



ETHS 101 - Ethnic Studies 2 Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000633404

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 101

Course Title Ethnic Studies 2

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies,
Other / E - Non-Occupational

Rationale for adding this course to the curriculum Revision to Huma 101 to meet the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides an interdisciplinary survey of Native American, African American, Chicano/Latino American, Asian Pacific Islander American, and Arab American communities from the 1800s to the present. Drawing upon artistic, philosophical, religious, social, historical, and political perspectives, this course analyzes core concepts of Ethnic Studies, explores the intersection of race, ethnicity, gender, sexuality, religion, class, and ability, emphasizes resistance and liberation, and examines the impact of these communities on the development of the United States.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Critically assess the significant influence of Native American, African American, Chicano/Latino American, Asian Pacific Islander American, and Arab American communities on the development of the United States from the 1800's to the present.
- B. Analyze core concepts of Ethnic Studies including but not limited to: race, ethnicity, racialization, oppression, equity, white supremacy, eurocentrism, decolonization, liberation, intersectionality, self-determination, and agency.
- C. Interpret how resistance, social justice, and civil rights as experienced by Native American, African American, Chicano/Latino, Asian Pacific Islander American, and Arab American communities are connected to current issues and experiences.
- D. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian Pacific Islander American, Chicano/Latino American, and Arab American communities.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, indigeneity, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American Studies, African American Studies, Asian Pacific

Islander American Studies, Chicano/Latino American Studies, and Arab American Studies.

- B. Apply theory and knowledge produced by Native American, African Americans, Asian Pacific Islander Americans, Chicano/Latino American Studies, and Arab American Studies to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- C. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian Pacific Islander American, Chicano/Latino American, and Arab American communities.
- D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian Pacific Islander American, Chicano/Latino American, and Arab American communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
- E. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Native American, African American, Asian Pacific Islander American, Chicano/Latino American, and Arab American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
- F. Examine and demonstrate an understanding of the significance of Native American, African American, Asian Pacific Islander American, Chicano/Latino American, and Arab American racial and ethnic identity in artistic expression (i.e. visual, performing, and literary), having an emphasis on liberation and social justice movements and evaluating their impact in the United States.
- G.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, indigeneity, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American Studies, African American Studies, Asian Pacific Islander American Studies, Chicano/Latino American Studies, and Arab American Studies.
- Apply theory and knowledge produced by Native American, African American, Asian Pacific Islander American, Chicano/Latino American, and Arab American communities to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American,

Asian Pacific Islander American, Chicana/Latina American, and Arab American communities.

- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian Pacific Islander American, Chicana/Latina American, and Arab American communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
- Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Native American, African American, Asian Pacific Islander American, Chicana/Latina American, and Arab American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.

Course topics:

- A. Introduction to the discipline of Ethnic Studies and interdisciplinary approaches/methods in Ethnic Studies
 - a. Origin of Ethnic Studies
 - b. Ethnic Studies Purpose
 - a. Centralizing histories, cultures, intellectual traditions of communities of color in the United States
 - b. Foster development of student identities, critical consciousness, self-determination, agency, community engagement, and transformation
 - c. Comparative Ethnic Studies
 - d. Performance Studies
 - e. Decolonial Methods and Research Justice
 - f. Community Participatory Action Research
 - g. Community Responsive Pedagogy
- B. Critical Race Theory
- C. Key concepts including: race, ethnicity, equity, white supremacy, eurocentrism, privilege, hegemony, racialization, indigeneity, racism, anti-black racism, internalized racism, colorblind racism, intersectionality, microaggressions, anti-racism, power, agency, self-determination, decolonization, and liberation.
- D. Key concepts including: patriarchy, sexism, heterosexism, homophobia, transphobia, classism, religious oppression, Orientalism, Islamophobia, able-ism, and age-ism.
- E. Affirmative framing of Native American, African American, Chicana/Latina American, Asian Pacific Islander American, and Arab American communities with regards to contributions (i.e. artistic, philosophical, religious, literary, social, and scientific), group empowerment, decolonization, and community cultural wealth.
- F. Impact of various forms of oppression (including but not restricted to enslavement, colonization, genocide, forced assimilation, and imperialism) experienced by the following communities:
 - a. Native American
 - b. African American
 - c. Asian Pacific Islander American (including but not restricted to: Chinese American, Japanese American, and Filipina/x/o American)
 - d. Chicana/Latina American
 - e. Arab American

- G. Key critical events, history of lived-experiences, social struggles, traditional epistemologies, and contributions (i.e. artistic, philosophical, religious, literary, social, and scientific) within the communities below and their impact on the development of the U.S.:
 - a. Native American
 - b. African American
 - c. Asian Pacific Islander American (including but not restricted to: Chinese American, Japanese American, and Filipina/x/o American)
 - d. Chicax/Latinx American
 - e. Arab American
- H. Role/function of the arts (i.e. visual, performing, and literary) in relation to social struggles, resistance, racial and social justice, solidarity, and liberation within the following communities:
 - a. Native American
 - b. African American
 - c. Asian Pacific Islander American (including but not restricted to: Chinese American, Japanese American, and Filipina/x/o American)
 - d. Chicax/Latinx American
 - e. Arab American
- I. Intersection of race and racism with (other forms of difference affecting hierarchy and oppression including but not restricted to) gender, sexuality, class, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age for the following communities:
 - a. Native American
 - b. African American
 - c. Asian Pacific Islander American (including but not restricted to: Chinese American, Japanese American, and Filipina/x/o American)
 - d. Chicax/Latinx American
 - e. Arab American
- J. Review and analyze resistance movements, coalition building, and their respective decolonial and liberatory strategies organized by Native American, African American, Chicax/Latinx American, Asian Pacific Islander American, and Arab American communities including but not restricted to:
 - a. Civil Rights Movement, Black Power Movement, Black Arts Movement, American Indian Movement, Chicano Movement, Third World Liberation Front, Farm Labor Movement, Feminist Movement, Stonewall Riots, #BlackLivesMatter Movement
- K. Multiracial Americans and Critical Mixed Race Studies
 - a. Theoretical frameworks: From Maria P.P. Root to Andrew Jolivette & Rudy Guevarra
- L. Additional topics including but not restricted to: solidarity, anti-immigrant policies, immigration status, family separation; anti-Black racism, anti-Asian racism; police brutality; family and kinship; access to education, housing, and healthcare; self-determination, generational wealth, and wellness.
- M.

4. Methods of Instruction:

Activity: Group Projects/Presentations, Collaborative group work, Small/large group activities.

Discussion: Small and Large group discussion.

Lecture: Lecture with slide presentation.

Other: Film/Documentaries; Audio/Visual Media, Audio-visual presentations.

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).

Quizzes -- Daily reading response quiz and/or quiz on weekly material.

Papers -- Reflection and research papers.

Oral Presentation -- Individual or Group presentations.

Projects -- Final Project.

Final Exam -- Counterhegemonic Product (see below in ?Other Assignments?)

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

are based on textbook reading, open educational resources, online sources, or instructor-generated handouts

For example:

1. Please read pp. 221-235 in *Colonize This!: Young Women of Color on Today's Feminism* by Bushra Rehman and Daisy Hernandez covering the experience of South Asian women in the United States.

2. Please read pp. 29-45 in *America is in the Heart* by Carlos Bulosan which explores Bulosan's experience as a Filipino-American man working in Alaskan canneries.

B. Writing Assignments

1. Based on the documentary *Mirrors of Privilege: Making Whiteness Visible* and the Introduction of the book *White* by Richard Dyer, please write a 2-5 page reflection paper that includes: 1) a summary of the main concepts discussed in the film and text, and 2) the impact of these concepts on your understanding of white privilege in the United States.

2. For 2 minutes, please do a free-write on the term ?cultural wealth.? Reflect upon your free-write responses, and then write a 1-2 page paper expanding on the concept of cultural wealth as it relates to the Native American, African American, Chicanx/Latinx American, Asian Pacific Islander American, or Arab American community. Propose strategies for improving the representation, focus, and/or visibility of the various forms of cultural wealth within any of these communities.

C. Other Assignments

Final Project: Counterhegemonic Product - Drawing upon topics discussed during lecture, student has the option to create a workshop, visual/literary/performing arts piece, film, or community program/service that:

1) demonstrates anti-racist engagement by challenging dominant discourse and/or representation of Native American, African American, Chicanx/Latinx American, Asian Pacific Islander American, and Arab American communities,

2) raises consciousness about the complex reality of these communities, and

3) positively impacts/serves these communities.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Paula Rothenberg and Christina Hsu Accomando

Title: Race, Class, and Gender in the U.S.

Publisher: MacMillan Learning

Date of
Publication: 2020

Edition: 11th edition

Book #2:

Author: Andrew Jolivet

Title: Research Justice: Methodologies for Social Change

Publisher: Policy Press

Date of
Publication: 2015

Edition: 1st edition

Book #3:

Author: Derald Wing Sue and Lisa Spanierman

Title: Microaggressions in Everyday Life: Race, Gender, and Sexual
Orientation

Publisher: Wiley

Date of
Publication: 2020

Edition: 2nd

B. Other required materials/supplies.