Before Riot Grrrl (8 minute segment on 3/25/16 edition of Latino USA podcast; link on CCLE)
 - Watch, “Beyond the Screams” and “Viva Morrissey: The Smiths and LA's Latino Youth” (streaming on CCLE)
 - T José Muñoz, *Disidentifications: Queers of Color and the Performance of Politics* (Introduction and chapter 2)
 - Th “Performance” and “Affect” in *Keywords*



Course Revision Proposal

English 100 Ways of Reading Race

Requested revisions that apply:

Renumbering Title Format Requisites Units Grading Description

Multiple Listing: Add New Change Number Delete

Concurrent Listing: Add New Change Number Delete

CURRENT

[Course Number](#) English 100

[Title](#) Introduction to Ethnic Studies

[Short Title](#) INTR-ETHNIC STUDIES

[Units](#) Fixed: 5

[Grading Basis](#) Letter grade or Passed/Not Passed

[Instructional Format](#) Primary Format

[Format](#) Lecture

Secondary Format

Discussion

[TIE Code](#) LECS - Lecture (Plus Supplementary Activity) [T]

[GE](#) No

[Requisites](#) English Composition 3

[Description](#) Lecture, four hours; discussion, one hour (when scheduled). Enforced requisite: English Composition 3. Introduction to interdisciplinary study of race and ethnicity, with primary focus on literature. Through examination of institutions that form understanding of race -- citizenship, nationalism, class, gender, and labor -- interrogation of how we come to think of ourselves and others as having race, and effects of such racialized thinking. Course is not about any particular racial or ethnic group, but highlights creation of ethnic categories and their effects on cultural production. May be repeated for credit with topic or instructor change. P/NP or letter grading.

PROPOSED

English 100

Ways of Reading Race

WAYS READING RACE

Fixed: 5

Letter grade or
Passed/Not Passed

Primary Format

Lecture - 4 hours per
week

Secondary Format

Discussion - 1 hours per
week

LECS - Lecture (Plus
Supplementary Activity)
[T]

No

English Composition 3

Lecture, four hours;
discussion, one hour
(when scheduled).
Enforced requisite:
English Composition 3.
Introduction to
interdisciplinary study of
race and ethnicity, with
primary focus on
literature. Through
examination of
institutions that form
understanding of race --
citizenship, nationalism,
class, gender, and labor --
interrogation of how we
come to think of ourselves
and others as having race,

ENGLISH 100

and effects of such racialized thinking. Course is not about any particular racial or ethnic group, but highlights creation of ethnic categories and their effects on cultural production. P/NP or letter grading.

This class was first introduced into the English department curriculum with a major reform of all of our courses in fall 2011. Now that the course has been offered (team taught) and the faculty who originally proposed the course have met to discuss future offerings, a new title is being proposed to situate the course more clearly in the context of literary studies ("Introduction to Ethnic Studies" is deemed a more appropriate title for a social science course than a humanities course.). As an introductory course, there is also faculty consensus that it should not be offered as a variable topics course, so we are requesting to remove that text from the catalog course description. Faculty consulted: King-Kok Cheung, Marissa K. Lopez, Uri McMillan, Rafael Perez-Lopez, and Vice Chair for Undergraduate Studies Christine Chism and Department Chair Lowell Gallagher.

File [S16Eng100Syll.pdf](#) was previously uploaded.
You may view the file by clicking on the file name.

Spring 2018

English

[Justification](#)

[Syllabus](#)

[Supplemental Information](#)

[Effective Date](#) Fall 2016

[Department](#) English

[Contact](#)

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JANEL MUNGUIA

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ROUTING STATUS

Role: FEC Chair or Designee - Tornell, Aaron (TORNELL@ECON.UCLA.EDU) - 41686**Status:** Pending Action**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/10/2018 12:19:03 PM**Changes:** TIE Code**Comments:** no changes**Role:** Department/School Coordinator - Munguia, Janel K Decker (MUNGUIA@ENGLISH.UCLA.EDU) - 51389**Status:** Returned for Additional Info on 1/10/2018 12:05:26 PM**Changes:** TIE Code**Comments:** Re-routed as requested.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/10/2018 8:50:54 AM**Changes:** TIE Code**Comments:** Please attached revised syllabus with new course title**Role:** Department/School Coordinator - Munguia, Janel K Decker (MUNGUIA@ENGLISH.UCLA.EDU) - 51389**Status:** Returned for Additional Info on 1/10/2018 7:08:46 AM**Changes:** TIE Code**Comments:** A copy of the course syllabus from the last time it was taught (16S) is now attached.**Role:** FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225**Status:** Returned for Additional Info on 1/5/2018 11:49:24 AM**Changes:** TIE Code**Comments:** Per our phone conversation, please attached revised syllabus with new title.**Role:** Department Chair or Designee - Munguia, Janel K Decker (MUNGUIA@ENGLISH.UCLA.EDU) - 51389**Status:** Approved on 1/5/2018 10:10:51 AM**Changes:** TIE Code**Comments:** Approved by Janel Munguia, appointed designee of English Department chair Lowell Gallagher.**Role:** Initiator/Submitter - Munguia, Janel K Decker (MUNGUIA@ENGLISH.UCLA.EDU) - 51389**Status:** Submitted on 1/5/2018 10:08:09 AM**Comments:** Initiated a Course Revision Proposal[Back to Course List](#)