

ETHS-100: ETHNIC STUDIES 1

Effective Term

Fall 2022

BOT Approval

12/09/2021

COCI Approval

05/10/2022

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Ethnic Studies (Master's Degree)	

Subject Code

ETHS - Ethnic Studies

Course Number

100

Department

Ethnic Studies

Division

Arts and Humanities (ARAH)

Full Course Title

Ethnic Studies 1

Short Title

Ethnic Studies 1

CB03 TOP Code

2203.00 - Ethnic Studies

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Revision of Huma 100 to meet the AB 1460 CSU Ethnic Studies graduation requirement. In each of the 9 ETHS courses submitted, the 5 core competencies were included in the Course Objectives section. Following the model of Canada College's ETHN 103: Asian American Studies course, the 5 core competencies were also listed at the beginning of Course Content section with a line stating that the course topics listed within this section will be used to fulfill each of those competencies. I decided to do it in this way (as opposed to, for example, listing particular topics beneath a single core competency) because there were several course topics in a given course that fulfilled or were tied to more than one core competency; by formatting the course content in such a fashion, I sought to maintain clarity and avoid redundancy. Nonetheless, throughout the list of course topics, I still ensured the topics reflected and/or were connected to the core competencies. The core competencies are also reflected by the types of sample assignments listed and the texts selected on requirement.

SECTION B - Course Description

Catalog Course Description

This course provides an interdisciplinary survey of Native American, African American, Chicanx/Latinx American, and Asian Pacific Islander American communities from the 1500s to the 1800s. 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 from the 1500s to the 1800s.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00000

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Critically assess the significant influence of Native American, African American, Chicanx/Latinx American, and Asian Pacific Islander American communities on the development of the United States from the 1500's to the 1800s.
2.	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.
3.	Interpret how resistance, social justice, and civil rights as experienced by Native American, African American, Chicanx/Latinx American, and Asian Pacific Islander American communities are connected to current issues and experiences.

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

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, 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, and Chicana/Latina American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian Pacific Islander American, and Chicana/Latina 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.
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 in Native American, African American, Chicana/Latina American, and Asian Pacific Islander American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Chicana/Latina American, and Asian Pacific Islander American communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, and settler-colonialism.
5. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Native American, African American, Chicana/Latina American, and Asian Pacific Islander American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
6. Examine and demonstrate an understanding of the significance of Native American, African American, Asian Pacific Islander American, and Chicana/Latina American racial and ethnic identity in artistic expression (i.e. visual, performing, and literary), having an emphasis on resistance, acts of solidarity, and liberation and evaluating their impact in the United States.
7. Demonstrate an understanding of precolonial belief systems, values, practices, languages, philosophies, and epistemologies of various the ethnic groups above and evaluate their impact on the experiences of these communities and their cultural production.

Course 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, and Chicana/Latina American Studies.
 - Apply theory and knowledge produced by Native American, African American, Asian Pacific Islander American, and Chicana/Latina 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, Chicana/Latina American, and Asian Pacific Islander American communities.
 - Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Chicana/Latina American, and Asian Pacific Islander 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.
 - Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in Native American, African American, Chicana/Latina American, and Asian Pacific Islander American communities; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
1. Course topics:
 - a. Introduction to the discipline of Ethnic Studies
 - i. Origin of Ethnic Studies
 - ii. Ethnic Studies purpose:

1. centralizing histories, cultures, intellectual traditions of communities of color in the United States
2. Foster development of student identities, critical consciousness, self-determination, agency, community engagement, and transformation
2. Racial Formations
3. Critical Race Theory
4. Key concepts including: race, ethnicity, equity, white supremacy, eurocentrism, privilege, hegemony, racialization, indigeneity, racism, colorism, internalized oppression, patriarchy, classism, religious oppression, Orientalism, Other-ing; abolition, anti-racism, power, agency, self-determination, decolonization, and liberation.
5. Precolonial beliefs, systems, values, practices, languages, philosophies, and epistemologies of various civilizations and how they inform and influence the experiences and the cultural production of 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. Chicanx/Latinx American
6. Key critical events, histories, 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. 1500s to 1800s:
 - 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. Chicanx/Latinx American
7. Impact of various forms of oppression (including but not restricted to enslavement, colonization, genocide, forced assimilation & relocation, internment, 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. Chicanx/Latinx American
8. Role/function of the arts (i.e. visual, performing, and literary) and religion/spirituality 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. Chicanx/Latinx American
 - e. Arab American
9. 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. Chicanx/Latinx American
10. Affirmative framing of Native American, African American, Chicanx/Latinx American, and Asian Pacific Islander American communities with regards to contributions (i.e. artistic, philosophical, religious, literary, social, and scientific), group empowerment, decolonization, and community cultural wealth.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Group Work	Group Projects/Presentations, Collaborative group work, Small/large group activities

Discussion	Small and Large group discussion
Lecture	Lecture w/ slide presentation
Other	Film/Documentaries; Audio/Visual Media, Audio-visual presentations

Online Adaptation

Types	Examples of learning activities
Activity	
Discussion	
Lecture	
Other	

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
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
Essays/Papers	Reflection and research papers
Oral Presentations	Individual or Group presentation
Projects	Final Project

Assignments

Reading Assignments

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

For example:

- 1) Please read pp. 19-32 in *Recovering the Sacred* by Winona LaDuke regarding the Apache people, Mt. Graham International Observatory, and the University of Arizona.
- 2) Please read Ch. 3 of *African Spirituality* by Jacob Olupona cover the Lake Goddess Uhammiri/Obbuide and the significance of the female side of the universe in Igbo cosmology.

Writing Assignments

- 1) Based on the documentary *In the Light of Reverence*, please write a 1-2 page reflection paper that includes:
 - a) a summary of the main concepts discussed in the film, and
 - b) this has impacted your understanding of the struggle of indigenous people(s) to preserve sacred sites 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, or Asian Pacific Islander American community. Propose strategies for improving the representation, focus, and/or visibility of the various forms of cultural wealth within any of these communities.

Outside-of-Class Assignments

Final Project: Oral History Project - Drawing upon topics discussed during the lectures, students will interview 5-10 people from their ethnic background(s) and ask them to share any mythologies, folktales, legends, or proverbs that their elders have shared with them. This project is comprised of 3 parts: findings, analysis, and reflection. Students will:

- 1) engage in a process of inquiry regarding if and/or how narratives from one's ancestral past can be implicitly embedded in one's everyday lives and transmitted from one generation to the next;
- 2) raise questions about the resilience of precolonial folklore despite systematic efforts to eradicate a community and its culture; and
- 3) explore possible connections between their findings and the decolonization process for any of the following ethnic groups: Native American, African American, Chicana/Latina American, and Asian Pacific Islander American.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Jacob Olupona

Title

African Spirituality: Forms, Meanings, and Expressions

Edition/Version

1st Edition

Publisher

Crossroad Publishing

Year

2001

Material Type

Textbook

Author

Andrew Jolivet

Title

American Indian and Indigenous Education: A Survey Text for the 21st Century

Edition/Version

1st Edition

Publisher

Cognella

Year

2020

Material Type

Textbook

Author

Roxanne Dunbar-Ortiz

Title

An Indigenous Peoples' History of the United States

Edition/Version

1st Edition

Publisher

Beacon Press

Year

2015

SECTION G - Diversity, Equity and Inclusivity**Course Codes (Admin Only)****CB00 State ID**

CCC000633403

CB10 Cooperative Work Experience Status

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

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No