

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	CSU AREA F APPROVAL	Date:	12/17/2019
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Department	Subject	Course Number	Title
Social Justice Studies	Social Justice Studies SJS	101	Introduction to Social Justice Studies
Ethnic Studies	Ethnic Studies ETHS	101	Introduction to Social Justice Studies

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES F DIVERSITY
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General Education Justification:

Area B2: GELO1: This course examines complex social structures and histories of social, political, and economic institutions. GELO2: Students will focus on real world social justice issues with an emphasis in identifying problems and thinking of ways to make things better. GELO3: Students will conduct research and apply a range of methodologies, including social science frameworks. GELO4: This class is a deep exploration of difference and diversity, focusing on race, gender, class, sexuality, ability, ethnicity, and nationality. GELO5: Social justice explorations depend upon thinking about ethical issues and complex real-world problems. F: GELO1: This class considers race, gender, ethnicity, nationality, sexuality, ability in order to understand social justice struggles. GELO2: Interdisciplinary in nature, this course will look at a variety of cultural constructs regarding gender, sexuality, race, class, ability, ethnicity, and nationality. GELO3\4: The goal of social justice is to create understanding of difference and address inequity.

Maximum Enrollment:

Maximum Enrollment Justification:

Grading Method:

TOP code:

40

Justification:

Letter Grade or P/NP

4903.30

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course introduces students to inter-disciplinary, intersectional studies of race, ethnicity, socio-economic status, gender, sexuality, ability, and nationality. This course examines social justice movements, histories, theories, ideas, methodologies, and artistic expressions with an emphasis on intersectionality to better understand the struggles, triumphs, and epistemologies of historically marginalized and oppressed groups.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course introduces students to inter-disciplinary, intersectional studies of race, ethnicity, socio-economic status, gender, sexuality, ability, and nationality.

Need for the course:

This course supports Mt. San Jacinto College’s commitment to diversity and equity, and specifically impacts the “transforming communities” element of our college vision statement. Our mission statement says our college “empowers students to enrich our communities and participate meaningfully in today’s complex world,” and this course gives them a clear understanding of social justice issues that are relevant in the world currently, particularly in regards to race/ethnicity, gender, and sexuality. This course will be the core course and cornerstone for a Social Justice Studies ADT, in the Social Justice Studies Program concurrently proposed. As a new program, this course would allow students to combine coursework in many of our existing disciplines and find meaningful connections that stretch across the district. This course, in particular will help students explore careers and fields of study through a social justice lens, in a way that would allow for flexible transferability. Currently students have the option of fulfilling their core requirement through HIST 150: Immigration, Race, and Ethnicity in US History or PSYC/SOCI 112: Gender and Social interaction; however, this course would foster interdisciplinarity as well as encourage students to see connections between course work which are otherwise more narrow in focus. Rather than choosing ethnicity or gender, this course focuses on gender, sexuality, race, ethnicity, and social class, and the intersections thereof. This course could additionally serve to satisfy area F of our local degree. This course can add to a degree that can lead to a variety of career opportunities in advocacy, social work, non-profit organizations, and community organization. Paired with another major or as a specialization within a major/graduate work, this emphasis can help students seeking jobs in fields like education, medicine, law, or public policy by demonstrating an understanding of equity, diversity, and identity. Additionally, the 2- year degree can prepare students for jobs in the non-profit organizations and advocacy groups. This course alone can help other majors and degrees, like nursing, by showing a commitment to diversity and understanding of equity in dealing with that job’s daily work.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Explain how race, gender, sexuality, socio-economic status, nationality, physical ability, and citizenship intersect in the formation and expression of identity.
2. Analyze the intersections of homophobia, transphobia, sexism, heterosexism, racism, classism, ageism, ableism and other intersecting identities.
3. Identify major theoretical concepts in the fields of LGBTQ+/Queer Studies, Feminist/ Women’s Studies, Gender Studies, (Dis)ability Studies, and Race and Ethnic Studies.
4. Consider how tradition, politics, health systems, legal systems, religion, and other institutions have impacted the lives of minority people.
5. Identify key individuals and describe their roles and contributions to struggles for full human rights and social justice.
6. Understand how working with multiple different disciplinary lenses can come together to help us better understand the complexity of struggles for social justice.
7. Employ interdisciplinary methodologies and lenses to traditional research projects, as well as multi-modal and/or service-oriented projects.
8. Identify and analyze the ways injustices are institutionalized in social, political, and economic structures.
9. Develop an understanding of major sources of inequality, injustice, and violence.
10. Examine and connect the ways individuals and institutions may be beneficiaries and/or victims of social injustice.
11. Analyze strategies and tactics of contemporary and historical social justice movements to gain understandings of how social justice movements achieve change.
12. Identify and practice the methods people use to advocate for social justice at local, national, and/or international levels.

Course Content:

(please number the outline of main topics and subtopics)

- Given the wide and diverse nature of the subject matter of this course, the information below represents only one of many approaches possible. Readings and concepts should not be limited to this list, and though the concepts and topics will be covered, the actual course content should be flexible to fit the approach of the instructor, as there are many ways of covering the objectives of this class with varying content.
1. History of marginalization in the United States

1. Social Groups

1. Race

2. Class

- 3. Gender
 - 4. Ethnicity
 - 5. Sexual Orientation
- 2. Institutional Frameworks
 - 1. Histories of colonization, segregation, slavery, genocide, persecution, internment, and other forms of systematic dehumanization experienced by different ethnic and racial groups
 - 2. Theories of racism and racialization as they are linked to social structures and institutional process.
 - 3. Theories of space and place, including indigeneity, diaspora, migration, and nation endured by different ethnic and racial groups.
- 2. Theoretical perspectives on Minority-Majority Relations or asymmetrical power relations
 - 1. Majority-Minority perspectives
 - 1. Social and historical contexts
 - 2. White privilege
 - 3. Invention of whiteness and blackness
 - 2. Theoretical perspectives on race
 - 1. Five fallacies of racism
 - 2. Racial domination
 - 3. Intersectionality
 - 3. Theroetical perspectives on Gender and Sexuality
- 3. Struggles for social justice, liberation, and decolonization.
 - 1. Social Theory
 - 1. structure of social institutions
 - 2. systems of power and inequality
 - 2. Social Movements
 - 1. Civil rights
 - 2. Womens movement
 - 3. Labor movements/United Farmworkers Movement/Teamsters
 - 4. LGBTQ
 - 5. American Indian Movement
 - 6. Contemporary movements
- 4. The role of Art, Film, Literature and Music reflecting different social Justice movements.
 - 1. Mexican American/Chicanx
 - 2. African American
 - 3. Asian American and Pacific Islanders
 - 4. Native American and Indigenous groups
 - 5. LGBTQ
 - 6. Women
 - 7. Immigrants
- Key Concepts/Terms
 - Intersectionality
 - Blackness
 - Citizenship
 - Class
 - Colonization/Post-Coloniality
 - Culture/Society
 - Cultural Humility
 - Diaspora
 - Ethnicity
 - Gender vs. Sex
 - Globalism
 - Hybridity

- Ideology
- Identity & Intersectionality
- Imperialism
- Institutional Racism, Sexism, Homophobia, Ablism
- Marxism
- (Toxic) Masculinity
- Microaggression
- Power/Hegemony
- Oppression/Marginalization
- Nation/Nationality
- Orientalism
- Privilege
- Inequality and Injustice
- Race/Racialization
- Racism
- Social Justice
- Transnationalism
- Structural Racism, Sexism, Homophobia, Ablism
- Systemic Oppression
- Whiteness
- Research Methods
- Advocacy & Activism
- Some Key Figures/Scholars
 - W. E. B. Dubois
 - Kimberle Crenshaw
 - Combahee River Collective
 - Franz Fanon
 - Audre Lorde
 - bell hooks
 - Homi Bhabha
 - Edward Said
 - Gloria Anzaldua
 - Cherrie Moraga
 - Virginia Woolf
 - J. Jack Halberstam
 - Judith Butler
 - Michael Kimmel
 - Eve Kosofsky Sedgwick
 - J. Jack Halberstam

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture will identify major theoretical concepts in the fields of LGBTQ+/Queer Studies, Feminist/ Women’s Studies, Gender Studies, (Dis)ability Studies, and Race and Ethnic Studies so that students can employ them in their own work.
- **Method:** Discussion
Integration: Discussion will allow students to engage thinking about how race, gender, sexuality, socio-economic status, nationality, physical ability, and citizenship intersect in the formation and expression of identity.
- **Method:** Readings
Integration: Readings will provide students a foundation in key terms, figures, histories, theories, and methods in the field of Social Justice Studies.
- **Method:** Individual Projects

Integration: Students will create research-based projects (written, oral, multi-modal, or service-oriented) which will employ the methodologies, practices, and theories they learn in the course.

- **Method:** Group Projects

Integration: Collaborative Projects will be implemented in order to allow students to experience group processes and dynamics, work with meaningful and relevant theories and models, and analyze individual experiences and social phenomena as it relates to social justice.

- **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 systemic injustice and efforts to support social justice in various societal institutions and contexts.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **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 Social Justice Studies.

- **Method:** Projects

Integration: Research-based projects (written, oral, multi-modal, and/or service-oriented) will allow students a space to pursue their own interests and apply source-matieral in important ways.

- **Method:** Class Participation

Integration: Students will explore ideas, ask questions, and support each other in their inquiry to learn how to address the social struggles of historically marginalized groups and identify their own biases, ideologies, and blind spots.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

- Conduct a research study or literature review or 7-8 pages on a revelant topic such as:
 - 1. Colonization/Post-Coloniality
 - 2. Cultural Humility
 - 3. Gender vs. Sex
 - 4. Identity & Intersectionality
 - 5. Institutional Racism, Sexism, Homophobia, Ablism
 - 6. Marxism
- Write a 7-8 page historical paper and analysis of important Social Justice Figures including but not limited to one of the following:
 - 1. W. E. B. Dubois
 - 2. Kimberle Crenshaw
 - 3. Combahee River Collective
 - 4. Franz Fanon
 - 5. Audre Lorde
 - 6. bell hooks
 - 7. Homi Bhabha
 - 8. Edward Said
 - 9. Gloria Anzaldua
 - 10. Cherrie Moraga
 - 11. Virginia Woolf
 - 12. J. Jack Halberstam
 - 13. Judith Butler
 - 14. Michael Kimmel

15. Eve Kosofsky Sedgwick

16. J. Jack Halberstam

● Critically examine Empirical Studies on issues related to social justice topics including:

1. The social and political constitution of race/ethnicity, gender, and sexuality, and how these identities and related social issues/challenges intersect.

2. The histories and experiences of selected U.S. racial/ethnic, gender, and sexuality-based groups and their contributions to the development of U.S. society.

3. Social movements and strategies that have been used to create greater social equity and inclusion, both historically and today.

● Create a video documentary for a current or historical social justice issue such as:

1. Interviewing people who have made a difference in your community, and archiving their responses.

2. Produce a documentary that explores a problem in your neighborhood and offers solutions to fix it.

3. Make a documentary about something good in your neighborhood or community that others don't know about.

● You will be required to complete the following homework assignments promoting personal application of course content as follows:

1. Take an implicit bias test on race, gender, and sexuality and submit a 5-8 page paper analyzing what may have contributed to the development of your own personal biases with a reflection on how you may have been affected by stereotypes over the course of your lifetime.

2. Complete the online assessment of your score on the Kinsey Scale, and submit a written analysis of the components that may influence your scores.

3. Take an online intelligence test, and present a 4-5 page paper outlining your results and an analysis of the research that addresses racial and gender biases within intelligence tests.

● You will complete a Service Learning Project and Reflection.

1. You will be required to commit 15 hours to a nonprofit organization, or local school, where you will directly engage with an organization related to a social justice topic. Then, write a 5-8 page paper and/or prepare a course presentation outlining the key terms and concepts from the course were evident in the organization, or how our course, program, or institutional learning outcomes were supported through your service learning hours.

Textbooks:

- Sensoy, O., R. Diangelo. (2017). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* Teachers College PRes. ISBN: 978-0807758618

● Halberstam, J. (2018). *Trans** UC Press. ISBN: 978-0520292697

● Killermann, S. (2017). *A Guide to Gender: The Social Justice Advocate's Handbook* Impetus Books. ISBN: 978-0989760249

● Kendi, A. (2019). *How to Be Antiracist* One World. ISBN: 978-0525509288

Other Resources:

Minimum Qualification

- Anthropology (Masters Required) or

● English (Masters Required) or

● Ethnic Studies (Masters Required) or

● History (Masters Required) or

● Interdisciplinary Studies (Masters Required) or

● Psychology (Masters Required) or

● Social Science (Masters Required) or

● Sociology (Masters Required) or

● Women's Studies (Masters Required)

