CSU General Education, Area F Ethnic Studies

Course Guidelines

From CSU Website:

To be approved for this area, the courses should have one of the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix.

Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American 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. 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/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.
**WVC Curriculum Committee guidelines for Ethnic Studies Courses**

Courses seeking to be submitted to the CSU system as candidates to meet the requirement must clearly indicate an Ethnic Studies focus in the Course Outline of Record (COR).

**WVC Suggestions for Course ID section of the COR:**

- **Subject code (prefix)—ETHN**
- **TOP Code --Ethnic Studies**
- **Discipline is --the originating department’s (If the content is specific to that discipline)**
- **Minimum Qualification for faculty—the originating Discipline’s (If the content is specific to that discipline)**

**Primary areas to Indicate Ethnic Studies focus in the body of the COR:**

- Course Description
- Objectives and Student Learning Outcomes
- Course Outline (lecture/lab content)

The following areas could also help point to the Ethnic Studies focus of course:

- Assignments
- Textbooks (an example, Critical Ethnic Studies: A Reader)

**Course Description**

The description should indicate the American Ethnic group or groups from the CSU GE Area F Ethnic Studies section sheet that is/are the focus of the course, (i.e. African American, Asian American, Latina/o American or Native American) with an indication of content covered in the course.

**Sample Descriptions:**

1. **A Literature Course:**
   
   This course examines African American Literature from the 1700s to the present. Emphasis is given to the development of a body of literature that attests to the mastery and enhancement by Black writers of the prevailing literary forms in each era in
America’s cultural, social, and political history. Students in the course have the opportunity to examine how literature reflects the experiences of Africans adapting to life in new world America, their struggle against and resistance to institutional racism, their efforts to create racial and social justice, solidarity, and liberation while carving out a new identity and developing new literary styles and conventions. The literature is examined through lenses of conventional critical theory and the elements of literature.

2. **A Social Justice Studies course:**
   This course is an inter-disciplinary study of race, class, gender, and ethnicity in the United States with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latinx/Latina/Latino Americans. In this course, students have the opportunity to examine social justice movements, particularly in relation to ethnic and racial groups in the United States to provide a basis for a better understanding of the socio-economic, cultural, and political conditions among key social groups. Additional course themes include labor movement, environmental justice, colonialism/imperialism, social activism, and feminist ideology.

**Course Objectives**

There should be course Objectives that clearly reflect “at least 3 of the 5” CSU objectives listed above as the CSU Area F Ethnic Studies competencies. The course can have additional Objectives along with the specific Ethnic Studies ones.

**Course Student Learning Outcomes (CSLO)**

At least one Student Learning Outcome should be a culminating outcome that addresses the Ethnic Studies competencies from the course Objectives.

**Examples of CSLO based on Ethnic Studies core competencies:**

1. **For the African American Literature course:**
   Explain the ways in which African American authors, poets and playwrights actively engage with anti-racist issues and the practices and how struggle, resistance, racial and social justice, solidarity, and liberation as addressed by these authors is relevant to current and structural issues in communal and national politics.
2. **For the Social Justice Studies course:**
   Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, resistance, racial and social justice, solidarity, and anti-racism as experienced in the following communities in the U.S.: Native American, African American, Asian American, and Latinx/Latina/Latino American.

**Course Outline** (Lecture Content)

Outline should include the topics planned to help students acquire knowledge to meet the Ethnic Studies Objectives and CSLOs:

Samples:

*Objective based on CSU core competency #3:*

- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, ability, language, generational perspectives and diasporic experience and histories.

**Course Outline Content to help meet Objective:**

*Sample 1:* Intersectionality of race and racism with:
   A. Class
   B. Gender
   C. Sexuality
   D. Religion/Spirituality
   E. Ability
   F. Language
   G. Generational perspectives
   H. Diasporic experience and histories.

*Sample 2:* Major theories of race and ethnicity affecting different ethnic and racial groups and their intersections and constitutive relations with:

1. Class
Objective based on CSU competency #4:

- Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latinx/Latina/Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Course Outline Content to match Objective 4:

*Sample 1: Struggles by African Americans, Native American, Japanese Americans and Mexican American for:

1. Social justice
2. Liberation
3. Decolonization

*Sample 2. Issues of struggle and resistance by African Americans, including but not limited to:

A. Racial and social justice,
B. Solidarity
C. Liberation
D. Current and structural issues in communal and national politics

Objective based on CSU core competency #5

Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, Asian American, African American, and Latinx American communities for a just and equitable society.

Course Outline Content to match Objective 5:
Sample 1: Anti-racist issues and the practices and movements within the African American literary community for a just and equitable society

A. Slave narratives
B. Harlem Renaissance
C. Protest Novels
D. Black Arts Movement
E. Spoken Word

Sample 2: Different ethnic and racial groups contributions to and representation within:

1. Art
2. Film
3. Literature, or
4. Music

Sample 3: Theories of organizing and mobilization for social change