

# Special Major Declaration Form

RESPONSE MUST BE TYPEWRITTEN

1) Name: Rebecca Morgan

2) ID Number:

3) Class Standing:

4) Anticipated Graduation Date:

5) Campus Address:

6) Campus Phone:

7) Email Address:

8) Do you currently have declared majors and/or minors? If so, what are they? Do you intend to complete these majors and/or minors if this proposal is approved?

I do not currently have any majors or minors declared. If this proposal is approved I also intend to declare a second major in History, Sociology or Anthropology by the spring of my sophomore year. Regardless of which I choose to declare as my second major, the American Ethnic Studies major will stay the same.

9) Title of Proposed Special Major:

American Ethnic Studies

10) List of Courses to be included in Special Major (Include correct prefix, course number, and course title. Please indicate if the course is writing-centered or included in the General Education Program. Please indicate which courses you have already taken, and which remain to be taken.):

**Completed in bold (2)**

*In Progress in italics (2)*

Proposed (6)

AES CORE COURSES (3):

**AES 150: Introduction to American Ethnic Studies**

AES 330: Methods and Theory in American Ethnic Studies

AES 491W: Senior Experience

AES ELECTIVE COURSES (7):

At least 1 of the 2 following applied courses:

IDS 343: Field Studies in Chicago

IDS 205: Chemawa Indian School Partnership Program (.5)

At least 4 of the following 7 racial group studies:

*ANTH 231: Native North American Cultures (TH; US)*

ANTH/SOC XXX: Asian-American Studies

*HIST 259: American Jewish History*

HIST 362: African-American History 1865-Present

POLI 379: Latinos in U.S. Politics

RHET 244: Latino/a Voices in the U.S. (AR; IT)

Jim Crow

At least 2 of the following 5 related topics:

AES 354: Racial Justice Movements in the U.S.

ANTH 303: Museum Studies Seminar

**ENGL 253: Diversity in American Literature (IT)**

REL 214: Religion in America (TH)

POL: Death in America

11) Writing-Centered Course in the Special Major:

Senior Experience (Seminar or Internship with thesis)

12) Describe the Senior Experience in the Special Major:

At this point in my college career, I am not yet ready to decide what my AES senior experience will be. It may be a senior seminar in an already-existing major program at Willamette, an internship with thesis, or other form of independent study in the field. Whatever I decide for my senior experience, it will be a culmination of my three years of American Ethnic Studies education at Willamette.

13) Using the tables below demonstrate how you will be able to complete the proposed special major, any other majors/minors, as well as the general education program by your anticipated graduation date.

THIS PROGRAM ASSUMES THAT MY SECOND MAJOR IS ANTHROPOLOGY.  
The actual program will depend on what I declare as my second major.

<b>Semester: Fall 2008</b>
SPAN 131: Elementary Spanish I
ANTH 150: Intro to Anthropology
RHET 125(CA): Creating Visual Rhetoric
MATH 130(QA*): Contemporary Math

<b>Semester: Spring 2009</b>
SPAN 132: Elementary Spanish II
BIO 110(NW): Principles of Biology
ANTH 335: Visual Anthropology
ANTH 303: Museum Studies Seminar
<b>Summer 2009: IDS 343: Field Studies in Chicago</b>

<b>Semester: Fall 2009 Abroad in Ghana</b>
4 Willamette Credits

<b>Semester: Spring 2010</b>
HIST 362: African-American History
AES 354: Racial Justice Movements
ANTH 371: Survey of Anthro Theory
AES 330: Methods and Theory
IDS 205: Chemawa Indian School Partnership Program (.5)

<b>Semester: Fall 2010</b>
ANTH 361(W): Ethnographic Methods
SOC 301(QA*): Social Statistics
REL 214(TH): Religion in America
ANTH 354: Sex and Gender

<b>Semester: Spring 2011</b>
ANTH 499(W): Senior Seminar
AES 491(W): Senior Experience
RHET 244(IT:AR): Latino/a Voices in the U.S.

14) Rationale for Proposed Special Major. Attach 1-2 pages describing your proposed special major and its goals or objectives and explaining why the existing major programs do not meet your needs. Please keep in mind that Willamette University is a liberal arts college and that your proposed major must be consistent with its academic mission to cultivate a set of general intellectual arts within a disciplinary or interdisciplinary context, rather than to develop specific pre-professional, professional, or vocational skills.

15) Please attach a copy of your AER (Academic Evaluation Report).

16) Names and Titles of three Faculty Sponsors:

Name: Emily Drew. Title: Assistant Professor of Sociology and American Ethnic Studies.

Name: Ellen Eisenberg. Title: Dwight and Margaret Lear Professor of American History.

Name: Rebecca Dobkins. Title: Associate Professor of Anthropology and American Ethnic Studies

17) Signatures of Faculty Sponsors:

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## **Rationale for Major:**

The primary focus of the American Ethnic Studies program, as its mission statement states, is to “explore how complex social relations of race, ethnicity, culture, and indigeneity, in conjunction with other social systems and structures, can give rise to unjust social relations, limit human endeavor, and normalize privilege and oppression.” The program surveys these topics with a focus on People of Color and their lived realities of racism and ethnocentrism and, in response, resistance and social change. AES courses also examine issues such as white power and privilege and the normalized culture and structures that created and preserve social inequalities.

The objective of this program is to confront issues of social injustice and social change by carefully inspecting practices that are historically overlooked and have not received sustained critical assessment. Because it crosses so many fields of scholarship, the AES program serves as an ideal liberal arts discipline covering a broad range of historical and contemporary topics in the humanities and social sciences. The interdisciplinary program will prepare me to engage in social change and to act as a responsible citizen in a multicultural and multiethnic society. Unlike many other programs on campus, the AES program gives me the ability to apply my learning practically to better my life daily.

In high school I became involved with the Multicultural Council at my school. I exhausted the social studies course offerings at my school, taking classes such as Chicano Studies, African-American Studies, and Ethnic Diversity in America. What started as an interest quickly became a passion. As I learned about the complex race relations that exist in the United States, what built them, events that resulted from them and institutions that perpetuate them, I became frustrated with the way injustice permeates the U.S. social scene. When it came time to make a decision as to which college I would attend, it was Willamette’s budding AES program and the whisperings of imminent change that sealed the deal for me. I knew that I wanted to be at a school where I would find a group of people with similar goals and ideals to help support me as I explored my racial identity and to join in improving my school as an institution of a racialized society.

When I took Introduction to American Ethnic Studies (AES 150) during my first semester at Willamette, I knew that I had made the right decision. I learned so much about myself and developed a network of people willing to help me foster and develop my anti-racist,

intellectual, and activist identity. By becoming an American Ethnic Studies major, I hope to continue learning about and acting upon this new identity. A minor program exists at this time, but I feel that the major would be more suitable to my own educational and personal goals because I also plan to have a career that integrates my ethnic studies learning at Willamette, such as an educational planner who works to get AES incorporated into K12 education.

I selected the classes for my proposed American Ethnic Studies major with many factors in mind. I wanted my major to capitalize on the advantages of a liberal arts education, so I took an interdisciplinary approach to class selections, which will allow me to gain the tools that many different disciplines on campus have to offer to me. I also wanted to learn about each of the major ethnic groups in the U.S., which is why about half of my ethnic studies classes will be focused on individual ethnic groups, such as African-American History and Latinos in U.S. Politics. Finally, I wanted my major to also have an applied aspect that I believe is essential to ethnic studies learning. AES is a discipline that addresses issues faced in daily life, so it will serve me well to take my education and apply it to those real situations. The Chicago Field Study program, for instance, will allow me to employ my classroom study to an ethnically diverse and thriving city.

The American Ethnic Studies classes that I chose also meet the four components of the AES program: culture, voice, history, and power. The core American Ethnic Studies classes fulfill each of these areas, but the elective classes also provide for the four areas. For instance, by choosing a class about each of the major American ethnic groups, I will learn about the culture of each group. The service learning component that I have added to my major serves to develop voice by promoting activism outside of the classroom as a voice of change. My American ethnic history classes, such as American Jewish History, will allow me to analyze how race and racism were historically structured and are presently maintained. Finally, I believe that almost all of the classes I have chosen will discuss the role of power in our racialized society and power is embedded in the struggles of historically oppressed racial groups.