

**UCC/UGC/ECCC**

Proposal for Course Change

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| --- |
| **FAST TRACK (Select if this will** **be a fast track item. Refer to**  [***Fast Track Policy***](http://www4.nau.edu/avpaa/UCCPolicy/Agenda_FastTrack_Consent.docx) **for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

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| --- | --- | --- | --- |
| 1. Course subject and number: | **ES 420** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| 3. College: | **Social and Behavioral Sciences** | 4. Academic Unit: | Ethnic Studies |

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| 5. Current Student Learning Outcomes of the course.  \* Basic understanding of the social forces that create racial and spatial segregation and their consequences for people of color in the U.S. and other societies  (Global Engagement & Diversity)  \* Foundational understanding of how cities produce and reinforce social, racial/ethnic hierarchies  (Diversity)  \* Assessing how individuals and organized social movements challenge various forms of exploitation, inequality, and segregation  (Diversity & Global Engagement)  \* Understanding of the methods and movements that have helped build socially just and ecologically sustainable communities (Environmental Sustainability & Diversity) | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*  **UNCHANGED** |

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| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **ES 420 – RACE, SPACE, AND SEGREGATION (3)**  Description: This course examines concepts of race, class, gender, space, and segregation through U.S. as well as global perspectives. We consider both the social forces that create racial and spatial segregation and their consequences for the life chances of people of color. We also consider organized responses to these phenomena, including social movements and other forms of opposition to oppression. Letter grade only.  Units: 3  Requirement Designation: US Ethnic Diversity  Prerequisite: ES 100 or Junior status or higher | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **ES 420 – RACE, SPACE, AND SEGREGATION (3)**  Description: This course examines concepts of race, class, gender, space, and segregation through U.S. as well as global perspectives. We consider both the social forces that create racial and spatial segregation and their consequences for the life chances of people of color. We also consider organized responses to these phenomena, including social movements and other forms of opposition to oppression. **Co- convenes with ES 520**. Letter grade only.  Units: 3  Requirement Designation: US Ethnic Diversity  Prerequisite: ES 100 or Junior status or higher |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**This course will be made available for co-convening with graduate-level course, ES 520. The basic requirements and academic outcomes for the undergraduate students in ES 420 will be augmented by including graduate-level students in the lectures, course meetings, discussions, research work and presentations.**

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| --- | --- |
| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title: | Proposed short course title (max 30 characters): |
| Current long course title: | Proposed long course title (max 100 characters): |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite: | Proposed prerequisite (include rationale in the justification): |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with:  **NONE** | Proposed co-convene with:  **ES 520** |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)? Yes  No

If yes, describe the impact. If applicable, include evidence of notification to and/or response

from each impacted academic unit.

**Ethnic Studies Minor (elective).**

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

**This proposal to add co-convening course will not require a related plan change proposal.**

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No

      If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **10/17/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

***College of Social & Behavioral Sciences***

*Ethnic Studies*

**ES 420 RACE, SPACE & SEGREGATION (3 units)**

Sample Syllabus

**Meeting Time/Location**

**Instructor:**

**Phone:**

**Office:**

**Office Hours:**

**E-mail:**

***Course prerequisites***

ES 100 or Junior status & higher

***Course description***

This course examines concepts of race, class, gender, space, and segregation through U.S. as well as global perspectives.  We consider both the social forces that create racial and spatial segregation and their consequences for the life chances of people of color.  We also consider organized responses to these phenomena, including social movements and other forms of opposition to oppression.  Students will learn to apply relevant concepts and social scientific theories to the subject matter.

**Distribution Block:**U.S. Ethnic Diversity

This course fits all three components of the **Global Learning Initiative**:

***Global Engagement*** (assessing the extent to which segregation is a "universal" feature of urban development across the globe); US Ethnic Diversity(examining how segregation in U.S. cities emerges as the result of systemic disempowerment of racial and ethnic groups, locally and nationally); and ***Environmental Sustainability***(analyzing whether "liveable" cities can include strategic planning that addresses racial, economic, social, and political conflicts in multicultural population centers of the present and future).

***Student Learning Expectations/Outcomes for this Course***

\* Basic understanding of the **social forces** that create racial and spatial segregation and their consequences for people of color in the U.S. and other societies; *(Global Engagement & Diversity)*

\* Foundational understanding of how **cities produce** and reinforce social, racial/ethnic hierarchies; *(Diversity)*

\* Assessing how individuals and **organized social movements** challenge various forms of exploitation, inequality, and segregation; *(Diversity & Global Engagement)*

\* Understanding of the **methods** **and movements** that have helped build socially just and ecologically sustainable communities.*(Environmental Sustainability & Diversity)*

***Course structure/approach***

*This class combines lectures with small group discussion and activities, as well as guest speakers and media.*

***Textbook and required materials***

Required Texts

Douglas S. Massey and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass.* Cambridge, MA: Harvard University Press.

Andrew Hurley. 1995. *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana, 1945-1980.* Chapel Hill, NC: University of North Carolina Press.

Recommended

George Lipsitz. 2011. *How Racism Takes Place*. Philadelphia: Temple University Press.

John R. Logan and Harvey L. Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. University of California Press.

***Course outline***

 Unit One: Race, Power, and Urban vs. Rural Space

Week 1

Introduction to the course; Exercise: *“What is Race?”*

Logan and Molotch, *Urban Fortunes,*Ch. 1: “The Social Construction of Cities,” and begin reading Ch. 2

Week 2

Logan and Molotch, Ch. 2: “Places as Commodities” and Ch. 3: “The City as a Growth Machine”

Undergraduate Presentations: *Wilson*, “The Meaning and Significance of Race” (*Bb Learn)*

Week 3

Logan and Molotch, Ch. 4 “Homes: Exchange and Sentiment in the Neighborhood”

Logan and Molotch Ch. 5: “How Government Matters”

Undergraduate Presentations: *Pardo*, “Creating Community: Mexican American Women in Eastside Los Angeles.” (*Bb Learn)*

Week 4

Massey and Denton, *American Apartheid*, Ch. 1: “The Missing Link”

Undergraduate Presentations: *Zubrinsky-Charles*. “Socioeconomic Status and Segregation: African Americans, Hispanics, and Asians in Los Angeles.” *(Bb Learn)*

Massey and Denton, Ch. 2: “The Construction of the Ghetto”

Week 5

Massey and Denton, Ch. 3: “The Persistence of the Ghetto”

Undergraduate Presentations: *Ong and Umemoto*, “Life and Work in the Innercity.” *(Bb Learn)*

#### Massey and Denton, Ch. 3 & Begin Ch. 4

Undergraduate Presentations: *Moss and Tilly*, “Employer Perceptions of Race and Skill.” (*Bb Learn)*

Week 6

Massey and Denton, Ch. 4: “The Continuing Causes of Segregation”

Undergraduate Presentations: *Hossfeld*, “Hiring Immigrant Women: Silicon Valley’s ‘Simple Formula.’”**(***Bb Learn)*

Massey and Denton, Ch. 5: “The Creation of Underclass Communities”

Undergraduate Presentations: *Robinson,* “Racial Inequality and the Logic of the Labor Market.”**(***Bb Learn)*

Week 7

*Massey and Denton,* REVIEW

*Undergraduate Presentations:* Lipsitz*, “The Rent Strike.”* (Bb Learn)

MIDTERM EXAM

**Unit Two: Environmental Racism**

Week 8

Hurley, *Environmental Inequalities*“Preface” & Ch. 1: “Class, Race, and…the Urban…”

*Undergraduate Presentations*: Luke Cole and Sheila Foster*, “In Defense of Mother Earth: The Indigenous Environmental Network.”* (Bb Learn)

Hurley, Ch. 1 Review, and Begin Ch. 2

Introduce Southside Project Assignments

Week 9

Hurley, Ch. 2: “The Perils of Pollution in the Steel City”

Undergraduate Presentations: *Benally*: “Uranium Mining Begins Near Grand Canyon” **(***Bb Learn)*

Hurley, Ch. 2 Review, and Begin Ch. 3

Week 10

Hurley, Ch. 3:“Opposition to Blind Progress: Middle-Class Environmentalism”

Undergraduate Presentations: *Santa Clara Center for Occupational Safety and Health*,*“*Struggle and Strength Tales from the Workers Story Process.” **(***Bb Learn)*

Hurley, Ch. 3 Review, and Begin Ch. 4

Southside Project Assignments

Week 11

Hurley, Ch. 4: “Tired of Working in Pollution and Having it Follow Us Home Working-Class Environmentalism.”

Undergraduate Presentations: *Burtman*, “The Revolution will be Mapped.” **(***Bb Learn)*

Hurley, Ch. 4 Review, and Begin Ch. 5

Southside Project Assignments

**Unit Three: Race, Cities, and Landscapes: The Struggle for Sustainability**

Week 12

*Hurley, Ch. 5: “Rats, Roaches, and Smoke: African American Environmentalism*”

Undergraduate Presentations: *Sachs*, “Virtual Ecology: A Brief Environmental History of Silicon Valley.”

**(***Bb Learn)*

*Hurley, Ch. 5* Review, *and Begin* *Ch. 6*

*Undergraduate Presentations:* Goldsmith*, “From the Metropolis to Globalization”* (Bb Learn)

*Southside Project Assignments*

Week 13

Hurley, Ch. 6: “The Rise and Fall of an Environmental Coalition” and Ch. 7-8:  “The Social Geography of Pollution and the Politics of Sand” and “Epilogue”

Bb LEARN *Course Website Online Assignment*

Week 14

*Lipsitz,*How Racism Takes Place*, Chs. TBA;*

*Southside Project Work*

*Undergraduate Presentations:* Rodriguez*, “The Real ‘New World Order’”* (Bb Learn)

*Lipsitz, Chs. TBA*

*Southside Project Work – Feedback and Critiques*

*Undergraduate Presentations:* Sassen*, “Cities in a World Economy.”* (Bb Learn)

Week 15

*Lipsitz, Chs. TBA*

*Southside Project Work – Feedback and Critiques*

Week 16            *FINALS WEEK*

*Presentation/Exhibition of Final Projects on exam day*

***Assessment of Student Learning Outcomes***

**Attendance and Participation**: Consistent attendance and active participation in each class meeting are required.  Missing three or more classes (unexcused absences) will affect your participation grade; students can be dropped for excessive absences or tardiness. Students are expected to contribute to in-class discussion and activities.  Occasional on-line assignments and class discussions will be posted through the Bb LEARN course website or on media reserves for analysis outside of class.  In addition, presentations and group projects will be assigned to help students comprehend critical themes, issues or methods of analysis.

**Pop Quizzes** will be given periodically during the semester, in conjunction with in-class work. Quizzes will assess students' ability to effectively demonstrate critical reading and critical thinking skills through their comprehension of the reading material, lectures, and class discussions.

**Class Presentation:** Students will work in pairs to present an overview of an article from the reading list on a scheduled day during the semester. A two-page critical summary and discussion questions will be due the week before your presentation, but the presentation can take a variety of formats: an interview, a “game show,” or a dramatic skit, for example, in which you creatively explain key issues from the article. The purpose is to explore and present critical thinking about the topic.  *Instructions will be posted on Bb LEARN*.

**Term Project & Reflection Paper:** Students will work in groups on a project applying the course themes to Flagstaff’s historic Southside neighborhood.  NAU borders the southern boundary of the Southside, which is the oldest continuously occupied neighborhood in the city.  Southside is home to more than 3,000 residents (about 5% of the City’s overall population).  Considered to be the “wrong side of the tracks,” Southside was established as a segregated neighborhood—occupied by culturally, racially and ethnically diverse groups of Basque sheepherders, Latinos, and African-Americans who were recruited from Mexico and Louisiana, respectively, to work in the sawmills and railroad companies. Historical perceptions and stereotypes remain to this day, while Southside is still considered the “poor” side of town.  Using photographs, oral histories, planning documents, media accounts, and archives assembled in the Cline Library Special Collections as well as discussions with Southside residents, students will create term projects demonstrating understanding of the course themes while contributing to the history of the Southside**.**Undergraduate students will complete a group project and submit a 4-6 page “Reflection” paper, assessing the project, its relation to the course themes, and their own role within the research group. *Instructions will be posted on Bb LEARN.*

***Grading System***

Class Participation/Attendance      50

Quizzes                                                 50

Presentations                                       50

Midterm Exam                                    100

Term Project & Reflection                        150

Total:              400 points

A = 360-400pts (90% and above)

B = 320-359pts (80-89%)

C = 280-319pts (70-79%)

D = 240-279 (60-69%)

F = less than 240pts (59% and below)

**Course Policies**

**Cheating and Plagiarism**

Plagiarism, handing in written work which is not your own, is a form of stealing. Other people (your teachers, your fellow students, a tutor in the writing lab) may give you suggestions for improving a piece of written work, but the work itself must be your own. If you turn in a paper that someone else has written or copy sections of a book or article without proper documentation and claim that it is your own, then you will be reported to the University. Range of penalties may be assigned based on infraction. If you are not sure about your documentation, or simply cannot complete an assignment please ask before you act.

Northern Arizona University

***Policy Statements***

***Safe Environment Policy***

*NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.*

*You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website* [http://home.nau.edu/diversity/*.*](http://home.nau.edu/diversity/) *If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).*

***Students with Disabilities***

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail)or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

***Institutional Review Board***

*Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.*

*The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.*

*A copy of the IRB* Policy and Procedures Manual *is available in each department’s administrative office and each college dean’s office or on their website:* <http://www.research.nau.edu/vpr/IRB/index.htm>. *If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.*

***Academic Integrity***

*The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.*

*Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s* Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>**.**

***Academic Contact Hour Policy***

*The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”*

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

***SENSITIVE COURSE MATERIALS***

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”