

ETST110 - Introduction to Ethnic Studies

General Information

Author(s):	Mengqi Yuan
Proposal Start:	Fall 2021 Credit/Noncredit
Distance Education Approved:	No
TOP Code:	2203.00
TOP Code Name:	Ethnic Studies
CIP Code:	05.0200
CIP Code Name:	Ethnic Studies
SAM Code:	E = Non-occupational
Course Control Number:	CCC000381420
Curriculum Committee Approval Date :	February 21, 2017
Board of Trustees Approval Date :	February 21, 2017
External Review Approval Date:	February 21, 2017
Course Description:	(No prerequisite.) A survey course designed to promote academic and professional knowledge of, and sensitivity to, historical and cultural developments important to understanding ethnic groups and their experiences in the United States. Students examine the specific historical and contemporary legacies of race, class, prejudice, diversity, and immigration. The course introduces topics such as multiculturalism, ethnocentrism, cultural relativism, and migration. (CSU/UC) AA/AS Area B & G, CSU Area D or Area F, IGETC Area 4, C-ID: SOCI 150
Submission Rationale:	

Faculty Minimum Qualification Requirements

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred :	No value
Bachelors or Associates Discipline Preferred :	No value
Additional Bachelors or Associates Discipline :	No value

Course Development Options

Course Basic Skill Status	Allowed Number of Retakes	Grade Options
Course is not a basic skills course.	0	Letter Grade Methods Pass/No Pass
Allow Students to Gain Credit by Exam/Challenge		
No		
Rationale For Credit By Exam/Challenge	Retake Policy Description	Allow Students To Audit Course
No value	No value	No
Course Prior to College Level		
Not applicable.		

Associated Programs

Associated Program	Award Type	Active
A.A. in Liberal Arts: Social and Behavioral Science Emphasis (In Development)	A.A. Degree Major	Fall 2021 Credit/Noncredit
A.A. in Liberal Arts: Social & Behavioral Science Emphasis	A.A. Degree Major	Spring 2020 Credit/Noncredit
AA-COM Liberal Arts: Social & Behavioral Science Emphasis	A.A. Degree Major	Fall 2018 Credit/Noncredit to Spring 2020 Credit/Noncredit
AA-T Anthropology	A.A. Degree for Transfer	Summer 2019 Credit/Noncredit to Spring 2020 Credit/Noncredit
AA-T Anthropology	A.A. Degree for Transfer	Spring 2020 Credit/Noncredit to Fall 2020 Credit/Noncredit
AA-T Anthropology	A.A. Degree for	Fall 2020 Credit/Noncredit

Associated Program	Award Type	Active
A.A. in Public Safety	A.A. Degree Major	Fall 2022 Credit/Noncredit

Transferability & Gen. Ed. Options

Request for Transferability

Transferable to both UC and CSU

Transferability Status

Approved

**College of Marin General
Education Pattern**Area B. Social and Behavioral
Sciences
Area G. Cross-Cultural
Studies**Categories**Social and Behavioral
Sciences
Cross-Cultural Studies**Transferability
Status**

Approved

Approved

Comparable Course

SOCl 150

SOCl 150

**CSU GE-Breadth - California
University System General
Education Pattern**

Area D - Social Sciences

Categories

Social Sciences

**Transferability
Status**

Approved

Comparable Course

No Comparable Course defined

**IGETC - University of
California General
Education Pattern**Area 4- Social and
Behavioral Sciences**Categories**Social and Behavioral
Sciences**Transferability
Status**

Approved

Comparable Course

No Comparable Course defined

C-ID

C-ID Descriptor

Categories

Descriptor Number

**Transferability
Status**

Approved

Comparable Course

No Comparable Course defined

**CSU GE-Breadth - California
University System General
Education Pattern**

Area F - Ethnic Studies

Categories

Ethnic Studies

**Transferability
Status**

Approved

Comparable Course

No Comparable Course defined

Units and Hours**Summary****Minimum Credit Units**

3

Maximum Credit Units

3

Total Course In-Class (Contact) Hours

52.5

Total Course Out-of-Class Hours	105
Total Student Learning Hours	157.5
Faculty Load	3

Detail

Weekly Student Hours			Course Student Hours	
	In Class	Out of Class	Course Duration (Weeks)	17.5
Lecture Hours	3	6	Hours per unit divisor	52.5
Laboratory Hours	0	0	Course In-Class (Contact) Hours	
Activity Hours	0	0	Lecture Hours	52.5
			Laboratory Hours	0
			Activity Hours	0
			Total	52.5
			Course Out-of-Class Hours	
			Lecture Hours	105
			Laboratory Hours	0
			Activity Hours	0
			Total	105

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites
No value

Entrance Skills	
Skill	Rationale
No value	No value

Limitations on Enrollment	
Limitation	Provide Rationale

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction

Methods of Instruction Rationale
Lecture This course will consist of lectures, student presentations, class discussions, media presentations, and research papers.

Assignments Students will present and discuss contemporary issues relative to race, ethnicity, and culture in organized classroom sessions.

Methods of Evaluation

Methods of Evaluation Rationale

1. Students will make a presentation to the class contrasting 19th Century and 20th Century American concepts of racism, prejudice and discrimination. Students will be evaluated on written notes accompanying the presentation as well the extent of information provided, critical thinking and understanding of the issues.
2. Students will write a research paper examining the nature of institutionalized racism in the United States in the 20th and 21st centuries. Students will be evaluated on the basis of information literacy and critical thinking.

Equipment No value

Textbooks

Author	Title	Publisher	Date ISBN
Richard T. Schaefer	Racial and Ethnic Groups, 14th Edition	Pearson	2015
Raymond D'Angelo	Taking Sides: Clashing Views in Race and Ethnicity, 9th Edition	McGraw-Hill	2013
E. Bonilla Silva	Racism Without Racists: Color Blind Racism and the Persistence of Racial Inequality in America, 4th Edition	Rowan and Littlefield	2014
Tim Wise	Color Blind: The Rise of Post Racial Politics and the Retreat From Racial Equality	City Lights Open Reader	2010

Learning Outcomes and Objectives

Course Objectives

- ✓ 1. Critique institutional systems of power including government, labor, education, and family.
- ✓ 2. Understand the impact of historic and modern economic systems upon the work and lives of people of color.
- ✓ 3. Examine causes and responses to immigration and the politics of assimilation and identify for immigrant people.
- ✓ 4. Explore the impact of gender socialization and family functioning upon ethnic people in the United States.
- ✓ 5. Analyze the cause, effect, and experience of marginalization, discrimination, and exclusion against communities of color.
- ✓ 6. Critique popular mass media misconceptions of historically underrepresented groups.
- ✓ 7. Assess the role of sexuality and sexual choice in the lives of people of color.
- ✓ 8. Examine the impact of culture and country of origin on the lived experiences America's immigrant populations.
- ✓ 9. Examine the multiple forms and ideologies of resistance to oppression by people of color in this nation and abroad.
- ✓ 10. Evaluate current strengths and challenges facing the achievement of emancipation for women of color.
- ✓ 11. Explore strategies of unity and mutual respect across socially constructed conceptions of race, class, sexuality, and nation.
- ✓ 12. Explore the origins of the discipline of Ethnic Studies and its significance to communities of color and change in the United States.
- ✓ 13. Students will effectively express and exchange ideas through various modes of communication.

CSLOs

Illustrate and apply important interdisciplinary concepts that reflect the unique voice of various ethnic and cultural groups	Expected SLO Performance: 70
Analyze organizations and movements of ethnic minorities, and evaluate the effectiveness of ethnic minority social movements and organizations at causing change in the context of the American experience.	Expected SLO Performance: 70
Examine the relationships between the racial, cultural, and gender structures of American society and minority ethnic identities.	Expected SLO Performance: 70
Assess the impact of ethnicity and appraise its impact on minority ethnic economic, historical, political, psychological, and cultural mobility and progress.	Expected SLO Performance: 70
Demonstrate greater mutual understanding of inter-racial group relations, immigration-migration, and cooperation in multi-ethnic settings.	Expected SLO Performance: 70

Course Outline

Course Outline

General Introduction to the History of Ethnic Minority Groups
Race, Ethnicity, Color, Class

Immigration and Settlement: American Diversity
Intersections of Race, Class, and Gender

Immigration 1700-1900

Twentieth Century Immigration

Ethnic Identity, Formation, and Functional Roles

Identity and Immigration

Politics of Race in the United States

Concepts of Racism, Prejudice, and Discrimination

19th Century Theories on Prejudice and Discrimination

20th Century Theories of Racism, Prejudice, Discrimination

The Indigenous American Experience

Cultural Clashes: Indigenous Americans and Europeans

Race, Expansion, and the Industrialization of the West

The African American Experience

United States Economic Development and Race Based Slavery

From Civil War to Civil Rights

Assimilation, Migration, Class

Migration and Cultural Assimilation in the Age of Industrialization

The Asian American Experience

19th Century Asian Migration

Asia and the Consequences of United States Imperialism

The European Immigrant Experience

Pre-American Revolution European Migration

Industrialization and Immigration 1870-1920

The Experiences of Women of Color

Intersections of Ethnicity and Gender

Feminism and the Women's Movement

Race, Gender, and Ethnicity in the United States

Social Darwinism 1870-1920

Imperialism, Annexation, and Racial Politics in the 20th Century

Consequences of Prejudice and Discrimination/Institutionalized Racism

Legal Challenges to Discriminatory Legislation

Ethnicity and Electoral Politics

Dominant Group Responses

Whiteness, Normality, and Privilege in American History

American Criminal Justice and Ethnicity

Race and Gender in the Global Context

The Development of the Third World

Ethnicity in a Globalized World: Culture, Class, and Mobility

20th Century Immigration and Changing Perspectives on Race and Ethnicity
 Challenges to America's Changing Ethnic Landscape

Workflow Step for Additional Course Information/Goals

What is the justification for the new/revised course?	Add new GE attribute
What is the primary course goal?	Transfer
What is the justification for the Service Unit(s)? (e.g. lecture, lab, activity, etc.)	Following UPM guidelines on lecture course
Does this new or revised course represent Substantive Change? Answer YES or NO.	No
What are the Critical Thinking expectations?	No value
What is the level of Information Competency expected by this course?	No value
Is this a Stand Alone Course?	40
What is the course start date?	No value
Accessibility: Are all course materials, including videos, webcasts, podcasts, audio, and visual, accessible to students (per The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135)? Answer YES or NO.	No value
For Approvers ONLY: Do you certify that the following requirements have been met? Answer YES or NO to each. o Accessibility (Title 5, section 55200): Course content and delivery is accessible to all students. o Course Quality: The course meets a "3" on the OEI rubric (Accomplished). o Evidence of instructor contact: Regular and effective contact is demonstrated between the instructor and students and students with other students.	No value
Maximum Enrollment:	No value

Workflow step for Library Resources/Textbooks

Does this course include online library resources? Y or N

No value

Does this course include periodicals as library resources? Y or N

No value

Does this course include reference books as library resources? Y or N

No value

Does this course include data base(s) as library resources? Y or N

No value

Are there assigned textbooks for this course? (If so, list full reference.)

No value

Workflow Step for Special Materials

Are any Special Materials required?

No value

Materials Fee Effective Term?

No value

What is the justification for the Materials Fee?

No value

Workflow Step for Distance Education Course (if applicable)

Have you reviewed the current policy on Distance Education courses?
<http://policies.marin.edu/sites/policies/files/AP4105-DistanceEducation.pdf>
 Respond YES or NO.

Yes

Delivery Mode: Is this course is Hybrid (a minimum of one mandatory face-to-face meeting) OR Online (no face-to-face meetings required)? Choose either HYBRID or ONLINE.

This course will only be taught as either hybrid or online in an emergency only.

What type of HYBRID contact (if applicable) will be incorporated into this course? Examples include: o Orientation sessions o In-person group

Orientation meeting

meetings o In-person review sessions o In-person exams o Other (please describe):
 How will course objectives and student learning outcomes be adapted to an online or hybrid format? Please describe activities, enhanced lecture materials, discussions, forums, etc.

Online quizzes and exams
 Written lectures
 PowerPoint presentations
 Zoom meetings
 Discussion forums
 Recorded lectures

Please provide a description of activities in this course that demonstrate instructor-to-student contact and student-to-student contact. Examples of activities: o Announcements o Course materials o Modules o Customized and personalized audio and video content o Online videos that are annotated and contextualized o Internet resources o Library and database resources o Webcasts o Web Conferencing o Podcasts o Discussion forms o Listserv o Other (please describe):

Announcements reminding students of the weekly content, activities and assessments
 Feedback on assignments
 Zoom meetings
 VoiceThread discussions
 Flipgrid activities
 Responds to student Q&A forum, discussions and emails
 Students can post and respond to other students in the Q&A forum.
 Students respond to each other's discussion posts.

How will regular and effective instructor-to-student contact and student-to-student contact be demonstrated in this course? o Messages via the LMS o Telephone and office hours o Regular announcements in LMS o Chat rooms o Video messages o Timely feedback and return of student work in LMS o Discussion forums that are facilitated and engage students in regular dialogue o Roster management to ensure that every enrolled student is fully participating in course o E portfolios, blogs, etc. o Orientation and review sessions o Field trips o Library workshops o Webcasts o Podcasts o Other (please describe):

Weekly announcements reminding students of the unit objectives and content, activities and pending assessments
 Feedback on assignments via Canvas gradebook
 Uses announcements as reminders, post additional readings or resources and clarifications.
 Has scheduled office hours and provides students with a communication policy so students know how long to expect a reply after being emailed
 Instructor responds to student Q&A forum and discussions.
 Students can post and respond to other students in the Q&A forum.
 Students respond to each other's discussion posts.
 Peer review assignments
 VoiceThread discussions
 Flipgrid activities

Please specify the expected course hours for students: this includes content delivery, instructor-student interaction, student-student interaction, and out-of-class hours.
 Ratio: 1 Lecture unit = 1 hour weekly of

Students should expect to spend about 9 hours a week on this 3 unit online course.
 Students will be required to be active in the course for a minimum of 3 hours by:

class time + 2 hours out-of-class time weekly. 1 Laboratory unit = 3 hours weekly of class time. 1 Activity unit = 3 hours weekly of class time + 1.5 hour out-of-class weekly. Please also specify the students activities that take place to fulfill in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. In-class activities do not include homework that may include reading the textbook and preparing and studying for exams.

- Participating in the discussions
- Watching video lectures
- Joining or viewing Zoom meetings
- Responding to VoiceThread and or Flipgrid activities
- Completing publisher created content

Students should expect to spend an additional 6 hours completing homework, reading the textbook or instructor curated content and studying for quizzes and exams.
