



ETHS 100 - Ethnic Studies 1 Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000633403

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 100

Course Title Ethnic Studies 1

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 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.

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 50

Grading Option Letter Grade or P/NP

Distance On-Campus

Education Mode of Instruction 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, Chicana/Latina American, Asian Pacific Islander American, and Arab 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.

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, Chicana/Latina American, Asian Pacific Islander American, and Arab American communities on the development of the United States from the 1500's to the 1800s.

- 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, Chicana/Latina American, 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, Chicana/Latina 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, Chicana/Latina American Studies, and Arab American Studies.
- B. Apply theory and knowledge produced by Native American, African American, Asian Pacific Islander American, Chicana/Latina 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.
- 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, Chicana/Latina 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, 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, and settler-colonialism.
- 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, 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.
- F. Examine and demonstrate an understanding of the significance of Native American, African American, Asian Pacific Islander American, Chicana/Latina American, and Arab 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.
- G. 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.
- H.

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, Chicax/Latinx American Studies, and Arab American Studies.
- Apply theory and knowledge produced by Native American, African American, Asian Pacific Islander American, Chicax/Latinx 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, Chicax/Latinx 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, Chicax/Latinx 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.
- 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, Chicax/Latinx 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
 - 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
- B. Racial Formations
- C. Critical Race Theory
- D. 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.

- E. Precolonial belief 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. Chicax/Latinx American
 - e. Arab American
- F. 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. Chicax/Latinx American
 - e. Arab American
- G. 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. Chicax/Latinx American
 - e. Arab American
- H. 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. 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. Affirmative framing of Native American, African American, Chicax/Latinx 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.

K.

4. Methods of Instruction:

Activity: 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

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.

5. 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 presentation

Projects -- Final Project

Final Exam -- Oral History Project

Letter Grade or P/NP

6. 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. 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.

B. Writing Assignments

For example:

1) Based on the documentary *In the Light of Reverence*, please write a 1-2 page reflection paper that includes: 1) a summary of the main concepts discussed in the film, and 2) 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, Chicana/Latina 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: Oral History Project - Drawing upon topics discussed during lecture, student 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, Asian Pacific Islander American, and Arab American.

7. Required Materials

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

Book #1:

Author: Jacob Olupona
Title: African Spirituality: Forms, Meanings, and Expressions
Publisher: Crossroad Publishing
Date of Publication: 2001
Edition: 1st Edition

Book #2:

Author: Andrew Jolivette
Title: American Indian and Indigenous Education: A Survey Text for the 21st Century
Publisher: Cognella
Date of Publication: 2020
Edition: 1st Edition

Book #3:

Author: Roxanne Dunbar-Ortiz
Title: An Indigenous Peoples' History of the United States
Publisher: Beacon Press
Date of Publication: 2015
Edition: 1st Edition

B. Other required materials/supplies.