



ETHS-101: INTRODUCTION TO ETHNIC STUDIES

Effective Term

Fall 2026

BOT Approval Date

11/13/2025

Discipline

ETHS - Ethnic Studies

Course Number

101

Course Title

Introduction to Ethnic Studies

Short Title

Ethnic Studies

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides an interdisciplinary study of race and ethnicity in the United States with an emphasis placed on the groups that compose Ethnic Studies (ChicanX/LatinX, African American, Native American, and Asian/Arab Americans and Pacific Islanders). The struggles, movements, triumphs and epistemologies of these historically marginalized groups such as racial/social justice movements, histories, theories, intellectual traditions, cultural knowledge, and artistic expressions are examined. The social constructions and intersections of race, class, gender, language, tribal or immigrant status, sexuality, etc. are also fundamental.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2201.50 - Social Justice Studies: Ethnic Studies

CIP Code

05.0200 - Ethnic Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Ethnic Studies (Masters Required)	Or
Chicano Studies (Masters Required)	Or
African American Studies (Masters Required)	Or
Asian American Studies (Masters Required)	Or
Native American/American Indian Studies (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS F - Ethnic Studies

Learning Objectives

Learning Objectives

Learning Objective
1. Appraise the origins, history, and evolution of Ethnic Studies as a discipline in the United States.
2. Analyze critical Ethnic Studies concepts including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
3. Propose how concepts of race and ethnicity are socially and politically constituted and institutionalized.
4. Evaluate how the intersections of social class, gender, sexuality and ability pervade racial and ethnic identity formations in the United States.
5. Analyze structures of colonization, imperialism, domination, and marginality.
6. Assess the significance of power as a crucial variable in racial/ethnic conflict and as they relate to historically marginalized peoples.
7. Interpret key research and theoretical frameworks central to ethnic studies.
8. Analyze the experiences with struggle, resistance, social justice, solidarity, and liberation as experienced by the key marginalized groups within Ethnic Studies and the relevance to current issues and noting the similarities and differences between those experiences.
9. Evaluate methods by which to understand and address contemporary social problems around race, and white supremacy with a specific emphasis on the African American, Asian American/Desi (Arab) American/Pacific Islander, Indigenous/American Indian/ Native American, and Chicana/o and Latina/o communities.
10. Demonstrate active engagement beyond the classroom with anti-racist issues, practices and movements to build a diverse, just, and equitable society specifically within local Native American, African American, Asian American/Desi (Arab) American/Pacific Islander or Latine/x communities.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will apply theory and knowledge about African Americans, American Indians/Native American, Asian Americans/Pacific Islanders, Chicanas/os/xs, and Latinas/os/xs in United States to describe the historical, ancestral, and cultural knowledge, intellectual traditions, lived experiences, sociopolitical struggles of these communities.
2. Students will analyze the historical, social, cultural, and political forces that led to the construction of race, ethnicity, and gender in American society specifically as it relates to African Americans, American Indians/Native Americans, Asian Americans, Chicanas/os/xs, and Latinas/os/xs in United States, particularly the impact of colonization, imperialism, patriarchy, Eurocentrism, racialization, and white supremacy on these populations.
3. Students will apply key concepts and theories about race, racism and the intersections of race, class, culture, and gender in American society and evaluate the extent to which social science research and literature has examined the impact of institutional racism and intersectional marginalization on these communities.
4. Students will critically assess theories of race and whiteness and the political, social, and economic benefits of white privilege and their impact on the social experiences of African Americans, American Indians/Native Americans, Asian Americans, Chicanas/os/xs, and Latinas/os/xs in United States history.
5. Students will evaluate contemporary social and political issues and problems facing African Americans, American Indians/Native American, Asian Americans/Pacific Islanders, Chicanas/os/xs, and Latinas/os/xs in United States and describe and actively engage in service learning/community projects, social movement or political efforts that promote agency, healing, group affirmation, community engagement, and racial equity.

Content

Course Lecture Content

1. Introduction to Ethnic Studies
 - a. What is Ethnic Studies?
 - b. History and origins of Ethnic Studies
 - c. Framework, purpose, principles and aims of Ethnic Studies
 - d. Understandings of Race, Ethnicity & Nationality
 - e. Changing demographics of the four primary racialized groups within Ethnic Studies: Native American, African American, ChicanX/LatinX, Asian American (including Arab American and Pacific Islander)
 - f. Methodologies (Qualitative and Quantitative)
2. Key Concepts of Ethnic Studies
 - a. Race, ethnicity, nationality
 - b. Intersections of race, class, gender, sexuality, and religion/spirituality
 - c. Racialization, equity, oppression, power, and privilege
 - d. Racism: individual vs. institutional
 - e. Prejudice and discrimination
 - f. Ethno-centrism, eurocentrism
 - g. White supremacy, white fragility, and white privilege
 - h. Hegemony, patriarchy, misogyny, and xenophobia
 - i. Heteronormativity and cisnormativity
 - j. Settler colonialism, genocide, slavery, imperialism, denationalization, and belligerent occupation
 - k. Religious terrorism
 - l. Tribal sovereignty, self-determination, national sovereignty, agency, liberation, and cultural revitalization
 - m. Decolonization and anti-racism
 - n. Ethnic/Cultural Identity and Pride
3. Theoretical Frameworks of Ethnic Studies
 - a. Critical Race Theory
 - b. Social Identity Theory and other theories related to identity
 - c. Conflict Theory
 - d. Pragmatism
 - e. Perspectivism
 - f. Decolonial & Post-Colonial Theory
 - g. Essentialism
 - h. Intersectionality
 - i. Feminist Theory
 - j. Queer/Quare/Kwer
 - k. Liberation and Cultural Capital theories.
4. Taking Account of Race and Privilege
 - a. The Significance of Race
 - b. Understanding Race as a Social Construction
 - c. Racial Identities, Ideologies and Institutional Racism
 - d. Changing definitions of race and ethnicity in the law
 - e. The Social Construction of Whiteness
 - f. White Privilege and White Fragility
5. Power, Intersectionality & the Matrix of Domination
 - a. What is intersectionality?
 - b. What is the matrix of domination?

- c. Colonialism, Enslavement, Imperialism, and Denationalization
- d. Cultural Revitalization and Liberation Movements
- 6. Prejudice, discrimination, and institutional racism
 - a. Medicine & the Medical Industrial Complex
 - b. Criminality & the Prison Industrial Complex
 - c. Adaptations to institutional racism
 - d. Gentrification, housing, & community
 - e. Environmental Racism
 - f. Voting Rights
 - g. Labor
 - h. Education, School to Prison Pipeline, & culturally relevant independent school systems
 - i. Studies on policing the lives of Native and BIPOC
 - j. Breaking down the PIC and restorative justice
- 7. Understanding the five primary racialized groups within Ethnic Studies including African Americans, Native and Indigenous peoples in the US, LatinX/ChicanX communities, Asian Americans and Pacific Islanders, and Arab and Middle Eastern Americans:
 - a. Critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of the four historically defined racialized core groups as specifically developed and relayed by these groups aimed at and emphasizing agency and group affirmation
 - b. Systemic oppression, historical perspectives, & racialization of each group
 - c. Struggle, resistance, social justice, solidarity and liberation
 - d. Experiences and Movements of each of the key groups
 - i. African Americans, race and ethnicity
 - 1. Group identities and discussion of major communities in the US including African Americans, Afro-Caribbeans, Afro-Latina/o/xs, Afro-Indigenous
 - 2. Key historical events impacting African Americans including the Transatlantic Slave Trade and chattel slavery, Jim Crow, Civil Rights
 - 3. Impact of enslavement, immigration, colonization, and diaspora
 - 4. African American struggles for social justice
 - 5. African American artistic and cultural representations of race and ethnicity
 - 6. African world epistemological frameworks including the African worldview, Afrocentricity, Afrofuturism, Black Feminist Thought, and Quare Theory
 - 7. Exploration of important values, traditions, artistic practices, and other social contributions of the culture.
 - ii. Indigenous peoples in the United States
 - 1. Group identities and discussion of major communities in the US including First Nations peoples such as the Sioux, Cherokee, Navajo, Seminole, and Afro-Indigenous populations.
 - 2. Removal, Belonging, Citizenship, Sovereignty
 - 3. Intersectionality in Native American identity formations
 - 4. Pan-Tribal and global struggles for social justice for indigenous peoples in the United States
 - 5. Key historical events impacting Native Americans including the American Indian Movement (AIM) of the 1960s and 1970s (Example: Occupation of Alcatraz)
 - 6. Historicizing the concept of indigeneity
 - 7. Artistic and cultural representations by Native Peoples
 - 8. Representations of Native Americans in popular media
 - 9. Indigenous epistemological frameworks including relationality, TribalCrit, indigenous futurism, indigenous standpoint theory, and holism.
 - 10. Language and citizenship status
 - 11. Exploration of important values, traditions, artistic practices, and other social contributions of the culture
 - iii. Latinx and Chicana/o/x
 - 1. Group identities and discussion of major communities in the US including Mexicans, Mexican Americans, Chicana/o/xs, Central Americans, South Americans, Caribbean Latina/o/xs, and Latina/o/xs
 - 2. Historicizing the terms Hispanic, Latina/o/x, and Chicana/o/x

3. Latinidad
4. Afrolatinidad and Mestizaje
5. Latina/o/x, Hispanic, and Chicana/o/x struggles for social justice
6. Latino/a/x and Chicano/a/x
7. Key historical events impacting LatinX/ChicanX Americans including the student protests in 1960s and 1970s
8. Illegal immigration and an emerging Latinx economy
9. Latina/o/x, Hispanic, and Chicana/o/x artistic and cultural representations
10. Impact of migration, immigration, and colonization
11. Latinx and Chicanx epistemological frameworks including LatCrit, Third World Feminisms, Chicana Feminist Epistemology, Mujerista discourses, Third World and Decolonial Feminisms and Tocayo Epistemology
12. Language and citizenship status
13. Exploration of important values, traditions, artistic practices, and other social contributions of the culture
- iv. Asian Americans & Pacific Islanders
 1. Group identities and discussion of major communities in the US including East Asian, South Asian, Pacific Islander
 2. Struggles for social justice
 3. Key historical events impacting Asian Americans including the Chinese immigrant labor in Anglo California and the Chinese Exclusion Act
 4. "Alien Asian" and racial exclusion
 5. Myth of the Asian American model minority and the effect of immigration policies
 6. Edward Said & Orientalism
 7. The formation and racialization of Asian Americans & Pacific Islanders
 8. Asian American & Pacific Islander epistemological frameworks including Kanaka'ŌiwiCrit, anekāntavāda, Asian American and Pacific Islander Feminist Epistemology, Kwer
 9. Denationalization, illegal annexation, and/or belligerent occupation of Pacific Islander Communities.
 10. Blackbirding throughout the Pacific
 11. Religious terrorism in Pacific Island Communities
 12. Generational myths and Asian American sexuality
 13. Strategic essentialism and heterogeneity in Asian American communities
 14. Language and citizenship status
 15. Exploration of important values, traditions, artistic practices, and other social contributions of the culture
- v. Arab and Middle Eastern Americans
 1. Group identities and discussion of major communities in the US including Arab, African Arab, Islamic, Persian, Syrian, Kurdish and Turkish.
 2. Between Arab and White: Race and Ethnicity in the early Syrian American diaspora
 3. Notions of "Arian" identities in Persian, Turkish, and Kurdish communities
 4. Language and citizenship status
 5. Islamophobia in news media and popular culture
 6. Key historical events impacting Arab Americans including
 7. Struggles for social justice amongst Arab Americans
 8. Arab and Middle Eastern epistemological frameworks including Islamic Feminist Epistemology, Arab American Crit, and Arab American Feminisms.
 9. Exploration of important values, traditions, artistic practices, and other social contributions of the culture
8. Contemporary frameworks, issues, and debates
 - a. Socioeconomic wealth inequalities between different racial groups
 - b. Depictions of racial groups in contemporary popular culture
 - c. Mass incarceration, criminal justice reform, police brutality, and school-to-prison pipeline
 - d. Racial discourse in contemporary politics
 - e. Sovereignty movements (Native Americans and Native Hawaiians)
 - f. Debates over the role of Ethnic Studies in contemporary education and the consideration of additional racialized groups

- g. Racial activism/agency in contemporary society
 - h. Anti-racism and other relevant movements
9. Direct engagement with communities

Methods of Instruction

Method

Discussion

Integration

Discussion can be utilized to help students evaluate critical course content, as well as identify and demonstrate a critical awareness of race, cultural diversity, and equity as it relates to understanding the racialization, racism, equity, oppression, power, and privilege, prejudice, discrimination, white supremacy, white fragility, and white privilege, and other key issues impacting ethnic groups in America.

DE Adaptations for MOI

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. For example, student-to-student interactions can be facilitated using discussion boards, peer review, and group assignments. Student-to-instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the principles of ethnic studies such as the function of power in the continued perpetuation of oppression on communities of color. Discussion exercises encourages students to work together to identify how external and internal factors can dominant-minority group relations. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features.

Method

Group Projects

Integration

Students can work together to analyze a social problem, social movement, or related contemporary issue related to Ethnic studies. Groups can then work together to design and organize an activism event/campaign to address that social problem and prepare a group presentation for the class, which includes a call to action to get peers involved in their proposed activism. This work can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the course content related to the selected topic. Such projects will be evaluated by assessing the accuracy with which students/groups are able to evaluate Ethnic Studies concepts such as racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism and/or demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

DE Adaptations for MOI

Group Projects can be facilitated through the Groups features within the CMS and all final products can be submitted in electronic format through the CMS with appropriate options for peer discussion and feedback.

Method

Lecture

Integration

Lecture, with supporting visual materials (Powerpoint, white board notes), will present history, concepts, theories, methods, and experiences related to Ethnic Studies and the four key racialized groups.

DE Adaptations for MOI

Online courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures

Method

Reading

Integration

Students will read chapters from the textbook, articles, case studies, oral histories, poetry, and other materials that help illustrate the concepts, themes, experiences relevant to understanding Ethnic Studies.

DE Adaptations for MOI

Instructions to access textbook reading, or electronic course materials will be posted within the CMS, will meet accessibility guidelines, and not infringe on copyrighted materials.

Method

Service Learning

Integration

Service Learning will provide students the opportunity to apply social justice principles, theories, and concepts to work they do within community organizations and/or schools, as it applies to the critical analysis of Ethnic Studies and efforts to support social justice in various societal institutions and contexts for the four primary communities including LatinX/ChicanX, Black/African American, Native American, Asian American and Pacific Islander Communities.

DE Adaptations for MOI

All final products will be submitted in electronic format through the CMS with appropriate options for peer discussion and feedback. Feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS. All final product submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials will be utilized to enhance students' learning experiences as part of a cohesive review of the various topics that apply to Ethnic Studies. Histories, movements, artistic cultural representations, and other relevant information may be presented through video. Video clips and films allow students to observe the experiences and perspectives of the key racialized groups addressed in Ethnic Studies. Some recommend films include "The Case Against Ethnic Studies," from Precious Knowledge; Racial Faultlines: The Historical Origins of White Supremacy in California; and Nayan Shah, "White Labor and the American Standard of Living," in Contagious Divides: Epidemics and Race in San Francisco's Chinatown.

DE Adaptations for MOI

Video clips, links to video material, administered in DE format will use the CMS functions to facilitate student accessibility. All submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Field Trips

Integration

Students can visit museums, historical sites, exhibits, or attend cultural events, festivals, presentations, protests, and other related events that help understand the identities, experiences, struggles and movements of one or more of key racialized groups within the field of Ethnic Studies. Students can then submit a written reflection applying key terms, concepts, theories, and other processes which apply to their observation and experience.

DE Adaptations for MOI

Students will submit a written reflection and submit in electronic format to the CMS. Any feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS and must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Guest speakers may be invited to offer lectures on specialized areas or topics related to Ethnic Studies in order to enhance student learning and offer them exposure to various perspectives within the field.

DE Adaptations for MOI

Guest Speakers can join online classes via ZOOM. It can be synchronous or asynchronous. Instructors may also elect to post videos/media interviews of guest speakers with closed captioning. Guest speakers may speak and/or offer presentations on various topics covered in the Introduction to Ethnic Studies course content (including but not limited to the social construction of race, institutional racism and discrimination, colonialism and its legacy, or contributions to society by ethnic groups) through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Methods of Evaluation**Method**

Class Participation

Integration

Class participation will be utilized to assess student learning of relevant Ethnic Studies topics, and allow students to describe and evaluate concepts, terms, theories, structures, and experiences relevant to the field of Ethnic Studies. Student participation will be evaluated based on their ability to accurately understand and address contemporary social problems around race, as well as articulate the experiences with struggle, resistance, social justice, solidarity, and liberation as experienced by the key marginalized groups within Ethnic Studies and the relevance to current issues, including noting the similarities and differences between those experiences.

DE Adaptations for MOE

Discussion forums and blogs within the CMS can be utilized to assess class participation in asynchronous courses and video conferencing tools can be utilized for synchronous online course meetings (i.e. CCCConfer, Zoom, etc.). The Assignment will be done in the online format either by dividing students into breakout rooms and having them complete classwork in Google slides or in Google docs (for Synchronous classes) or, in asynchronous classes, providing the assignment through the Assignment Pages in the CMS. Students can submit their completed assignments in various file types, including pictures of their work, through the Assignment Pages in the CMS. Instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Exams/Tests

Integration

Exams and quizzes will be evaluated on student demonstrated analysis of texts and synthesis of assigned materials, as well as how well students understand key concepts in Ethnic Studies.

DE Adaptations for MOE

Exams and quizzes will be completed and/or submitted virtually through the CMS. Exams and quizzes submitted through the CMS will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a culturally significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

Method

Projects

Integration

Research Projects will be utilized to evaluate students' ability to synthesize research and knowledge gained from scholarly sources through their ability to complete a comprehensive analysis of an issue related to Ethnic Studies. Research projects will be evaluated

based on the student ability to clearly demonstrate their ability to critically analyze theories of race and whiteness and the political, social, and economic benefits of white privilege and their impact on the social experiences of African Americans, American Indians/ Native Americans, Asian Americans, Chicanas/os/xs, and Latinas/os/xs in United States history and/or apply key concepts and theories about race, racism and the intersections of race, class, culture, and gender in American society, with consideration for the extent to which social science research and literature has examined the impact of institutional racism and intersectional marginalization on these communities.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS using rubric and written feedback options.

Method

Group Projects

Integration

Students can work together to analyze a social problem, social movement, or related contemporary issue related to Ethnic studies. Groups can then work together to prepare a group paper or presentation for the class. This work can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the course content related to the selected topic. Such projects will be evaluated by assessing the accuracy with which students/groups are able to evaluate Ethnic Studies concepts such as racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism and/or demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

DE Adaptations for MOE

Students can self select into groups or be assigned into groups via the CMS. They can use collaborative online tools such as Skype, Zoom, and other mechanisms to work together on the construction of the presentation and use a variety of electronic options to deliver the presentation to the course, which can be uploaded through the CMS. Students can then comment on other presentations through a Discussion Forum and offer each other feedback and critique, or they can vote on presentations. Any materials provided to students must meet accessibility guidelines. Instructor feedback provided within a 1 - 2 week timeframe

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Artistic or Literary Analysis - locate, examine, and/or write a review of an art piece (written, visual, or video) that depicts or describes the experiences of any of the ethnic and cultural groups addressed in the class. Consider the social and political influences that may be represented in the work, and/or influenced the creation of the artwork and its significance to the community.

How assignment will be adapted in online format

The writing assignment will be assigned and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Examine scholarly debates around land acknowledgments, Indigenous self-determination, or tribal sovereignty, and prepare a written summary of your findings.

How assignment will be adapted in online format

Research papers will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will read Ronald Takaki's "A Different Mirror" (Chapter 1 from A Different Mirror: A History of Multicultural America) as a "resistance reading" and respond to it through counter narratives. Using what you have discovered during resistance reading, you will craft a response to the text following one of three patterns:

Option 1: A rebuttal to the author or the text calling out what is questionable, exclusionary, inflammatory, or oppressive. You can write this as a letter to the author, as an essay, or in the style of an "op-ed" article.

Option 2: You can choose to tell your own story as a member of the historically marginalized identity of this course and critically analyze the ways in which you resist dominant narratives.

Option 3: You may choose to find an individual who identifies with an historically marginalized and oppressed ethnic group and critically analyze the ways in which they resist dominant narratives.

Feel free to produce a creative work using poems, spoken word, and or lyrics, or other artistic expression that allows you to share your story, and/or analyze the artwork of others that may serve as a counter narrative.

How assignment will be adapted in online format

Students will submit their final work product in the CMS as an electronic submission ensuring that it meets accessibility guidelines. Feedback will be provided in a timely manner and the assignment will be graded using the feedback and grading tools in the CMS through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Service Learning: You will engage in a service learning project working with an advocacy or other non profit organization dedicated to serving the needs of one of the four Ethnic Groups, or addressing a key issue impacting one or more of these groups. Such organizations may include volunteering at the Cheech Marin Museum, Payatas Mission Outreach, Black Voice Foundation, NAACP Riverside, or other related organization. You will then record your hours and activities with which you engaged during your service learning commitment and prepare a final reflection paper summarizing your experiences and analyzing how those experiences related to key theories, concepts, and topics addressed within the class.

How assignment will be adapted in online format

Students will upload their written analysis or video recording electronically to the CMS. Grading rubrics will be provided and feedback will be provided through the grade book function, messaging, or other forms of confidential communication within the CMS within 2 weeks of submission. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Every community has assets; facilities, libraries, community centers, valued businesses, parks and forests, etc.. But most importantly the people and their capacities; organized community groups or individuals who have skills and talents. All of these things can be mapped to create a picture of the community which shows its capacity and its potential. This assignment will require you to analyze the resources and assets of one of the four groups addressed in the class. You will describe the selected group and their demographics here in the Inland Empire. Then provide an analysis of their representation and inclusion within the community. Take care to highlight the various means of artistic expression and engagement within your community and how those mediums may also be reflective of resistance, cultural pride, and community support. Also, address formal and informal representatives to the community that serve as advocates and leaders within and for the community. After researching the various assets within your chosen community, please prepare a presentation that provides a visual map of these assets along with appropriate narrative descriptors of the substance and value of those resources.

How assignment will be adapted in online format

Students will submit their digital presentations electronically through the CMS and must meet accessibility guidelines. Grading rubrics will be provided and feedback will be provided through the grading tools section of the CMS within 2 weeks of submission. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

YPAR (Youth-led Participatory Action Research) is an innovative approach to positive youth and community development based in social justice principles in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them. Using YPAR, you will examine and critically analyze an issue affecting a historically marginalized ethnic group within the campus community or surrounding community. You will analyze policies, practices, programs, and resources within the college and/or surrounding community that impact one of the four main groups addressed in the class.

You will prepare a presentation and/or paper advocating for changes or improvements that could be implemented to better serve the community.

How assignment will be adapted in online format

Students will submit their digital presentations and/or papers electronically through the CMS and must meet accessibility guidelines. Grading rubrics will be provided and feedback will be provided through the grading tools section of the CMS within 2 weeks of submission. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research Project/Paper: Identify a specific marginalized group within the field of Ethnic Studies, and/or other groups that are often nested underneath, or excluded from, one of the four major marginalized groups that Ethnic Studies focuses on (Black American; Indigenous; Latino/a/x or Chicano/a/x; Asian American; for instance Native Hawaiian, Haudenosaunee, Korean American, Nigerian American, Caribbean American, Arab American, etc.). Research the unique perspectives, histories, experiences, and struggles of this group and prepare an 8-10 page research paper explaining this information. In your research paper, also answer the following: what is the danger of excluding this specific marginalized group, and its unique perspectives, histories, and needs, from discussion of communities housed within the four major focus areas? What information is lost when we do this, and what is the impact upon communities of this specific marginalized group?

How assignment will be adapted in online format

Papers will be submitted in electronic format via the CMS ensuring that it meets accessibility guidelines. Assignment will be graded using the feedback and grading tools in the CMS through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

W.E.B. Du Bois's "The Souls of Black Folk" is a foundational text in Ethnic Studies. Students will read an excerpt from the book that focuses on the concept of "double consciousness" as Du Bois applied to the unique experience of being African American in a predominantly white society. Students will then evaluate the relevance of double consciousness to contemporary social issues. How can double consciousness be applied to experiences of identity negotiation across different ethnic groups? What personal experiences have you had with identity and societal expectations? What role does institutional power play in shaping how different groups see themselves?

How assignment will be adapted in online format

The reading assignment will be assigned and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Attend, observe, and assess events/sites that have sociocultural significance related to contemporary Ethnic Studies. Prepare a reflection paper describing the site and any relevant historical background related to the site, its cultural relevance, an application of related key terms concepts, and theories from the course, and its implication to your own identity and/or the identities of others from the related ethnic group.

How assignment will be adapted in online format

The writing assignment will be assigned and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Identify an individual who has been part of, or founded, a community organization that leads social activism in their respective communities. Conduct an oral history with the activist to better understand their own history and their experience with activism. Then write a report or essay summarizing their experience and responding to the following question: How might this experience have impacted your understanding of social movements, their importance to social progress, and your role in supporting social justice movements within your own life and community?

How assignment will be adapted in online format

Oral history papers will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

Mark, G. Y., Mosupyo, B., Baker, B., & Lopez Figueroa, J. (2022). Ethnic Studies: An Introduction. Kendall Hunt Publishing. ISBN 9781792458385

Labrador, R. N. and Caldwell, E., (2020). Introduction to Ethnic Studies: Oceanic Connections. ISBN 978-1793511935

Yang, P. Q. (2020). *Ethnic Studies: Issues and Approaches*. State University of New York Press. ISBN-13:9780791444801 Cognella Research Press

Woo, D., Yoo, D. K., Grieman, P., Villasenor Black, C., Dupuy, D., and Ling-Chuang Pan, A. (2021). *Knowledge for justice: An Ethnic Studies reader* paperback. ISBN 10: 0935626700

Boatamo, M., Yee, M., Figueroa, J., & Baker, B. (2020). *Introduction to Ethnic Studies*. Kendall Hunt Publishing

Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury Academic

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course explicitly focuses on racialized groups including Native Americans, African Americans, LatinX and ChicanX, Asian Americans & Pacific Islander communities, their unique and complex culture histories, and presents economic, social, and political issues from their perspectives. This class is designed to center the voices of these communities in order to place their unique perspectives and contributions at the forefront of their own stories. By explicitly focusing on non-dominant groups, students will gain a more deep understanding and appreciation of diversity and the value of examining historical events, global economies, and structural issues from a perspective that is often marginalized. By doing so, the focus is shifted away from an Eurocentric lens; as a result, we examine historical processes and Eurocentric concepts such as racialization, sovereignty, imperialism, and settler colonialism from new angles. Instead of a narrative of dominance and insubordination, this class interjects with themes of agency, group affirmation, self-determination, liberation, decolonization, anti-racism, and more. Through the unique focus and design of this course, students come to understand and appreciate the range of human experiences, and the value that diverse voices add to an understanding of what is possible in the world.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Because this course is interdisciplinary in nature and students may be attending the course from a range of majors, it is imperative that the course incorporate scaffolding and small stakes assignments to help students with less familiarity in the social sciences, literature, or critical analysis become adept at developing skills in these areas. As a result, the course includes both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with discussing

sociopolitical concepts, analyzing literature and academic texts, and applying theories, concepts, and knowledge from the field of Ethnic Studies. This course prioritizes student growth and learning by facilitating student participation, student-led discussions, and critical assessment of contemporary representations of these diverse communities in popular culture, film, social media, visual or performing arts, and other modern platforms, which students from outside the social sciences may be more comfortable accessing and critiquing. This course also addresses critical themes related to race relations and offers students a more critical lens by which they can examine power dynamics, privilege, white supremacy, and more.

Further, the methods of instruction, evaluation, and sample assignments include a range of instructional methods, from interactive lecture to group work to self-reflection. In each of these instructional methods, student voices are incorporated: lecture is interactive, involving technological tools; both individual and group projects incorporate film, social media, or other accessible and engaging technologies. The range of instructional methods also incorporates a range of student learning experiences, from experiential learning (volunteering or attending community and cultural events) to collaborative learning (group projects and group discussions) to individual reflection (reading, analyses, and research projects).

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class discussions and collaborative group projects in and outside of class. In the instructional methods, student voices are incorporated. For example, in groups, students will analyze, discuss, and critique the cultural representation of selected films or videos depicting Ethnic groups and cultures in the media. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central cultural tenets prominent within Ethnic Studies and the various cultures it entails.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of the four primary Ethnic Groups, their histories, struggles, theories, scholarship, and methodologies, with particular emphasis on understanding empathy, agency, and group affirmation for these communities. Specifically interactive lectures will be utilized to guide the conversation and learning on topics such as critical race and other relevant theoretical perspectives. Instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content that emphasizes the various ways in which these groups have been impacted by and contribute to American society. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content to better understand the diverse lived experiences that exist within these racial and ethnic communities and the various strategies employed in the movements to support their liberation and human rights. Finally, students will be able to better understand the socio-historical and cultural contexts of these events and experiences when engaging directly with the community through service learning and other instructor-led community projects.

Explain how the course will incorporate student-to-content interaction.

Students will be required to analyze and reflect on how cultural forms (art, music, film) and socioeconomic patterns and institutions can provide insight into the struggles, resistance, racialization, and liberation of the four primary racialized communities that comprise the field of Ethnic Studies. Reflection papers will critically analyze readings. Students will be required to think critically when analyzing themes, critical concepts or scholarship found in Ethnic Studies. Student essays and projects will also reflect their understanding of content, clarity of thought and opinions, and voice any remaining questions or concerns.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course provides opportunities to reflect on the importance of race and ethnicity and the ways in which it intersects with other social identities which contributes to varying degrees of privilege and oppression that may shape our development and social interactions. The concepts, theories, scholarship, historical and contemporary experiences of racialized groups explored in this class will offer students the opportunity to reflect upon how the material may reflect their own lived experiences, or how they may gain a greater understanding of, and appreciation for the experiences of others from these communities. Students will also be called upon to reflect on their previous knowledge, or experience of, the historical challenges and concerns of these communities, as well as improve their understanding of the current realities facing them, and foster a desire to take action to improve them.