

ETHS M40: INTRODUCTION TO ETHNIC STUDIES

Originator

pcolman

Co-Contributor(s)**Name(s)**

Colman, Patricia (pcolman)

College

Moorpark College

Discipline (CB01A)

ETHS - Ethnic Studies

Course Number (CB01B)

M40

Course Title (CB02)

Introduction to Ethnic Studies

Banner/Short Title

Introduction to Ethnic Studies

Credit Type

Credit

Honors

No

Start Term

Fall 2022

Catalog Course Description

Introduces foundational concepts and theories of the Ethnic Studies discipline by focusing on the four historically racialized groups in the United States: Native Americans, African Americans, Asian Americans and the Chicana/o community. Explores the social and political construction of race and ethnicity and emphasizes liberation, self-determination, and contemporary activism.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Visits to museums, exhibits, lectures, cultural events, and other community activities related to Ethnic Studies may be required.

Grading method

(L) Letter Graded

Alternate grading methods

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | identify the cultural, political, historical, economic, and institutional factors affecting the social construction of race and ethnicity. |
| 2 | apply critical frameworks and core concepts of Ethnic Studies such as decolonization, racialization, and intersectionality. |
| 3 | interpret how social justice and liberation as experienced by Native Americans, African Americans, Asian Americans and the Chicana/o community are connected to current societal issues. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | analyze and articulate concepts such as race and racism, racialization, ethnicity, ethno-centrism, discrimination, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism using an Ethnic Studies theoretical framework. |
| 2 | apply theory and knowledge produced by Native Americans, African Americans, Asian Americans, and/or the Chicana/o community to describe the critical events, cultures, intellectual traditions, contributions, lived-experiences and social struggles with a particular emphasis on agency and group-affirmation. |

- | | |
|---|---|
| 3 | 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 within the Native American, African American, Asian American, and/or Chicana/o communities. |
| 4 | explain and assess how struggle, resistance, racial and social justice, solidarity and liberation as experienced and enacted by Native Americans, African Americans, Asian Americans, and/or the Chicana/o community are relevant to current and structural issues such as immigration, reparations, and language policies. |
| 5 | describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American, and/or Chicana/o communities to build a just and equitable society. |

Course Content

Lecture/Course Content

I. Introduction to Ethnic Studies (5%)

1. History of the Discipline
 - a. 1968- San Francisco State University
 - b. Third World Liberation to Ethnic Studies
 - c. Ethnic Studies today
2. Definitions and Etymology
3. Methodologies in Ethnic Studies

II. Theoretical Approaches to Racism: Creating the "Other" (15%)

1. Prejudice, stereotyping, and labeling
2. Multiculturalism, pluralism, neoliberalism critique
3. Racial ideology, formation and identity
4. Critical Race Theory
5. Structural, colorblind, and modern racism
6. Ethnic stratification
7. Caste and colonialism theories
8. Decolonization theory
9. Racial capitalism
10. Internal colonialism: an American theory of race

III. Social Construction of Race (10%)

1. Racial ideology before the 19th century
2. 20th century pseudoscience and eugenics
3. Ethnic and racial political identities
4. Blood quantum
5. Census identification
6. Naturalization and citizenship
7. Tribal sovereignty

IV. Ideology into Practice: Foundational Racialization in the United States (25%)

1. Indigenous Americans
 - a. Settler-colonial experience
 - b. Removal and reservations
 - c. Assimilation
2. African Americans
 - a. The slave trade and diaspora
 - b. Abolition and resistance
 - c. Reconstruction
 - d. Jim Crow
 - e. World War II and *Brown vs. Board of Education*
3. Chicana/o Experience
 - a. Colonization and imperialism
 - b. Manifest Destiny and land displacement
 - b. Mexican migration and the rise of nativism
 - c. Deportation and repatriation campaigns

- d. World War II and Bracero program
- 4. Asian Americans
 - a. Late 19th century and early 20th century immigration and exclusion
 - b. World War II
 - c. Model minority
 - d. Anti-Asian hate crimes

V. Cultural Intersectionality and the Lived Experience (15%)

- 1. Theoretical Development
 - a. Sojourner Truth, Kimberle Crenshaw, bell hooks, Audre Lorde, Gloria Anzaldua
- 2. Types of intersection
 - a. Structural
 - b. Political
 - c. Representational
- 3. Marxist and Feminist Approaches

VI. Contemporary Framework and Issues (30%)

- 1. Racial hierarchies and interracial politics
- 2. White supremacy and white privilege
- 3. Socioeconomic wealth inequalities
- 4. Racial groups in popular culture and media
- 5. Criminal Justice
 - a. School to prison pipeline
 - b. Police brutality
 - c. Criminal justice reform
- 6. Education
 - a. Boarding schools
 - b. Racially segregated school systems
 - c. Affirmative action
 - b. Equity
- 7. Racial and Social Justice Movements
 - a. Black Power to Black Lives Matter
 - b. Immigrant rights
 - c. Tribal treaty land claims
 - d. Asian American Movement
 - e. Chicano Movement
- 8. Interracial Coalition Movements
 - a. 1946 Hawaiian Sugar Strike
 - b. Black-Asian Alliances
 - c. United Farm Workers-Black Power Movement
 - d. The making of D-Q University

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams

Oral analysis/critiques
 Oral presentations
 Performances
 Portfolios
 Quizzes
 Reports/papers
 Research papers
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Demonstrations
 Distance Education
 Field experience/internship
 Field trips
 Group discussions
 Guest speakers
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will lecture and use PowerPoint and video to enhance the visual learning process. Students will be put into small groups to read sources and answer questions collectively. Students will conduct research projects, gathering information from the college library pertaining to Ethnic Studies and present research projects to the class.

Representative Course Assignments

Writing Assignments

Write a research paper comparing and contrasting the immigrant experiences of at least two ethnic groups.
 Evaluate audio, visual, or print sources and write a review of how one or more ethnic group is portrayed in the media.
 Maintain a written journal responding to current events involving race and ethnicity such as police reform or affirmative action.

Critical Thinking Assignments

Participate in group debates on topics such as opposing viewpoints on reparations in the United States.
 Utilize Ethnic Studies methodology and models to interpret their own lived experiences.
 Research and report on ethnic and racial housing patterns within Ventura County.

Reading Assignments

Reading course texts, supplemental readings, and handouts.
 Reading and annotating articles from scholarly journals such as *Ethnic Studies Review* published by UC Press.

Outside Assignments

Representative Outside Assignments

Attend a lecture, cultural or community event that addresses an issue relevant to Ethnic Studies.
 Visit a site or museum relevant to one or more of the four historically racialized groups such as the Japanese American National Museum in Los Angeles.
 Utilize the Library resources to research and write a paper on an assigned topic in Ethnic Studies.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal State University, San Marcos	ETST 101	Introduction to Ethnic Studies	3
UC Berkley	ETH STD 11AC	Introduction to Ethnic Studies	4

Cal Lutheran University	ERS 101	Introduction to Ethnic and Race Studies	4
Cal Poly San Luis Obispo	ES 114	Introduction to Ethnic Studies	3

Comparable Courses within the VCCCD

ETHS V01 - Introduction to Ethnic Studies

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Chabot College	ES 1	Introduction to Ethnic Studies	3
Citrus College	ETHN 101	Introduction to Ethnic Studies	3
Irvine Valley College	ETHN 10	Introduction to Ethnic Studies	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Proposed

Date Proposed:

12/2020

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Proposed

Date Proposed:

12/2021

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

FALL 2022

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Proposed

Date Proposed:

12/2021

Effective term:

Fall 2022

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Proposed

Date Proposed:

6/2022

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Proposed

Date Proposed:

12/2022

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Messer-Kruse, Tim. *Ethnic Studies: Critical Fundamentals*. Revised 2nd ed., Achromatic Books, 2018.

Resource Type

Textbook

Description

Fitzgerald, Kathleen J. *Recognizing Race and Ethnicity: Power, Privilege, and Inequality*. 3rd edition, Routledge, 2020.

Resource Type

Textbook

Description

Omi, Michael and Winant, Howard. *Racial Formation in the United States*. 3rd edition, Routledge, 2014.

Resource Type

Other Instructional Materials

Description

Jones, Nikki. *The Chosen Ones: Black Men and the Politics of Redemption*. University of California Press, 2018.

Resource Type

Other Instructional Materials

Description

De Anda, Irsi. *Codeswitch: Fires de mi Corazon*. Los Writers Underground Press, 2016.

Library Resources**Assignments requiring library resources**

Utilize the Library's print and online resources for research. Access film content such as the Race and Class Studies Collection available through Kanopy streaming.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize the Library's print and online resources to research and write a paper on an assigned topic concerning one of the four historically racialized groups. Topics might include the debate over slavery reparations or the Chinese Exclusion Act. Materials should include primary and secondary sources. Also research using Library monographs on various topics covered in the course. Internet availability in the Library's open access lab.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ETHNIC STUDIES

Review and Approval Dates

Department Chair

10/30/2021

Dean

10/30/2021

Technical Review

11/04/2021

Curriculum Committee

11/16/2021

DTRW-I

12/09/2021

Curriculum Committee

MM/DD/YYYY

Board

01/18/2022

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY