

Los Medanos College

Course Outline of Record Report

05/16/2024

ETHN103 : Racial and Ethnic Justice Movements

General Information

Initiator:	<ul style="list-style-type: none">Adrianna Simone
Attachments:	NewCourseInfoForm-ETHN 103.doc OnlineAddendum-ETHN 103.pdf New Program Proposal-Ethnic Studies.pdf ClassMaxForm-ETHN 103.pdf
Subject Area/Course # (CB01) :	ETHN103
Course Title (CB02) :	Racial and Ethnic Justice Movements
Department:	LMC Ethnic Studies/SJS
Effective Date:	Summer 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000628977
Chancellor's Office Review Approval Date:	01/19/2022
Governing Board Approval Date:	12/08/2021
Curriculum Committee Approval Date:	10/20/2021
Course Description:	Racial and Ethnic Justice Movements will examine non-governmental institutions of social, cultural, and political change rising from racial and ethnic groups, focusing on Native American/Indigenous, Black/African American, Asian American, Asian Pacific Islander, and Chicano/Latinx communities. Theories of social movements will provide a foundation for discussion and analysis on culturally relevant topics, which can include anti-racist and anti-colonial issues and the struggle and resistance against racism, as groups work toward a more racially just and equitable society. Although earlier political and social clubs will be discussed, primary emphasis will be placed on social movements since the 1960s, such as the Third World Liberation Front at San Francisco State University and the University of California Berkeley, the Black Panthers, Young Lords, etc. Students will consider how racial and ethnic justice movements have transformed the meaning of America and American democracy. Emphasis will be placed on contemporary issues of racial justice considering varying political leadership and demographic changes. A key question students will consider is why race still matters to movements for social justice today.
Submission Rationale:	New Course
Initiator:	<ul style="list-style-type: none">Adrianna Simone

Faculty Requirements

Masters Degree Disciplines:	<ul style="list-style-type: none">Chicano StudiesEthnic StudiesAfrican American Studies
-----------------------------	---

Alternate Master Discipline Preferred:	No value
Non-Masters Degree Disciplines:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Cohort
Cohort Number
Cohort 3

Course Development Options		
Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Code
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none">• Pass/No Pass (P/NP)• Letter Grade Methods (LR)• Student Choice (SC)
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Repeatability	Course Prior To College Level (CB21)
	0	Not applicable.
Rationale For Credit By Exam/Challenge	Retake Policy Description	Course Support Course Status (CB26)
No value	No value	Course is not a support course
Class Maximum		
36		

Associated Programs		
<input checked="" type="checkbox"/> Course is part of a program (CB24)		
Associated Program	Award Type	Active
Liberal Arts: Behavioral Science and Social Science, Associate of Arts	A.A. Degree Local	Fall 2023
Creative Writing, Certificate of Achievement	Certificate of Achievement	Fall 2023
Ethnic Studies, Associate of Arts	A.A. Degree Local	Fall 2023
Intersegmental General Education Transfer Curriculum (IGETC), Certificate of	Certificate of Achievement	Fall 2023

Achievement		
CSU General Education (CSU-GE Breadth), Certificate of Achievement	Certificate of Achievement	Fall 2023

Transferability & Gen. Ed. Options				
Course General Education Status (CB25)				
Y - Not a General Education (TBD)				
Transferability (CB05)		Transferability Status		
Transferable to both UC and CSU		Approved		
CSU - General Education - Breadth Requirements	Categories	Status	Approval Date	Comparable Course
Area D: Social Sciences	Social Sciences	Approved	07/01/2022	No Comparable Course defined.
Area F: Ethnic Studies	Ethnic Studies	Approved	07/01/2022	
IGETC - Requirements for Students Transferring to CSU or UC	Categories	Status	Approval Date	Comparable Course
Area 4: Social & Behavioral Sciences	Social & Behavioral Sciences	Approved	08/01/2023	No Comparable Course defined.
Area 4C: Ethnic Studies	Ethnic Studies	Pending	No value	
Area 4G: Interdisciplinary, Social, and Behavioral Sciences	Interdisciplinary, Social, and Behavioral Sciences	Pending	No value	
Area 7	Ethnic Studies	Approved	08/01/2023	
LMC Local AA/AS - General Education Requirements	Categories	Status	Approval Date	Comparable Course
SB: Social and Behavioral Sciences	Social and Behavioral Sciences	Approved	06/01/2022	No Comparable Course defined.
EM: Ethnic/Multicultural Studies	Ethnic/Multicultural Studies	Approved	06/01/2022	

Units and Hours	
Summary	
Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course. <input type="checkbox"/> Variable Credit Course	Not Applicable.	<input type="checkbox"/>

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Entrance Skills

Course Notes	Description
--------------	-------------

No value	No value
----------	----------

Limitations on Enrollment	
Limitations on Enrollment	Description
No value	No value

Specifications	
Methods of Instruction	
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Problem-Based Learning/Case Studies
Rationale	No value
Methods of Instruction	Collaborative Learning/Peer Review
Rationale	No value
Methods of Instruction	Demonstration/Modeling
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Role-Playing
Rationale	No value
Methods of Instruction	Computer Assisted Instruction
Rationale	No value

Sample Assignments

Assignment	Description
Reading 1	Students will work in small groups to read, analyze and articulate concepts such as race and racism, racialization, racial justice, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, critical consciousness, cultural representation, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, anti-racism, movement building, Critical Race Theory, and Decolonial Theory. Through the practice of speaking and using the terminologies in discussions, students will be better prepared to utilize them in their writing and projects for the class. Another class participation activity includes group discussions and freewrites about the assigned readings on the basic principles of racial and ethnic justice movement theory in Ethnic Studies fields, such as Native American/Indigenous Studies, Black/African American Studies, Asian American, Asian Pacific Islander Studies, and Chicanx/Latinx Studies. (CSLO 1)
Writing 1	Students will maintain a weekly journal in which they interpret and critically review how struggle, resistance, solidarity, and liberation, as experienced and enacted by Native American/Indigenous, Black/African American, Asian American, Asian Pacific Islander and Chicanx/Latinx communities, impacts current and structural issues related to racial and ethnic justice movements. The journal entries will be comprised of current events, either news articles, social media posts, or other national and international news platforms. Students will provide critical commentary on the topics discussed to identify how contemporary forms of resistance are currently being enacted daily as part of contemporary racial and ethnic justice movements. (CSLO 4)
Writing 2	In an essay, students will describe anti-racist and anti-colonial practices within racial and ethnic justice movements in two chosen groups: Native American/Indigenous, Black/African American, Asian American, Asian Pacific Islander and Chicanx/Latinx communities. What is the history of the communities anti-racist and anti-colonial practices? How are they similar and different from each other? How does the movement contribute to the fight for racial justice and an equitable society? What are advancements that have been made from the past, and what intersectional work still needs to be done between your chosen groups? Through their response to this essay question, students will identify and discuss contrasting experiences and viewpoints among diverse racial and ethnic groups and their experiences with justice movements. (CSLO 3 and 5; GE SLO 4)
Reading 2	Students will present a collaborative presentation about the critical analysis of the intersections of race and racism as they relate to readings in the class about gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and age as they relate to racial and ethnic justice movements in Native American/Indigenous, Black/African American, Asian American, Asian Pacific Islander, and/or Chicanx/Latinx communities. They will need to identify how their chosen racial and ethnic justice movement exemplifies the basic principles of racial and ethnic justice movement theory within the field of Ethnic Studies, and how these principals transcend borders among Native American/Indigenous, Black/African American, Asian American, Asian Pacific Islander, and Chicanx/Latinx communities. (CSLO 1, 2, and 3)

Sample Methods of Evaluation

Rationale

Quizzes	5%
Homework	15%
Final Exam	20%
Project	20%
Participation	15%
Midterm	15%
Written Assignments	10%

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	Justification for textbooks more than 5 years old
--------	-------	-----------	------	---

Diane C. Fujino (Editor), Robyn Magalit Rodriguez (Editor)	Contemporary Asian American Activism: Building Movements for Liberation	University of Washington Press	January 21, 2022
Jacqueline Keeler	Standoff: Standing Rock, the Bundy Movement, and the American Story of Sacred Lands	Torrey House Press	April 20, 2021
Rodolfo F. Acuna	Anything But Mexican: Chicanos in Contemporary Los Angeles	Verso	April 14, 2020
Charlene A. Carruthers	Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements	Beacon Press	August 28, 2018
David Woo (Editor), David K. Yoo (Editor), Pamela Grieman (Editor), Charlene Villaseñor Black (Editor), et. al.	Knowledge for Justice: An Ethnic Studies Reader	UCLA Chicano Studies Research Center Press	January 15, 2021
Other Instructional Materials			
No Value			
Materials Fee			
No value			

Learning Outcomes and Objectives	
Course Objectives	
No value	
CSLOs	
Name	Expected SLO Performance
1. Utilize the basic principles of racial and ethnic justice movement theory in Ethnic Studies fields, such as Native American/Indigenous Studies, Black/African American Studies, Asian American/Asian Pacific Islander Studies, and Chicanx/Latinx Studies, and analyze and articulate concepts such as race and racism, racialization, racial justice, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, critical consciousness, cultural representation, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, anti-racism, movement building, Critical Race Theory, and Decolonial Theory. (GESLO 4)	70.0

Name	Expected SLO Performance
2. Apply theory and knowledge produced by Native American/Indigenous, Black/African American, Asian American/Asian Pacific Islander, and Chicanx/Latinx communities to analyze racial and ethnic social movements, intellectual traditions, contributions, and lived experiences that impact Black Indigenous People of Color groups. (GESLO 4)	70.0
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and age as they relate to racial and ethnic justice movements in Native American, African American, Asian American, and/or Latina and Latino American communities. (GESLO 4)	70.0
4. Interpret and critically review how struggle, resistance, solidarity, and liberation, as experienced and enacted historically by Black Indigenous People of Color, are relevant to current and structural issues about racial and ethnic justice movements within communal, national, international, and transnational social spaces. (GESLO 4)	70.0
5. Describe and actively engage with anti-racist and anti-colonial practices within racial and ethnic justice movements in Native American/Indigenous, Black/African American, Asian American/Asian Pacific Islander and Chicanx/Latinx communities as they continue to fight for a racially just and equitable society. (GESLO 4)	70.0

Outline

Course Content

- I. Introduction to the Course: Racial and Ethnic Justice Foundations and Concepts
 - a. Basic principles of Ethnic Studies
 - i. Race and ethnicity, racialization, equity, self-determination, liberation, decolonization, and anti-racism as tools for racial and ethnic justice against ethno-centrism, eurocentrism, anti-blackness, and white supremacy.
 - ii. Intersectionality of race, ethnicity, class, gender, sexuality, ability, age, and language
 - b. Social movement theories
 - i. Ethnic mobilization vs. Ethnic solidarity
 - ii. Territorial sovereignty movements that demand regional autonomy, separatism, diaspora settlements, and/or secession
 - iii. Protests that demand expansion of a group's civil and economic rights or demand an end to discrimination
 - c. Movement Forms/Tactics
 - i. Marches/Rallies
 - ii. Demonstrations/sit-ins/teach-ins
 - iii. Policy, law, and administrative changes
 - iv. Geographical changes and withdrawing from central political authorities
 - v. Cyber/social media
 - vi. Boycotts/strikes
 - vii. "Guerilla" tactics
- II. Native American and Indigenous Racial and Ethnic Justice Movements
 - a. Foundations of Indigenous Activism
 - i. Contextualizing colonial histories, epistemologies, and lived experiences
 - b. Indigenous Activism of the 1960's
 - i. Red Power and American Indian Movement
 - ii. Ghost Dance and tribal practices as activism
 - iii. Alcatraz proclamation
 - iv. Wounded Knee occupation
 - c. Contemporary Indigenous Climate Justice Activism
 - i. Standing rock and the Dakota Access Pipeline
 - ii. Border struggles
- III. Black/African American Racial and Ethnic Justice Movements
 - a. Foundations of Black/African Activism
 - i. Contextualizing slavery, colonialism, epistemologies, and lived experiences
 - b. Black/African American Activism of the 1960's
 - i. Civil Rights Movement
 - ii. Black Arts Movement
 - iii. Boycotts and mass protests
 - iv. Black Pride/Power
 - v. Black Panthers

- vi. League of Revolutionary Black Workers
 - vii. Nonviolence as protest
- c. Contemporary Black/African American educational reforms social movement activism
 - i. Ethnic Studies in education
 - ii. Exposing police brutality with social media movements
 - iii. #sayhername
 - iv. #metoo
 - v. #blacklivesmatter
- iv. Asian American and Asian Pacific Islander Racial and Ethnic Justice Movements
 - a. Foundations of Asian American and Asian Pacific Islander Activism
 - i. Contextualizing slavery/labor practices, colonialism, immigration/migration, epistemologies, and lived experiences
 - b. Asian American and Asian Pacific Islander Activism of the 1960's
 - i. Pan-Asian Movement and Yellow Pride/Power
 - ii. Asian Americans for Action (AAA)
 - iii. Labor movements and labor laws
 - c. Contemporary Asian American and Asian Pacific Islander racial and ethnic justice movements during Covid 19
 - i. The American Citizens for Justice
 - ii. The Auntie Sewing Squad and Kristina Wong
 - iii. Thai-American Jiraprapasuke and #JeNeSuisPasUnVirus, translated from French this means "I am not a virus."
- v. Chicanx and Latinx Racial and Ethnic Justice Movements
 - a. Foundations of Chicanx and Latinx Activism
 - i. Contextualizing slavery/labor practices, colonialism, immigration/migration, epistemologies, and lived experiences
 - ii. Differentiating between Chicanx and Latinx groups
 - b. Chicanx and Latinx Activism of the 1960's
 - i. Brown Power/Pride
 - ii. Brown Berets
 - iii. Chicano Power Movement
 - 1. Blowouts/walkouts
 - 2. Hunger strikes
 - 3. Teach-ins
 - c. Contemporary Chicanx and Latinx labor and law movements during Covid 19
 - i. Gentrification and displacements
 - ii. Migration of Central Americans to the United States
 - iii. Asylum seekers
 - iv. Criminalization of Brown bodies by media misrepresentations
 - v. Criminal justice reforms and rehabilitations
 - vi. Testimonios as racial and ethnic justice
- vi. Intersectionality of Racial and Ethnic Justice Movements
 - a. Civil Rights Movement
 - i. Third World Liberation Front

- ii. Third World Women
 - iii. Women of Color Feminisms
 - iv. Young Lords
 - v. Collaborations among Black, Brown, Red, and Yellow Power Movements
- b. Education
 - i. Creation of the first Ethnic Studies programs and degrees
- c. Climate and Land Justice
 - i. Environmental racism
 - ii. Industrial pollution
 - iii. Residential mobility
 - 1. Gentrification and community segregation
- d. Labor Movements
 - i. Labor and union organizations
 - 1. UFW and Filipino Americans
- vii. Contemporary collaborations and solidarity through inter/intra group collaborations
 - a. Defund the police/re-allocations of governmental resources
 - b. Abolitionist education movements
 - c. Decolonization
 - d. Anti-racist movements