



COURSE OUTLINE : ETH S 121
D Credit – Degree Applicable
COURSE ID 004065
Cyclical Review: October 2021

COURSE DISCIPLINE : ETH S
COURSE NUMBER : 121
COURSE TITLE (FULL) : Ethnic and Racial Minorities
COURSE TITLE (SHORT) : Ethnic & Racial Minorities
ACADEMIC SENATE DISCIPLINE: Ethnic Studies

CATALOG DESCRIPTION

ETH S 121 surveys the major ethnic and racial minorities in the United States to provide students with a better understanding of the socio-economic, cultural and political practices and institutions that support or challenge racism, racial and ethnic inequalities. The course also studies historical and contemporary patterns of interaction between intersectional identities of the four core ethnic populations of Asian Americans, Chicanx/Latinx, African Americans, and Native/Indigenous Americans within the United States.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 141, or equivalent.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
9	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
11	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
12	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
14	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
15	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes



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16	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
17	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
18	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

EXIT STANDARDS

- 1 Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism as analyzed in the following: Native American Studies, African American Studies, Asian American Studies, and Chicanx Studies;
- 2 apply theory and knowledge produced by Native American, African American, Asian American, and/or Chicanx/Latinx communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation;
- 3 analyze critically 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 American, and/or Chicanx/Latinx communities;
- 4 review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Chicanx/Latinx are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, multiculturalism, language policies;
- 5 demonstrate active engagement with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Chicanx/Latinx communities and a just and equitable society.

STUDENT LEARNING OUTCOMES

- 1 Analyze contemporary issues using Ethnic studies theories and methodologies.
- 2 Define core concepts of ethnic studies such as race, racialization, discrimination, intersectionality, and white supremacy.
- 3 Identify methods of active engagement with anti-racist and anti-colonial issues and the practice and movements in Native American, African American, Asian American and/or Chicanx/Latinx communities and a just and equitable society.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Concepts in Ethnic Studies <ul style="list-style-type: none"> • Talking About Race • Why Race Matters • Race vs. Ethnicity • Resisting Identities • Understanding Race as a Social Construction • Demographic Shifts in the United States • Racial Identities, Politics, Ideologies, and Institutional Racism • Intersectionality of Race, Ethnicity, Class, Gender, and Sexuality 	8	0	8
2	The Social Construction of Whiteness <ul style="list-style-type: none"> • White Privilege • Ideologies, Identities, and Institutions • White Fragility 	6	0	6
3	Prejudice, discrimination, and institutional racism <ul style="list-style-type: none"> • Prejudice and discrimination • Merton's typology • LaPiere's study • Stereotypes and scapegoating • Colorblind racism • Racial and ethnic profiling • Racialized and ethnic violence and genocide 	4	0	4
4	Theoretical Perspective on Minority-majority Relations <ul style="list-style-type: none"> • Conflict theory • Functionalist perspective • Labeling • Exploitation theory • Stereotyping 	4	0	4



5	<p>The Emergence of US Racial Hierarchy</p> <ul style="list-style-type: none"> • The Emergence of Race • Perspectives on Racial/Ethnic Inequality and Colonialism • European Contact with Native Americans • Legislation imposed on Indigenous Nations • Slavery in the US • The Unique Exploitation of Mexican Americans by White Supremacy • Legislation isolating Asian Americans Pacific Islanders 	6	0	6
6	<p>Race Relations in the 19th & 20th Centuries</p> <ul style="list-style-type: none"> • Perspectives on Interracial Relations • From Reconstruction to Jim Crow • Nativism and the Era of Exclusion 	6	0	6
7	<p>Race Relations in Flux: Post-WWII Activism</p> <ul style="list-style-type: none"> • Perspectives on Social Movements • African Americans and The Civil Rights Movement • Native American Activism • Chicana/o/x Activism • Asian American Pacific Islander Activism 	5	0	5
8	<p>Education</p> <ul style="list-style-type: none"> • Perspectives on Race and Education • Roots of Race and Public Education in the US • Contemporary Issues of Racial Inequality in Education • Equity Gaps 	3	0	3
9	<p>Economic Inequality and the Role of the State</p> <ul style="list-style-type: none"> • Perspectives on Economic Inequalities • Race and Social Policy • Residential Segregation • Environmental Racism 	6	0	6
10	<p>Crime and Criminal Justice</p> <ul style="list-style-type: none"> • Perspectives on Crime: The New Jim Crow • Racial Inequality in the Criminal Justice System • The Era of Mass Incarceration • Linking race and Crime in the Public Consciousness • Black Lives Matter 	6	0	6
				54



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OUT OF CLASS ASSIGNMENTS

- 1 reading responses on knowledge and theories focused on struggle, resistance that allow for the application of Ethnic Studies concepts, terms, and/or definitions;
- 2 Essay writing (e.g., a four-page paper investigating how the contributions of Black, Indigenous people of color advanced social justice);
- 3 Conduct a lived-experience, (e.g., attend a lecture or performance) synchronously or asynchronously, focused on Asian Americans, Chicanx/Latinx, African Americans, and/or Native/Indigenous Americans within the United States.

METHODS OF EVALUATION

- 1 weekly discussion questions demonstrating a recognition of the weekly themes (e.g., discussion board on campus-approved LMS);
- 2 three to five in-class essay questions demonstrating mastery of the course exit standards;
- 3 three to five examinations;
- 4 final examination evaluating the student's ability to think critically.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



TEXTBOOKS

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Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
A Different Mirror: A History of Multicultural America	Required	Back Bay Books	1		Takaki, Ronald	978-0316022361	2008
The Matrix of Race: Social Construction, Intersectionality, and Inequality	Required	Sage	1	Print	Coates, Rodney D.	978-1452202693	2017
White Fragility: Why It's So Hard for White People to Talk About Racism	Required	Beacon Press	1	Print	DiAngelo, Robin	978-0807047415	2018
Knowledge for Justice: An Ethnic Studies Reader	Required	University of WA Press	1	Print	David Woo	9780935626704	2021