

ETHN 0011 - INTRODUCTION TO ETHNIC STUDIES

Catalog Description

Formerly known as SSCI 10

Hours: 54 lecture

Description: Introduces students to Ethnic Studies and the diverse institutional, cultural, and historical issues relating to the past and present life circumstances and intersectional identities of the four core Ethnic populations of Asian Americans, Chicanx/Latinx Americans, African Americans, and Native Americans/American Indians within the United States. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Analyze the historical, social, political, and economic factors affecting racial and ethnic groups in the U.S.
- CSLO #2: Critically discuss the intersections of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age.
- CSLO #3: Deconstruct a comparative analysis of immigration patterns to the U.S.
- CSLO #4: Utilize theory to examine how participation in anti-racist practices, strategies, and movements will contribute to a more just and equitable society.

Effective Term

Fall 2023

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Analyze and articulate concepts including race and racism, racialization, ethnicity, equity, eurocentrism, white supremacy/privilege, self determination, liberation, decolonization, sovereignty, imperialism, settler colonialism and anti racism in Native American/American Indian Studies, Chicanx/Latinx/La Raza Studies, Asian American Studies, and African American/Black Studies.
2. Critically analyze the intersection of race and racism as they relate to class, gender, religion/spirituality, national origin immigration status, ability, tribal citizenship, sovereignty, language, and or age in all four core Ethnic Studies groups (Native American/American Indian, Chicanx/Latinx/La Raza, Asian American, and African American/Black)

3. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx/Chicanx communities to describe critical histories and events, cultures, intellectual traditions and contributions, social struggles, and lives of those groups paying special attention to group affirming practices and agency.
4. Analyze and critique the historical, social, political, psychological, and economic factors affecting all four core ethnic groups in the United States (Native American/American Indian, Chicanx/Latinx/La Raza, Asian American, and African American/Black).
5. Describe and actively engage with anti-racist issues, practices, and movements in all four of the core ethnic groups (Native American/American Indian, Chicanx/Latinx/La Raza, Asian American, and African American/Black) will contribute to a diverse, just, and equitable society.
6. Critically analyze intersectionality and compare and contrast the influences of race, ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, age, and other social factors that shape the experience of African Americans, Asian Americans, Chicanx/Latinx Americans, and Native Americans.
7. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by African Americans, Asian Americans, Chicanx/Latinx Americans, and Native Americans are relevant to current issues.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
 - AA/AS - Ethnic Studies
 - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D3 Ethnic Studies
 - CSUGE - D7 Interdisciplinary Soc/Behav
 - CSUGE - F Ethnic Studies
 - CSUGE-D0 Sociology/Criminology
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4C Ethnic Studies
 - IGETC - 7 Ethnic Studies

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Students write a paper that analyzes the various intellectual contributions of one or more of the core ethnic groups.
- Projects
 - Example: Students create journals and diaries from the perspective of historical figures who fought for civil rights and make a short presentation of their subject (Fredrick Douglass, Elizabeth Cady Stanton, William Lloyd Garrison, Levy Coffin, John Brown, Harriet Tubman, Phyllis Wheatley, etc.).

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will provide mini-lectures, films and discussions on the discriminatory policies formulated and implemented against the four core ethnic groups in the U.S. The policies, executive orders and laws will include the Dawes Act, Indian Boarding schools, Plessy versus Ferguson, Jim Crow, Black Codes, Executive Order 9066, the Bracero program, Treaty of Guadalupe Hidalgo, Brown versus Board of Education, Chinese Exclusion Act, Red Lining, convict leasing, war on drugs, etc. Students: In small groups, on each policy/law/ executive order, students will take a position, back the position with evidence and answer counter-arguments from other students. Afterward, students will identify and distinguish between examples of factual claims and rhetorical claims.

Distance Learning

1. Instructor: After students view the film "Harvest of Empire" instructor facilitates a discussion regarding the United States involvement in Mexico, Central American and the Caribbean and the subsequent immigration policies for Latinx communities. Students: While viewing the video, students must identify five actions that the United States government took that supported acts of violence and destruction in the countries presented. After the viewing, students will respond to questions about the story and the policies observed.

Typical Out of Class Assignments Reading Assignments

1. Read provided excerpts from Paolo Freire "Pedagogy of the Oppressed" in preparation for class discussion about key concepts and theories. Outline Freire's main points. (Objective 1 and 2)
2. Read the chapter from Introduction to Ethnic Studies textbook titled "Why Ethnic Studies was Meant for Me" by Rosana Chavez and write discussion questions for class discussion (Objectives 3, 4, 5 and 7)

Writing, Problem Solving or Performance

Example #1: Students may write 3-5 page reaction papers and present on the following policies, executive orders and laws: the Dawes Act, Indian Boarding schools, Plessy vs. Ferguson, Jim Crow, Black Codes, Executive Order 9066, the Bracero program, Treaty of Guadalupe Hidalgo, Brown vs. Board of Education, Chinese Exclusion Act, Red Lining, convict leasing, war on drugs, etc. (Objectives 2,3,4,and 6)

Example #2: Students may write self-reflective journal entries throughout the semester assessing their new knowledge in relation to their identities. (Objectives 1, 2 and 6)

Other (Term projects, research papers, portfolios, etc.)

Field trips, cultural excursions, guest lecturers, documentary films.

Required Materials

- Introduction to Ethnic Studies
 - Author: Boatamo Mosupyoe, Mark Yee, Julie Figueroa, Brian Baker
 - Publisher: Kendall Hunt
 - Publication Date: 2020

- Text Edition:
- Classic Textbook?:
- OER Link:
- OER:
- Our Stories in Our Voices
 - Author: Mark, G.Y
 - Publisher: Kendall Hunt
 - Publication Date: 2020
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- Pedagogy of the Oppressed
 - Author: Freire, Paulo
 - Publisher: Bloomsbury Academic
 - Publication Date: 2018
 - Text Edition: 4th
 - Classic Textbook?: Yes
 - OER Link:
 - OER:
- Race and Racisms: A Critical Approach
 - Author: Tanya Maria Golash-Boza
 - Publisher: Oxford
 - Publication Date: 2018
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Racial Formation in the United States
 - Author: Michael Omi and Howard Winant
 - Publisher: Routledge
 - Publication Date: 2014
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.