**Los Medanos College**

**New Instructional Program Proposal – Phase 1**

**DRAFT 1-4-05; Revised October 2010**

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Program Name: Ethnic Studies

Mission/Goals

Describe the purpose and goals of the program. Who is it designed to serve? Will the

program offer an Associate Degree? A Certificate of Achievement?

Ethnic Studies operates from the understanding that race and racism continue to have profound powerful social and cultural forces in American society. It resists all forms of colonialism and resists the systemic manifestations through its very existence in academia. Students who earn an Associate in Arts Degree in Ethnic Studies will be educated politically, socially, and economically and will use this knowledge to enact social justice, encourage social responsibility, and create social change in any area of work that they enter. The degree requires a minimum of 18 units lower division work in Ethnic Studies and related disciplines combined with the California State General Education Pattern to prepare students to take upper division courses at a California State University.

Courses in the Ethnic Studies degree will center the epistemic knowledge and pedagogies of African Americans, Asian Americans/Pacific Islander, Chicanx and Latinx, and Native Americans/Indigenous peoples of the United States. The methodological framing emphasizes structural dimensions of race and racism and associated cultural dimensions.

The major purpose of the degree is to give students core competencies in five learning outcomes:

1. Analyze and articulate racial topics, such as racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonialization, etc.
2. Apply theory and knowledge produced by Native Americans/Indigenous, African Americans, Asian Americans/Pacific Islanders, and Chicanx/Latinx communities to describe 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. Critically analyze intersections of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty language, age, and ability.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced and enacted by Native Americans/Indigenous, African Americans, Asian Americans/Pacific Islanders, and Chicanx/Latinx communities are relevant to current and structural issues such as communal, national, international, and transnational politics, that could include topics such as immigration, reparations, language politics, etc.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native Americans/Indigenous, African Americans, Asian Americans/Pacific Islanders, and Chicanx/Latinx communities as they work toward a just and equitable society.

The program will serve all students that want to earn a degree in Ethnic Studies and will provide classes for the GE transfer requirement to CSU campuses, Area F. As a college with 78% of the student body identifying as a student of color, with a large majority being Latinx, this program will especially reach these individuals. The Los Medanos College Student Senate has requested more Black Studies classes, such as a Black Psychology course, and an Ethnic Studies program will encourage the creation of such courses that will center Black Indigenous People of Color experiences and knowledge production.

Rationale

What role would this program fulfill in the college curriculum? Why is it important to offer this program?

The Ethnic Studies program at Los Medanos College satisfies multiple General education requirements including the Area F Ethnic Studies requirement for transfer to CSU. The degree provides a solid framework for upper division coursework in Ethnic Studies, Chicanx/Latinx Studies, African American Studies, Native American Studies, and Asian American Studies. The degree uniquely centers the epistemic and pedagogies of race studies and provides a compliment to the Social Justice Studies degree. It is an alternative to dominant epistemological frameworks and creates spaces to question and dismantle those dominant narratives within academia.

Ethnic Studies fits in with the college’s Guided Pathways program and Student Success Team models because it will provide students with a highly structured approach to securing a local degree. The Ethnic Studies program will support students at every step of the educational journey. A local degree in Ethnic Studies will provide skills for a large variety of future careers in fields that encourage diverse training in racial and equity issues, such as nonprofit and social service work, education, counseling, journalism, news media, etc. It aligns with other institutional structures as it will provide more specialized courses for our student learning communities, such as Umoja and Puente, and it will fill a gap in knowledge and knowledge production for our indigenous/Native American students and Asian Americans/Asian Pacific Islander students who want to see curriculum that reflects their communities and experiences. Ethnic Studies centers the experiences of BIPOC scholars and students as educators and leaders within the field and within the classrooms.

Research supports that Ethnic Studies courses have a positive impact for academic engagement, improved graduation rates, and career success for all students. Ethnic Studies courses are a vital component of educational experiences because of the framework of liberation and resistance, which cultivates students’ voices and centers their identity and lived experiences. Students were an integral part of the creation of Ethnic Studies, fighting alongside the faculty of color to demand that school administrators support the discipline and those who teach it. Ethnic Studies has constantly been under attack by a systemic power structure that refuses to recognize its own Eurocentric and white supremacist history. Ethnic Studies is different from any other discipline because it creates a space for the continual questioning and dismantling of such structures of power as it lifts student perspectives, knowledges, and strengths.

Ethnic Studies will also contribute to various strategic plans adopted by LMC, 4CD, and the California Community College System. The ASCCC passed 4 resolutions related to Ethnic Studies: [9.01: S21, 9.02: S21, 9.06: S21, and 9.07: S21](https://www.asccc.org/sites/default/files/Resolutions%20Spring%202021%20Adopted%20Resolutions.pdf), many of which call for additional funding for community colleges that are developing Ethnic Studies programs and classes. Our recently adopted Educational Master Plan seeks to “strengthen a culture of equity, diversity, inclusion, and racial justice” and “increase and maximize equitable opportunities for students to successfully complete courses and programs” (LMC EMP goals 1 and 2). Additionally, Chancellor Oakley’s “Call to Action” requests that California Community Colleges “audit classroom climate and create an action plan to create inclusive classrooms and anti-racist curriculum.” An Ethnic Studies program will contribute to the LMC EMP goals and Chancellor Oakley’s “Call to Action” because it disrupts and dismantles racist structures of power while uplifting student perspectives, knowledges, and strengths. Finally, an Ethnic Studies program will strengthen relationships across all 4CD colleges as discussed in the 4CD Strategic Plan: “Support college partnerships with businesses, community organizations, and public agencies to meet community, economic, and workforce needs and serve as driver of both social justice and economic mobility” and “Cultivate a culture of engagement throughout the district.”

Curriculum and Needs Assessment/Feasibility

List the proposed new courses for the program, including the title, number of units, and a brief course description.

**Introduction to Ethnic Studies (3 units)**

Introduction to Ethnic Studies is a general survey of the interdisciplinary field of Ethnic Studies, including discussion of key theories such as coloniality, double-consciousness, colorblind racism, the “Wages of Whiteness,” etc. in order to grant students conceptual tools for the discussion of race and ethnicity in U.S. society. Particular emphasis will be placed on historical and contemporary discussion of African American/Black, American Indian, Asian American, and Latinx communities, including comparative and transnational lenses. The course will also discuss whiteness as an integral part of the construction of race.

**Critical Thinking in Ethnic Studies (3 units)**

Critical Thinking in Ethnic Studies is a course that applies analytical tools to rhetoric, tropes, and other semiotic devices surrounding racial discourse. The course will examine political speech and popular culture which offers both dominant narratives and narratives of resistance. Discussion of cultural production by people of color versus those about people of color will be offered. Examples will be drawn from a range of racial and ethnic depictions discussing various groups.

**Introduction to Asian American\Pacific Islander Studies (3 units)**

Introduction to Asian American Studies is a survey of the diverse Asian American experience from 1820 to the present. Groups under consideration include Chinese-, Indian-, Japanese-, Korean-, Filipino-, and Vietnamese Americans. Emphasis will be placed upon discourses of Asian immigration during and after the Chinese Exclusion period, as well as the role of Western colonialism in migration flows. The class will consider key societal issues such as racial stereotyping, media racism, the exoticism of the orient and orientalism, affirmative action, the glass ceiling, the “model minority” syndrome, and anti-Asian harassment and the increased violence of Asian populations considering recent rhetoric and the Covid 19 pandemic. Some questions to consider include: How does the racial formation of “Asian American” emerge from and produce overlaps and tensions between theory and practice? What are the conceptual and geographical reaches of the term “Asian American,” particularly as it pertains to Asian North American and Pacific Islander studies, and their critiques of settler colonialism and imperialism? What coalitions between Asian Americans and other marginalized groups have been and continue to be forged?

**Introduction to Chicanx/Latinx Studies (3 units)**

Introduction to Chicanx/Latinx Studies is a survey of the history of Latinxs in the U.S., their distinct range of cultures, and contributions to U.S. politics, economy, and other areas. The course will offer insights into key concepts in the field such as the colonial labor system, the Borderlands, mestijaze, experiences and discourses of immigration, nepantla, etc. Included will be discussion of Mexicans, Puerto Ricans, Cubans, Central Americans, and other Latinx national origins groups, as well as their transnational ties to their ancestral countries/countries of origin.

**Introduction to** **Native American/Indigenous Studies (3 units)**

Introduction to Native American/Indigenous Studies is a survey of the approaches to the study of the many components that combine to create contemporary Native American and Indigenous experiences across North America, with a focus within the United States. A primary objective of this course is to examine the structural and disciplinary constraints systemically placed on Native Americans and Indigenous cultures. The course will examine identity, sovereignty, Indigenous-White relations, federal law and policy, tribal governments, and art, literature, and film from Indigenous perspectives. A primary goal is to explore dominant academic and media representations and research practices and explore the decolonial research practices offered by contemporary Native American and Indigenous scholars, artists, and educators.

**Critical Race Feminism (3 units)**

This course will provide students with a general background on the intersections of race and gender alongside other components of social and political identity. It will address and respond to the unique challenges of womxn of color with feminism, both locally and globally. One main task will be to (re)-visit, (re)- vision, (re)-counter existing theories in gender and feminist studies. Students will analyze historical and contemporary realities of womxn of color and how they are profoundly influenced by a legacy of structural inequalities that is neither linear nor logical. Critical Race Feminism will work out of a legal, political, analytical, descriptive, and theoretical paradigm that builds praxis across disciplines.

**Race and U.S. Government (3 units)**

Race and U.S. Government will study the institutions and processes of government from the perspective of communities of color. Theories of grassroots politics and political power will be examined. Case studies involving political coalitions among racial groups, the rise of laws specifically targeting communities of color, and individual candidates and elected officials of color will be discussed. Course will include guest speakers such as elected city and state officials and leaders of grassroots political clubs.

**Racial and Ethnic Justice Movements (3 units)**

Racial and Ethnic Justice Movements will examine non-governmental institutions of social, cultural, and political change rising from racial and ethnic groups. Theories of social movements will provide a foundation for discussion and analysis. 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.

**Immigrants in American History (3 units)**

Immigrants in American History will examine immigration holistically, with particular emphasis on the rise of immigration from the late 19th century. Theories outlining the causes of immigration, assimilation and social incorporation, the rise of receiving communities, and related issues will be examined to allow students to analyze immigration in a rigorous manner. The course will discuss “ethnic” European groups, such as peoples of Italian, Jewish, and Polish descent, as well as more recent immigrants from Latin America and Asia.

**Statistics for Ethnic Studies (3 units)**

Statistics for Ethnic Studies offers a basis in statistical analysis appropriate to social science analysis and interpretation. The data and cases to be utilized in the class will emphasize Ethnic Studies research questions and debates. Analyses include descriptive statistics: central tendency, dispersion, inferential statistics: probability theory and distributions, sampling distributions, hypothesis testing, simple linear regression, and computer technology.

List the course requirements for the major.

**Required Core Courses (15 units):**

Introduction to Ethnic Studies (3 units)

Critical Thinking in Ethnic Studies (3 units)

Racial and Ethnic Justice Movements (3 units)

AND Two from the four area specific courses

Introduction to Asian American Studies (3 units)

Introduction to Black Studies (3 units)

Introduction to Chicanx/Latinx Studies (3 units)

Introduction to Native American/Indigenous Studies (3 units)

**Elective Courses (3 units):**

Critical Race Feminisms (3 units)

Race and U.S. Government (3 units)

Immigrants in American History (3 units)

Statistics for Ethnic Studies (3 units)

List the proposed sequence of program-specific courses and the projected enrollment:

Fall-Year 1 (list the courses to be offered each term and the projected enrollment)

Introduction to Ethnic Studies (3 units) (36 students)

Racial and Ethnic Justice Movements (3 units) (36 students)

Introduction to Black Studies (3 units) (36 students)

Spring-Year 1

Introduction to Chicanx/Latinx Studies (3 units) (36 students)

Introduction to Native American/Indigenous Studies (3 units) (36 students)

Introduction to Asian American Studies (3 units) (36 students)

Fall-Year 2

Critical Thinking in Ethnic Studies (3 units) (36 students)

Introduction to Black (3 units) (36 students)

Introduction to Asian American Studies (3 units) (36 students)

Additional Elective Courses:

Statistics for Ethnic Studies (3 units) (36 students)

Critical Race Feminism (3 units) (36 students)

Spring-Year 2

Introduction to Chicanx/Latinx Studies (3 units) (36 students)

Introduction to Native American/Indigenous Studies (3 units) (36 students)

Additional Elective Courses:

Immigrants in American History (3 units) (36 students)

Race and U.S. Government (3 units) (36 students)

Projected number of students in the program\*:

Fall-Year 1: 72; Spring-Year 1: 72

Fall-Year 2: 72; Spring-Year 2: 72

\* Unduplicated total headcount in program-specific courses.

Enrollment projections are based on: [enrollments in experimental (900) courses to be included in the program; enrollments in similar programs in the college or nearby colleges; etc.]

Projected Annual FTES (to be completed by the Office of Instruction)

Year 1 \_\_12 (for two courses per year)

Year 2 \_\_\_12 (for two courses per year)

Do other colleges in the district or in neighboring districts offer a similar program? If so, provide the rationale for duplicating it at LMC.

Los Medanos College is offering a degree Ethnic Studies. This degree will provide concentration opportunities that have previously not been offered at our college, such as Native American/Indigenous Studies and Asian American Studies. Our local students will benefit from this new program because they will be able to earn the degree where they live rather than having to attend the sister colleges to complete the requirements for this type of a degree. CCC has offered their AA in Ethnic Studies since the 1960’s. DVC is in early development phases as well and are planning to offer their own AA degree in Ethnic Studies by Fall 2022. Los Medanos College needs to serve its local students, so they will not have to commute to the other colleges to earn these degrees in Ethnic Studies or to take Ethnic Studies classes. The Ethnic Studies degree will provide additional courses for the CSU Area F requirement. Having an Ethnic Studies program at LMC will also promote the hiring of Ethnic Studies faculty of color to teach the courses. We will build more programing around the field with guest speakers, internship opportunities, and student and faculty mentorship.

For new CTE programs: provide labor market information and job market projections that support the establishment of this program. Sources for this information are provided in the Program and Course Approval Handbook (Chancellor’s Office). Also include the results of discussions with key local employers/potential advisory committee members.

What other departments at the college could be affected by adding this program? Explain and include the results of preliminary discussions with the affected departments.

This program will have positive effects on other departments, increasing enrollments in their classes and creating expanded options for their majors and programs. Conversations are beginning with departments to build courses across the disciplines and design brand new courses. These conversations will help LMC fully expand the types of offerings between the departments. For example, the LMC Student Academic Senate have called for a Black Psychology course for students. The call to action affords an opportunity for new collaborations between the fields of study to build at LMC.

**Staffing**

Describe the initial staffing needed for the program, including the approximate number of full time and part time faculty and classified staff.

We currently have one full-time Ethnic Studies faculty member and one part-time faculty member who is trained in Ethnic Studies. Additional Ethnic Studies training or having equivalencies in the district for teaching Ethnic Studies will aid in allowing other current faculty, both full-time and part-time, to teach the new Ethnic Studies courses. Conversations are in the process regarding Ethnic Studies equivalencies and will continue to be developed.

Will new hires be required in order to offer the program? If so, are the pools of full time and/or part time faculty expected to be sufficient?

Ideally, the college will want to hire part-time faculty to help teach the new courses, between 1-2 part-time faculty that are trained in Ethnic Studies or in multiple areas of emphasis, Asian American, Native American/Indigenous, Black/African American, and Chicanx/Latinx.

How will the staffing needs change in years 2-4?

Years 1 and 2: FTEF .80

Years 3 and 4: FTEF 1.6

Operating Budget

Outline the initial budget required to fund the program. Briefly explain any budget item as needed to make the purpose clear.

Staffing: None (Types: hourly classified, reassigned time, stipends, student – do not include faculty or permanent staff)

Supplies: None

Consultants: None

Travel: None

Interprogram (Copies, postage, etc.) Standard budget for copies and postage.

Equipment (list all major equipment) None

**See Instructional Technology Department for recommendations and cost estimates**

What additional costs should be anticipated in subsequent years? None

Facilities

Describe the facilities needed for the program in the first year (classrooms, labs, offices, other).

What additional facilities needs should be anticipated in subsequent years?

No facilities beyond the use of classroom space to schedule two additional classes each semester in years 1 and 2, and four additional classes in years 3 and 4.

Reviewed by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Senior Dean of Instruction

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Academic Senate President

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