College Curriculum Committee

Meeting Agenda Package

May 28, 2024

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<mark>Amended</mark>—College Curriculum Committee Meeting Agenda

Facilitator: Sean Moore—College Curriculum Committee Chair
Recorder: Noemi Montorosso / **Time Keeper:** Michael Vanoverbeck
Date: May 28, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.
Location: VT-124

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__; Ahmad Manzoor__; Michael Vanoverbeck__; Mayela Rodriguez__; Susan Johnson__; Arneshia Bryant-Horn __; Shay Brown__; Jose Martinez __; Kendahl Radcliffe __; Nathan Lopez__; Paul Flor __; David McPatchell__; Jesse Mills __; Bradfield Conn __; Andree Valdry __; Melain McIntosh__; Sheri Berger__; Maya Medina__; Shante Mumford __; Noemi Monterosso__; and Sean Moore__.

AGENDA:
1. **Approval of Agenda:** May 28, 2024.
2. **Approval of Minutes:** May 14, 2024.
3. **Reports and Follow-up Questions From Attendees:**
   a) Vice President, Academic Affairs
   b) Curriculum Analyst
   c) Articulation Officer
   d) Distance Education Faculty Coordinator
   e) SLO Coordinator
4. **Consent Agenda Item(s):**
   a) *CTE Two-Year Course Review—Course Description—Revise Conditions of Enrollment/Requisites*: NURS 146 - Health Assessment.
   b) <mark>*Course Review—Articulation/Transfer Updated Requirements—Course Description— SLOs—Textbooks*</mark>: COMS 120 - Argumentation and Debate.
5. **Action Item(s):**
   a) *New Programs—1st and 2nd Read*: Non-credit Nursing Assistant Program - Certificate of Competency.
   b) *New Courses—2nd Read*: ESTU 102 - Introduction to African American Studies; ESTU 104 - Introduction to Native American Studies; and ESTU 106 - Introduction to Asian American Studies.

6. **Discussion Item(s):**
   a) ==Implementation timeline of the new Curriqunet COR platform.==
7. **Informational Items:**
   a) *New College Curriculum Committee Chair*: Professor Charles Hobbs.
   b) *College Curriculum Committee Vacancies*: FACH (1) and STEM (1).
   c) *College Curriculum Committee Roster*: Updated.
8. **College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**
   a) CCC representatives may provide a comment or future agenda item recommendation(s).
9. **Public Comment(s):**
   a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Sean Moore—Curriculum Committee Chair
Recorder: Noemi Monterroso / **Time Keeper:** Michael Vanoverbeck
Date: May 14, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.
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Attendees: Sean Moore, Noemi Monterroso, Bradfield Conn, Arneshia Bryant-Horn, Susan Johnson, Michael VanOverbeck, Mark Svorinic, David McPatchell, Mayela Rodriguez, Nathan Lopez, Victoria Martinez, Sheri Berger, Melain McIntosh, Diego Aguilar, Rashid Yahye (proxy for Kendahl Radcliffe), Madeline Morales, Paul Flor

AGENDA:

10. **Approval of Agenda:** May 14, 2024.
    - **Brad C. motioned to approve agenda. Rashid Y. seconded. Approved**

11. **Approval of Minutes:** April 23, 2024.
    - **Mayela R. motioned to approve minutes. Michael V. seconded. Approved**

12. **Reports and Follow-up Questions From Attendees:**
    - **Michael V. motioned to open Items 3a-3e. David McP. seconded**
    f) Vice President, Academic Affairs – Sheri Berger
       o No Report
    g) Curriculum Analyst – Maya Medina
       o The Communications Studies AA-T degree program will be submitted to the Board of Trustees for inactivation at the May 21, 2024, meeting, effective June 2024. Inactivation is required so Compton College can implement the newly approved Communication Studies 2.0 AA-T program approved by the Chancellor's Office on January 8, 2024.
       o An email notification reminder of all proposals pending requested changes was sent before the 5/14/24 meeting. Another reminder will be sent to faculty, division chairs, and deans to remind them there is only one meeting left.
       o Please notify the faculty at your next division meetings that the Course Review Schedule is posted on the Curriculum Committee webpage. This information needs to be reviewed by faculty to confirm when courses are due

for review. CTE courses are reviewed every two years. Non-CTE courses are reviewed every 5 years

h) Articulation Officer – Melain McIntosh
- o Majority of IGETC/CSUGE approved for FA'24
  - ▪ Denied courses: SOCI 207, FILM 116, PE 275
  - ▪ ESTU approvals are pending
- o AB1111 – Melain volunteered as one of the Articulation Officers to help develop the template for the 6 identified courses for common course numbering
- o Melain will serve as ASCCC Articulation Transfer Caucus Chair
- o Sheri B. - ASCCC is asking for 6 faculty from each college to participate during summer (faculty will be compensated), 1 per course identified for common course numbering
- o Handout for articulation updates will be provided in last curriculum committee meeting

i) Distance Education Faculty Coordinator – Bradfield Conn
- o New interim associate dean is Dinesh Payroda
- o Currently doing interviews for permanent associate dean position
- o LTI's pending approval. They are no cost to students

j) SLO Coordinator

- **Michael V. motioned to close Items 3a-3e. Shay B. seconded**

13. Consent Agenda Item(s):

- **Michael V. motioned to approve Consent Agenda Item 4a. Shay B. seconded. Approved**

c) *Course Review—Conditions of Enrollment—Remove Prerequisites— Articulation/Transfer Review C-ID*: CSCI 101 - Problem Solving and Program Design Using C++.

- **Michael V. motioned to reopen Consent Agenda Item 4a. Susan J. seconded.**
  - o CSCI 101 C-ID will be denied due to missing prerequisites. Prerequisite was originally removed because it had MATH 170 as a prerequisite. AB1705 does not allow colleges to force students to take any specific transfer level courses. However, removing the prerequisite would make it lose its course to course articulation for transfer
  - o Recommendation is to keep the prerequisite during course review
- **Rashid Y. motioned to remove vote on Consent Agenda Item 4a. Shay B. seconded. Approved**
- **Rashid Y. motioned to amend agenda to remove "remove prerequisites" in Consent Agenda Item 4a. Shay B. seconded**
- **Rashid Y. motioned to approve Consent Agenda Item 4a as amended. Shay B. seconded. Approved**

14. Action Item(s):

c) *New Courses 1st Read*: ESTU 102 - Introduction to African American Studies; ESTU 104 - Introduction to Native American Studies; and ESTU 106 - Introduction to Asian American Studies.
   - **Michael V. motioned to open Action Item 5a. David McP. seconded**
   - Goal is to expand the ESTU course offerings and focus on different ethnic groups. Will launch ADT program once it is approved by state. These courses will be under the CalGETC ESTU area
   - **Victoria M. motioned to close Action Item 5a. Michael V. seconded**

d) *New Courses 2nd Read*: ART 170 – Photography Fundamentals I; LSKL 2 - Parenting Strategies I; LSKL 3 - Parenting Strategies II; LSKL 4 - Anger Management I; LSKL 5 - Anger Management II; LSKL 6 - Domestic Violence I; LSKL 7 - Domestic Violence II; LSKL 8 - Addiction and Substance Abuse I; LSKL 9 - Addiction and Substance Abuse II; and PE 108 - Slow Pitch Softball.
   - **Michael V. motioned to approve Action Item 5b. Rashid Y. seconded. Approved**

15. **Discussion Item(s):**
    b) None
16. **Informational Items:**
    d) *Presentation*: Mark Svorinic, CEO of CurriQunet, presenting information to our team regarding COR template revisions.
    - **Shay B. motioned to open Information Item 7a. Michael V. seconded**
    - Mark reviewed the updated curriQunet user interface (Maveric). Goal with update was to make it more user friendly, easier to use, and more effective/impactful for faculty, leadership, and staff that uses system every day
    - Move from Meta to Maveric interface is up to clients. Some colleges have already converted and more will convert through end of May
    - Maya will be asked to reach out to Natalie (from curriQunet) regarding cloning a course and cross listing courses
    - Curriculum Committee will provide a recommendation when or if to transition to Maveric version during next meeting
    - **Rashid Y. motioned to close Information Item 7a. Shay B. seconded**

17. **College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**
    b) CCC representatives may provide a comment or future agenda item recommendation(s).
    - **Michael V. motioned to open item 8a. Rashid Y. seconded**
    - Will add discussion and vote on CurriQunet transition for next meeting
    - **Rashid Y. motioned to close item 8a. Michael V. seconded**

18. **Public Comment(s):** Public comments may be presented by any person not on the CCC roster in attendance.
    - **Michael V. motioned to open item 9a. Rashid Y. seconded**

- **Michael V. motioned to close item 9a. Rashid Y. seconded**

Susan J. motioned to extend meeting by 10 minutes to reopen item 4a. Rashid Y. seconded. Approved.

Meeting adjourned at 3:36pm

New Program: Non-credit Nursing Assistant Program - Certificate of Competency

Basic Program Information

Program Information
Degree/Certificate Name Non-credit Nursing Assistant Program
Division Health and Public Services
Award Type Certificate of Competency

Program Goal
Career Technical Education Yes
Transfer No
Other No

Proposal Information
Proposed Implementation Term
Fall 2024
Rationale for Proposal
The program will provide pathway and opportunity for those students to obtain a certificate into healthcare.

Select all special characteristics that apply
What percentage of the program is approved to offer through Distance Education?
- 1-49%
Next Program Review (Month/Year)
12/2028
Originator
Thomas, Shirley
Extension

sthomas@compton.edu

Feasibility

Relationship to the mission of the college

Increase the number of exiting CTE students employed in their field of study. The vision and goals established clear targets for completion, transfer, efficiency, and employment, and most importantly, for closing equity gaps and regional attainment gaps

Place of program in curriculum/similar programs at college

Registered Nursing Program

Similar programs at other colleges in service area

West Los Angeles City College, Los Angeles City College, Pasadena City College, Rio Hondo City College, and Los Angeles Valley College

Projected Annual Completers

40.00

Data Source for Completers

2-year enrollment data

Survey Results

New noncredit program.

Adequacy of Resources

Staffing

One Registered Nurse faculty for Lecture One Registered Nurse faculty for Lab OR One Registered Nurse for both areas OR Two Registered Nurses faculty for lab (if there are more than 15 students enrolled)

Estimated Full Time Faculty Workload

2.00

New Faculty Positions

0.00

Facilities and Equipment

Allied Health Building

Estimated Cost of New Equipment ($)

0.00

Estimated Cost of New/Remodeled Facilities ($)

0.00

Library/Learning Resources

Library and Learning Resources are already in place.

Estimated Cost of New Library Acquisitions ($)

0.00

Year 1

Annual # Sections 8.00

Annual Enrollment Total 60.00

Year 2

Annual # Sections 8.00

Annual Enrollment Total 60.00

Co-Contributor(s)

Co-Contributor(s)

Description

Catalog Description
This course prepares the student to function as an entry-level worker on a health care team in a long-term care facility or home care environment. The focus is on preparing the student to provide direct care to the patient/resident; to promote comfort measures; and collect, record and report data to licensed personnel. Principles of critical thinking, team building, ethics, caring and cultural sensitivity are integrated throughout the course.

Program Goals and Objectives
1. The student will apply the scientific principles and nursing skills to those clients who reside in various levels of healthcare facilities. This is achieved through a systematic approach and critical thinking using the nursing process.

2. Provide comprehensive nursing care and therapeutic communication while demonstrating cultural sensitivity as outlined in the scope of practice of an entry level health care worker.

3. The student will demonstrate readiness for the State of California Certification Examination for Nursing Assistants.

Noncredit Documentation
Is this Award noncredit? No

CTE Documentation
Gainful Employment No
Apprenticeship No
Labor Market Information (LMI) and Analysis
Net Annual Labor Demand

Advisory Committee Recommendations
Advisory Committee Members
Summary of Recommendations
Include Advisory Committee Minutes with Attachments No

Learning Outcomes (PLOs)
Outcomes
The student will demonstrate readiness for the State of California Certification Examination for Nursing Assistants.
This program aligns to the following Institutional Outcomes (check all that apply):
1. Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
2. Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
3. Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
4. Information Literacy: Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Course Blocks

Course Blocks
Min 200.000
Max 207.000
Course Block Title
Program requirements for the Non-Credit Nursing Assistant Program - Certificate of Competency.
Courses in Block
Condition AND
Min 200.000
Max 207.000
Group Title
Header
Enrollment
Year 1
Annual # Sections
Annual Enrollment Total
Year 2
Annual # Sections
Annual Enrollment Total
Min 120.000
Max 120.000
Subject NURS - Nursing
Course NURS 03A - Noncredit Nursing Assistant Lab
Header
Enrollment
Year 1
Annual # Sections 4
Annual Enrollment Total 40
Year 2
Annual # Sections 4
Annual Enrollment Total 40
Min 80.000
Max 87.000
Subject NURS - Nursing
Course NURS 03B - Noncredit Nursing Assistant Lecture
Header
Enrollment
Year 1
Annual # Sections 4
Annual Enrollment Total 40
Year 2
Annual # Sections 4
Annual Enrollment Total 40

Attachments
Attached File
Non-Credit Nursing Assistant Program COC.docx

Codes and Dates

Approval Dates

Origination Date

Originator Thomas, Shirley

Implementation Date

Effective Term Fall 2024

TOP Code

Program Control Number

CDCP eligible No

CIP Code

New Course Proposal: ESTU 102 - Introduction to African American Studies

Basic Course Information
Course Discipline ESTU
Division Social Sciences
Course Number 102
Course Title Introduction to African American Studies
Short Title Intro to African Am Studies

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable

Justification Proposing New Course

The ethnic studies department is seeking to provide alternative options for students to learn in depth about communities discussed briefly in Introduction to Ethnic Studies courses while also completing the new Area F and Ethnic Studies requirements.

Catalog Description

This course offers a comprehensive examination of Black Studies, positioning it as an interdisciplinary field that encompasses intellectual, political, and cultural dimensions rooted in a rich tradition of Black radicalism and anti-racism. Overall, the course aims to provide students with a holistic understanding of Black Studies as a dynamic field of inquiry, fostering critical thinking, cultural competency, and social awareness of structural racism, colonialism, liberation and decolonial theory from a Black Studies framework.

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course? Yes

Facilities and Equipment

Are the facilities and equipment for teaching the course available?

Yes

Library/Learning Resources
In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?
Yes
Teaching Disciplines, Minimum Qualifications
Minimum Qualification
Ethnic Studies (Masters Required)
Condition
Required Certifications
Cross Listed Course
Cross Listed Course
Co-Contributor(s)
Co-Contributor(s)
Chavez, David
Flores , Richard
Lopez, Nathan
Radcliffe, Kendahl
Course Standards
Is this a credit or noncredit course?
D - Credit - Degree Applicable
This is a CTE Course No
This course has variable units No
This course has activity/lab content No
Lecture Units/Hours
Min
Lecture Hours (1 unit = 18 hours) 54.000
[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, and related work)	1	2
Activity (activity, lab w/homework, studio, and similar)	2	1
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

Min Outside-of-Class Hours 108.000
Total Units/Hours
Min
Total Units 3.00
Total In-Class Hours 54.00
Total Hours Including Outside of Class Hours 162.00
Grading Method
Grading Method
L - Letter grade only
Special Characteristics

TOP Code
220300 - Ethnic Studies
SAM Priority Code
E - Non-Occupational
Repeatability
This course is repeatable No
Credit By Examination
Approved Special Class
This class is an approved special class for disabled students No
Active Participatory Course
This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No
This is a Basic Skills Course. No
Levels Below Transfer
Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)
Y - Not applicable
Content
Lecture and Lab Hours
Lecture Hours: 54.000
Activity Hours:
Lab Hours:
Content
Lecture
Outline
The Discipline: Key figures, scholars and concepts related to the development of African American (Black, Africana) studies as an act of resistance and self-actualization in the face of structural racism and disenfranchisement; W.E.B. Du Bois, Carter G. Woodson, John Henrik Clarke, Arturo Alfonso Schomburg, among other canonical scholars. Analysis includes the African American intellectual tradition, Black Studies and comparative Ethnic Studies theories, methodologies past and emerging trends in the discipline: current attempts to dismantle Ethnic Studies and Black studies at the institutional level will be examined.
Approximate Time In Hours
9.00
Lecture

Outline

Historical: Key turning points of Black histories of resistance and resilience. Starting with the pre-colonial African diversity, to chattel slavery with focus on 1619 through the Civil War; Reconstruction to Civil rights and Black Power through the present; legacy of slavery and abolition from a historiographical perspective (how a subject is treated over time), regarding the African American experience in the United States; revisionist and Afrocentric approaches, similarities, and differences will be explored to understand the Black Radical Tradition.

Approximate Time In Hours

12.00

Lecture

Outline

Anti-Blackness and Restorative Ideology: Intersection of race, racism and imperialism and the Black identity; African American and African Diaspora, interactions, connections, and resilience; cultural, political, and intellectual restoration through the Pan African, Negritude, Back-to-Africa, Black Radical, Black Nationalism and Black Power, Black Feminist movements, Afro-centrist, Afro-futurist, Afropessimism, Black LGBTQ+ theoretical constructs and vision, BLAXIT movement.

Approximate Time In Hours

9.00

Lecture

Outline

Education: Education and Black Empowerment through exploration of Black pedagogical theory. Analysis of desegregation, busing and educational reform freedom schools; Bell Curve and standardized testing and its impact; independent, charter and magnet schools: HBCU's and their impact.

Approximate Time In Hours

3.00

Lecture

Outline

Housing Injustice: examination of race and housing in the U.S. including low-income housing, block busting, gentrification and red lining practices; examination of the role of U. S. Department of Housing and Urban Development through a Critical Race Theory lens with emphasis on :Whiteness as Property" and Settler Colonialism. Examining homelessness and its disproportionate impact on the Black community; home ownership and generational wealth, discrimination in financing: reverse migration and a return to the American South: Black homesteading and Black farmers.

Approximate Time In Hours

3.00

Lecture

Outline

Economics: An economic overview of the state of Black America; impact of Reconstruction, the great migration, the great depression, post-WWII, the Great Society, welfare reform, Reaganomics, racialization of poverty; ongoing disparity between the African American poor and the African American middle/upper middle class, educational attainment, and income; Black economic empowerment, Black socialists alternatives, black banking and insurance, Black Wall

Street, "Buy Black" movement, critique of Black Capitalism: Creation of generational wealth; Economic redress and reparations,

Approximate Time In Hours

3.00

Lecture

Outline

African American Politics: Black voter disenfranchisement from Reconstruction to current. black voter registration and the voting roles; 14th Amendment and citizenship, ill-defined, Voting Rights Act of 1965. Gentrification; district realignment, suppression of the Black vote. Impact of African American homelessness and incarceration on voting participation. Trends in African American political thought; Black leadership; African American Political movements, Black Radicalism, Black Marxism: Appeal to the Black voter. Political self-determination, Universal Negro Improvement Society, Mississippi Freedom Democratic Party, Black Panther Party, Republic of New Africa, and radical political formations of political agency.

Approximate Time In Hours

3.00

Lecture

Outline

Black Justice: The justice system and law enforcement through a Black Studies lens and the legacy of chattle slavery. Theoretical frameworks to analyze; police brutality against African Americans; racial profiling; African Americans and the Prison Industrial Complex; criminal justice system; examining contemporary social movements within/involving Black life (#SayHerName, #MeToo, labor movement, Black Lives Matter, etc.); Enviromental Justice Movement; Restorative Justice, Transofmrative Justice, Abolition, and the African American community.

Approximate Time In Hours

3.00

Lecture

Outline

African American Health: African American morbidity and mortality and the impact of micro and macro-aggressions on African American physical and mental health; disparities and racism in the health care system; Black reproductive health, Black maternal and infant health; medical ethics and the legacy J. Marion Sims, the Tuskegee Experiments, Henrietta Lacks; genetic medicine, clinical trials, and drug development; racism and black pain: traditional healing practices and African American folkways

Approximate Time In Hours

3.00

Lecture

Outline

Black Arts: Rich history and cultural significance of African American music genres through a critical Black atheistics framework and artivism thoery which demonstrates the cultural struggle against white supremacy. This includes an analysis of jazz, blues, gospel, hip-hop, and more and its relation to anti-racist and Black freedom struggles: Black literature 17th to contemporary times; Harlem Renaissance, Black Arts Movement and impact of Black popular culture on American and global culture; African Americans performance art, theater, dance, literature

highlighting themes of Black diasporic identity, anti-colonial resistance, and Black cultural expression; Black Art and technology, Afro-futurism on contemporary artistic discourse.
Approximate Time In Hours
3.00
Lecture
Outline
African American Spirituality: African spiritual retentions in the African American experience and evolution of new world iterations, Obeah, Voodoo, Santeria, Candomblé. Black folklore and oral traditions and lessons in spiritual resilience; spirit possession in the African American church and its healing qualities; Development of the black church, AME, Baptist, Methodist and Pentacostal traditions; Black women in the church: Black Jews, Rastafarianism, the Nation of Islam; evolution of the storefront church, mega-church; Impact of the Prosperity Gospel on the black community; Black Liberation Theology.
Approximate Time In Hours
3.00
Course Objectives
Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives
Lecture
Objective
Assess the interdisciplinary field of Black Studies, exploring its theoretical foundations, methodologies, and evolving scope of analysis on concepts such as a race, racism, colonialism, neocolonialism, self-determination, Pan-Africanism, and Black freedom.
Lecture
Objective
Explore the historical emergence and growth of Black Studies within academia, tracing its roots to the Civil Rights Movement and its evolution as a distinct area of scholarship in the wake of the SF State Third World Liberation Strike.
Lecture
Objective
Examine the experiences of African Americans from the transatlantic slave trade to the Civil War era, including the institution of slavery, resistance movements, and abolitionist efforts.
Lecture
Objective
Compare and contrast the post-Civil War period, including Reconstruction, Jim Crow segregation, the Civil Rights Movement, and contemporary forms of system and social oppression facing African Americans..
Lecture
Objective
Examine the history of African American education, including challenges faced in accessing quality education, the role of historically Black colleges and universities (HBCUs), the role of Black student organizations, and contemporary issues in education disparities

Lecture

Objective

Discuss the impact racial identity and racial constructs on the experiences of African Americans both domestically and globally and identify strategies of resistance against racism and oppression.

Lecture

Objective

Describe the history and development of African American religious practices and the emergence of liberation theology as a response to chattel slavery and white supremacy.

Lecture

Objective

Exploration of African American religious traditions and activism with a focus on developments from Reconstruction to contemporary times of institutions including the AME Church, the National of Islam, Kwanzaa, and Black Liberation Theology.

Lecture

Objective

Examine the intersection of race, gender, and feminism within African American communities, exploring the contributions of Black feminists' social movement, and the development of Black feminist theory to combat white supremacy in the women's liberation movement.

Lecture

Objective

Explore the sociological dimensions of African American identity formation, cultural empowerment practices, and community dynamics in relation to power and self-determination.

Lecture

Objective

Discuss the African American family structure, including historical influences, contemporary challenges, and resilience within Black families against the logics of chattel slavery and white supremacy.

Lecture

Objective

Describe the emergence of Black psychology as a distinct psychological perspective rooted in African cultural heritage, experiences, and third world liberation struggles.

Lecture

Objective

Compare and contrast contemporary psychological theories and approaches within Black psychology, addressing issues such as mental health disparities, neocolonialism, and culturally competent therapy.

Lecture

Objective

Examine the political participation and struggles of African Americans from the colonial era through the early 20th century, including activism, maroonage, voting rights, and political organizing against anti-Black racism.

Lecture

Objective

Assess African American political engagement, empowerment and challenges within the criminal justice system, including political prisoners, abolition, and the prisoner's rights movement.
Lecture
Objective
Explore the rich history and cultural significance of African American music genres, including jazz, blues, gospel, hip-hop, and more in relation to combating white supremacy and supporting self-determination.
Lecture
Objective
Discuss the contributions of African Americans to performance art, theater, dance, literature, and visual arts, highlighting themes of identity, resistance, community empowerment, and cultural expression.
Lecture
Objective
Examine the role that white supremacy and anti-Black racism has impacted the health outcomes of African Americans and the roll that Black health workers and community activism has played in prompting Black futures.
Student Learning Outcomes
Please list each outcome individually.
Upon completion of this course, the student should be able to
Learning Outcomes

Describe and analyze the historical, political, social and cultural turning points in the experiences of African Americans in the United States both past and present with an emphasis on self-determination and social justice.

Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the African American experience of hierarchy, oppression and/or empowerment in the United States.

Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Evaluation and Examination
Evaluation Method
Substantial writing assignments
Problem solving demonstrations (computational or non-computational)
Exams/Quizzes
Other No
Typical Assignments
Some assignments require critical thinking No
Reading Assignments No
Writing Assignments Yes
Sample

Students will analyze specific issues that negatively impact African American communities, review policies and investigate and assess programs that seek to positively change the lived experiences of African Americans in urban environments. The assignment will be part of a literature review where a 750-word essay will be required to explain how theoretical principles and practices within the African American Studies discipline are applicable to examining course material. Assigned readings in textbook on-line reading of articles related to the history of ethnic studies and African American Studies, specifically.

Journal Assignments: Students write responses to assigned readings and keep an intellectual journal of their thoughts about these readings. Questions may be assigned for the assigned readings from newspaper articles or representative essays from the Black community. Or students can engage with current movements that address issues pertinent to the course; students will reflect upon how to actively engage with these issues within their communities.

Other Assignments Yes
Sample

Black Studies Zine: Students read current articles from newspapers and scholarly journals. They also read articles about black liberation theories and representative essays that represent the scholarship of the African American community. They then create a public facing zine to share about 5 topics of interest that are impacting their communities.

_____

Research a community based organization to interview that currently works in L.A. County or your community on issues of African American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and African American Studies theories from the scholarship relate to the work being done by the organization.

Attached Files
Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.
Attached File

Course Materials
Textbook (Minimum 3 Recommended)
Author(s) Eric R. Jackson
Title An Introduction to Black Studies
Edition
Publisher University Press of Kentucky
ISBN-13

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Author(s) Abdul Alkalimat

Title The History of Black Studies

Edition

Publisher Pluto Press

ISBN-13

Year 2021

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Author(s) Joshua Myers

Title Of Black Study

Edition

Publisher Pluto Press

ISBN-13

Year 2023

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Author(s) Erica R. Edwards, Roderick A Ferguson, and Jeffrey O.G. Ogbar

Title Keywords for African American Studies

Edition

Publisher NYU Press

ISBN-13

Year 2018

Rationale for older textbook

Discipline standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Author(s) Manning Marable and Leith Mullings

Title Let Nobody Turn Us Around: An African American Anthology (2nd Edition)

Edition

Publisher Rowman & Littlefield Publishers, Inc.

ISBN-13

Year 2009

Rationale for older textbook

Discipline Standard

This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No

Or Equivalent No

Author(s) Deborah Gray White

Title A r 'n 't I a Woman: Female Slaves in the Plantation South.

Edition

Publisher WW Norton

ISBN-13

Year 1985

Rationale for older textbook

Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) bell hooks
Title Black Looks: race and representation
Edition
Publisher Routledge
ISBN-13
Year 2014
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Frantz Fanon
Title Black Skin, White Masks
Edition
Publisher Grove Press
ISBN-13
Year 2008
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Robin DG Kelley, Colin Kaepernick, Keeanga-Yamahtta Taylor
Title Our History Has Always Been Contraband: In Defense of Black Studies
Edition
Publisher Haymarket Books
ISBN-13
Year 2023
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Mario Azevedo
Title Africana Studies: A Survey of Africa and the African Diaspora
Edition
Publisher Carolina Academic Press
ISBN-13
Year 2019
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Floyd W Hayes
Title A Turbulent Voyage: Readings in African American Studies
Edition
Publisher Roman & Littlefield Publishers
ISBN-13

Year 2000
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Kristin Waters and Carol B. Conaway
Title Black Women's Intellectual Traditions: Speaking their minds
Edition
Publisher Brandeis University Press
ISBN-13
Year 2022
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Manual
Software
Other Learning Materials
Conditions of Enrollment
Enrollment Fees
Does this course have additional enrollment fees?
No
Enrollment Conditions
Is this course an open entry/open exit?
No
Requisites
Course Requisites
Does this course need course requisites?
No
Content Review
This course requires content review
No
Prerequisite/Corequisite Validation
Comparable to
Methods of Instruction
Check all that apply:
Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Other (please specify) No
IDEA
IDEA- (Inclusion, Diversity, Equity, and Accessibility)

The IDEA section of the course outline of record is currently optional.
If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.
Check this box to complete the IDEA section. No

Course Description
The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?
Explanation

Content
1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.
Explanation
2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.
Explanation
3. The content is relevant and personal for students in addressing the impact on students and/or their communities.
Explanation

Course Objectives
1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.
Explanation
2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.
Explanation
3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.
Yes
Explanation
4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination
1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.
Explanation
2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).
Explanation
3. The methods of instruction foster real-life scenarios related to the discipline or job skills.
Explanation
4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.
Explanation

Distance Education
Does (or will) this course have a DE component? Yes
Form of Distance Education
Mode of delivery
Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction
Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.
Online Lecture 54.000
Online Activity
Online Lab
Total Hours per Semester 54
Hours for Content Delivery and Interaction
Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.
Face-to-Face Lecture 54.000
Face-to-Face Activity
Face-to-Face Lab
Total Hours per Semester 54
Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Annoucements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?
Student Performance Objectives No

Assignments No
Assessment No
General Information
Date Division / Faculty notified of DE petition? 04/02/2024
What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.
Due to COVID 19 and the move to remote instruction. Also, as an alternative to face-to-face instruction. One of the primary concepts of Distance Education (DE) is to offer all students "Learning anytime, anywhere." Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Honors classes are no exception. Division approved courses to be offered as DE on May 8, 2020.
What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.
Students becoming frustrated with unfamiliarity with utilizing online platforms. The availability an affordability of a stable wifi connection.
Section 508 Compliance
Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:
1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?
Yes
All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?
Yes
All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.
Yes
The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?
Yes
Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?
Yes
There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?
Yes
There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?
Yes
Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?
Yes
Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?
Yes
Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?
Yes
Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.
Yes
I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.
Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

- Online

- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.
Yes
General Education/Transfer
CSU Yes
UC Request Yes
Effective Term
Effective Year
General Education
Local GE Yes
2 – Social and Behavioral Sciences
Rationale
7-Culture, Diversity and Equity
Rationale
CSU GE No
IGETC No
Transfer and Articulation
C-ID No
UC-TCA No
Course Articulation
Submit for Course-to-Course Articulation No
Material Fees
Course routinely requires a materials fee No
Material Fee Amount
Check one
This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No
This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No
A waiver is to be provided for students who wish to provide their own materials. No
All conditions addressed below must be met to charge a material fee.
The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.
Which learning outcomes for this course require the use of the materials listed?
The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student

The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.

Codes and Dates

Date

Academic Senate Approval

Course Origination Date 03/06/2024

Course Proposer Lopez, Nathan

Implementation Date

Effective Term

C-ID Number

CB03: TOP Code 220300 - Ethnic Studies

Course Control Number

Is this a credit or noncredit course? D - Credit - Degree Applicable

CB05: Transfer Status B - Transferable to CSU only.

CB08: Basic Skills Status N - Not Basic Skills

CB09: SAM Priority Code E - Non-Occupational

CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status Y - Credit Course

CB13 Special Class Status N - Course is not a special class.

CB21 Course Prior to College Y - Not applicable

CB22: Non-Credit Category Y - Not Applicable, Credit course

CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)

CB24: Program Status Stand-alone

CB25 - Course General Education Status

  Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course

CB27 - Course Upper Division Status N - Course is not an upper division course

CID Code

Supporting Documents

Attached File

ASSIST

Queue for Assist No

Last Request From Queue

Last Direct Request
ASSIST Preview
Prefix ESTU
Course Number 102
Lecture Content

1. The Discipline: Key figures, scholars and concepts related to the development of African American (Black, Africana) studies as an act of resistance and self-actualization in the face of structural racism and disenfranchisement; W.E.B. Du Bois, Carter G. Woodson, John Henrik Clarke, Arturo Alfonso Schomburg, among other canonical scholars. Analysis includes the African American intellectual tradition, Black Studies and comparative Ethnic Studies theories, methodologies past and emerging trends in the discipline: current attempts to dismantle Ethnic Studies and Black studies at the institutional level will be examined.

2. Historical: Key turning points of Black histories of resistance and resilience. Starting with the pre-colonial African diversity, to chattel slavery with focus on 1619 through the Civil War; Reconstruction to Civil rights and Black Power through the present; legacy of slavery and abolition from a historiographical perspective (how a subject is treated over time), regarding the African American experience in the United States; revisionist and Afrocentric approaches, similarities, and differences will be explored to understand the Black Radical Tradition.

3. Anti-Blackness and Restorative Ideology: Intersection of race, racism and imperialism and the Black identity; African American and African Diaspora, interactions, connections, and resilience; cultural, political, and intellectual restoration through the Pan African, Negritude, Back-to-Africa, Black Radical, Black Nationalism and Black Power, Black Feminist movements, Afro-centrist, Afro-futurist, Afropessimism, Black LGBTQ+ theoretical constructs and vision, BLAXIT movement.

4. Education: Education and Black Empowerment through exploration of Black pedagogical theory. Analysis of desegregation, busing and educational reform freedom schools; Bell Curve and standardized testing and its impact; independent, charter and magnet schools: HBCU's and their impact.

5. Housing Injustice: examination of race and housing in the U.S. including low-income housing, block busting, gentrification and red lining practices; examination of the role of U. S. Department of Housing and Urban Development through a Critical Race Theory lens with emphasis on :Whiteness as Property" and Settler Colonialism. Examining homelessness and its disproportionate impact on the Black community; home ownership and generational wealth, discrimination in financing: reverse migration and a return to the American South: Black homesteading and Black farmers.

6. Economics: An economic overview of the state of Black America; impact of Reconstruction, the great migration, the great depression, post-WWII, the Great Society, welfare reform, Reaganomics, racialization of poverty; ongoing disparity between the African American poor and the African American middle/upper middle class, educational attainment, and income; Black economic empowerment, Black socialists alternatives, black banking and insurance, Black Wall Street, "Buy Black" movement, critique of Black Capitalism: Creation of generational wealth; Economic redress and reparations,

7. African American Politics: Black voter disenfranchisement from Reconstruction to current. black voter registration and the voting roles; 14th Amendment and citizenship, ill-defined, Voting Rights Act of 1965. Gentrification; district realignment, suppression of the Black vote. Impact of African American homelessness and incarceration on voting participation. Trends in African American political thought; Black leadership; African American Political movements, Black Radicalism, Black Marxism: Appeal to the Black voter. Political self-determination, Universal Negro Improvement Society, Mississippi Freedom Democratic Party, Black Panther Party, Republic of New Africa, and radical political formations of political agency.

8. Black Justice: The justice system and law enforcement through a Black Studies lens and the legacy of chattle slavery. Theoretical frameworks to analyze; police brutality against African Americans; racial profiling; African Americans and the Prison Industrial Complex; criminal justice system; examining contemporary social movements within/involving Black life (#SayHerName, #MeToo, labor movement, Black Lives Matter, etc.); Enviromental Justice Movement; Restorative Justice, Transofmrative Justice, Abolition, and the African American community.

9. African American Health: African American morbidity and mortality and the impact of micro and macro-aggressions on African American physical and mental health; disparities and racism in the health care system; Black reproductive health, Black maternal and infant health; medical ethics and the legacy J. Marion Sims, the Tuskegee Experiments, Henrietta Lacks; genetic medicine, clinical trials, and drug development; racism and black pain: traditional healing practices and African American folkways

10. Black Arts: Rich history and cultural significance of African American music genres through a critical Black atheistics framework and artivism thoery which demonstrates the cultural struggle against white supremacy. This includes an analysis of jazz, blues, gospel, hip-hop, and more and its relation to anti-racist and Black freedom struggles: Black literature 17th to contemporary times; Harlem Renaissance, Black Arts Movement and impact of Black popular culture on American and global culture; African Americans performance art, theater, dance, literature highlighting themes of Black diasporic identity, anti-colonial resistance, and Black cultural expression; Black Art and technology, Afro-futurism on contemporary artistic discourse.

11. African American Spirituality: African spiritual retentions in the African American experience and evolution of new world iterations, Obeah, Voodoo, Santeria, Candomblé. Black folklore and oral traditions and lessons in spiritual resilience; spirit possession in the African American church and its healing qualities; Development of the black church, AME, Baptist, Methodist and Pentacostal traditions; Black women in the church: Black Jews, Rastafarianism, the Nation of Islam; evolution of the storefront church, mega-church; Impact of the Prosperity Gospel on the black community; Black Liberation Theology.

Lab Content
Course Description
This course offers a comprehensive examination of Black Studies, positioning it as an interdisciplinary field that encompasses intellectual, political, and cultural dimensions rooted in a rich tradition of Black radicalism and anti-racism. Overall, the course aims to provide students with a holistic understanding of Black Studies as a dynamic field of inquiry, fostering critical

thinking, cultural competency, and social awareness of structural racism, colonialism, liberation and decolonial theory from a Black Studies framework.
Is Honors
false
Lecture Hours
54.000
Lab Hours
0.000
Outline Approval Date
Outline Effective Date
Prerequisites
Corequisites
Recommended Prep
Other
Objectives

1. Assess the interdisciplinary field of Black Studies, exploring its theoretical foundations, methodologies, and evolving scope of analysis on concepts such as a race, racism, colonialism, neocolonialism, self-determination, Pan-Africanism, and Black freedom.
2. Explore the historical emergence and growth of Black Studies within academia, tracing its roots to the Civil Rights Movement and its evolution as a distinct area of scholarship in the wake of the SF State Third World Liberation Strike.
3. Examine the experiences of African Americans from the transatlantic slave trade to the Civil War era, including the institution of slavery, resistance movements, and abolitionist efforts.
4. Compare and contrast the post-Civil War period, including Reconstruction, Jim Crow segregation, the Civil Rights Movement, and contemporary forms of system and social oppression facing African Americans..
5. Examine the history of African American education, including challenges faced in accessing quality education, the role of historically Black colleges and universities (HBCUs), the role of Black student organizations, and contemporary issues in education disparities
6. Discuss the impact racial identity and racial constructs on the experiences of African Americans both domestically and globally and identify strategies of resistance against racism and oppression.
7. Describe the history and development of African American religious practices and the emergence of liberation theology as a response to chattel slavery and white supremacy.
8. Exploration of African American religious traditions and activism with a focus on developments from Reconstruction to contemporary times of institutions including the AME Church, the National of Islam, Kwanzaa, and Black Liberation Theology.
9. Examine the intersection of race, gender, and feminism within African American communities, exploring the contributions of Black feminists' social movement, and the development of Black feminist theory to combat white supremacy in the women's liberation movement.

10. Explore the sociological dimensions of African American identity formation, cultural empowerment practices, and community dynamics in relation to power and self-determination.
11. Discuss the African American family structure, including historical influences, contemporary challenges, and resilience within Black families against the logics of chattel slavery and white supremacy.
12. Describe the emergence of Black psychology as a distinct psychological perspective rooted in African cultural heritage, experiences, and third world liberation struggles.
13. Compare and contrast contemporary psychological theories and approaches within Black psychology, addressing issues such as mental health disparities, neocolonialism, and culturally competent therapy.
14. Examine the political participation and struggles of African Americans from the colonial era through the early 20th century, including activism, maroonage, voting rights, and political organizing against anti-Black racism.
15. Assess African American political engagement, empowerment and challenges within the criminal justice system, including political prisoners, abolition, and the prisoner's rights movement.
16. Explore the rich history and cultural significance of African American music genres, including jazz, blues, gospel, hip-hop, and more in relation to combating white supremacy and supporting self-determination.
17. Discuss the contributions of African Americans to performance art, theater, dance, literature, and visual arts, highlighting themes of identity, resistance, community empowerment, and cultural expression.
18. Examine the role that white supremacy and anti-Black racism has impacted the health outcomes of African Americans and the roll that Black health workers and community activism has played in prompting Black futures.

Instruction Methods

- **Demonstration**
- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Lecture**
- **Multimedia presentations**

Evaluation Methods

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Exams/Quizzes

Other Texts
Assignments

- **Writing Assignments**
Sample

Students will analyze specific issues that negatively impact African American communities, review policies and investigate and assess programs that seek to positively change the lived experiences of African Americans in urban environments. The assignment will be part of a literature review where a 750-word essay will be required to explain how theoretical principles and practices within the African American Studies discipline are applicable to examining course material. Assigned readings in textbook on-line reading of articles related to the history of ethnic studies and African American Studies, specifically.

Journal Assignments: Students write responses to assigned readings and keep an intellectual journal of their thoughts about these readings. Questions may be assigned for the assigned readings from newspaper articles or representative essays from the Black community. Or students can engage with current movements that address issues pertinent to the course; students will reflect upon how to actively engage with these issues within their communities.

- **Other Assignments**
No Sample Entered

New Course Proposal: ESTU 104 - Introduction to Native American Studies

Basic Course Information
Course Discipline ESTU
Division Social Sciences
Course Number 104
Course Title Introduction to Native American Studies
Short Title Intro to Native Am Studies

Credit Status

Is this a credit or noncredit course? D - Credit - Degree Applicable
Justification Proposing New Course
The ethnic studies department is seeking to provide alternative options for students to learn in depth about communities discussed briefly in Introduction to Ethnic Studies courses while also completing the new Area F and Ethnic Studies requirements.
Catalog Description
This course serves as a general survey of Indigenous peoples of the current day United States from the time preceding European colonialism to the present. The course will be presented from a Native American perspective, emphasizing colonialism, removal, assimilation, termination, resistance, and self-determination.
Course Resource Requirement
Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?
Yes
Facilities and Equipment
Are the facilities and equipment for teaching the course available?
Yes
Library/Learning Resources
In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes
Teaching Disciplines, Minimum Qualifications
Minimum Qualification
Ethnic Studies (Masters Required)
Condition
Required Certifications
Cross Listed Course
Cross Listed Course
Co-Contributor(s)
Co-Contributor(s)
Chavez, David
Flores , Richard
Lopez, Nathan
Radcliffe, Kendahl
Course Standards
Is this a credit or noncredit course?
D - Credit - Degree Applicable
This is a CTE Course No
This course has variable units No
This course has activity/lab content No
Lecture Units/Hours
Min
Lecture Hours (1 unit = 18 hours) 54.000
[instructions] Outside-of-class hours are determined by the following standard ratio. If you
override the calculation, you must provide an explanation below. Keep in mind that deviation
from this ratio can affect articulation agreements with other institutions.

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, and related work)	1	2
Activity (activity, lab w/homework, studio, and similar)	2	1
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

Min Outside-of-Class Hours 108.000
Total Units/Hours
Min
Total Units 3.00
Total In-Class Hours 54.00
Total Hours Including Outside of Class Hours 162.00
Grading Method
Grading Method
L - Letter grade only
Special Characteristics
The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to
populate with the proper conditional values:

TOP Code
220300 - Ethnic Studies
SAM Priority Code
E - Non-Occupational
Repeatability
This course is repeatable No
Credit By Examination
Approved Special Class
This class is an approved special class for disabled students No
Active Participatory Course
This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No
This is a Basic Skills Course. No
Levels Below Transfer
Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)
Y - Not applicable
Content
Lecture and Lab Hours
Lecture Hours: 54.000
Activity Hours:
Lab Hours:
Content
Lecture
Outline
Introduction to Ethnic Studies & Native American Studies Introduction of Ethnic Studies and Native American Studies terminology, theory, history, and research as applied to contemporary perspectives. 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 within the Native American Studies framework.
Approximate Time In Hours
6.00
Lecture
Outline
The Americas Before Columbus Overview of Native communities, tribes, and nations. Social, political, and technological achievements of Indigenous Americans before the European invasion. Corn as technology connecting the Americas.

Approximate Time In Hours
3.00
Lecture
Outline
Settler Colonialism Introduction to settler colonialism as a theoretical framework. Differences between settler colonialism and franchise colonialism. European world perspectives vs. Native world perspective.
Approximate Time In Hours
3.00
Lecture
Outline
Tribal Sovereignty, Land & Treaty Rights Native views on land as a spiritual entity (ex., creation stories, ancestral home) Treaty as international law. Duties and responsibilities of federal and state governments. Issues around land boundaries, hunting/fishing rights, and guarantees of peace.
Approximate Time In Hours
3.00
Lecture
Outline
Enslavement & Indigenous People Native Americans as both victims and perpetrators of chattel enslavement. post-Civil War westward settler expansion and its impact on Indigenous peoples of North America.
Approximate Time In Hours
6.00
Lecture
Outline
Reservation Life Reservation as a carceral technology vs reservation as home. Allotment and the dispossession of Native lands. Resistance, survival (assimilation and accommodation) in the context of reservation life.
Approximate Time In Hours
6.00
Lecture
Outline
Education & Cultural Preservation Boarding school abuses and Native survivance. Cultural genocide and Native erasure through Americanization. Native language revitalization. Historical and contemporary decolonization education movements.
Approximate Time In Hours
6.00
Lecture
Outline
From Citizenship & "Cultural Pluralism" to "Termination" Native American citizenship qualifications. Positive cultural impacts of the "Indian Reorganization Act of 1934. Federal and state Termination policies from the 1940s to the 1960s. Impacts of relocation and urbanization of Native American people.
Approximate Time In Hours
6.00

Lecture
Outline
"Red Power" & Tribal Sovereignty The American Indian Movement (AIM) and its relationship to other liberation movements of the 1960s and 1970s, including the civil rights movement, Chicano movement, and women's liberation movement. Struggles for self-determination and against settler colonialism and white supremacy.
Approximate Time In Hours
6.00
Lecture
Outline
Settler Microaggressions & Native Health Outcomes Anti-Native microaggressions as indelibly linked to the process of settler colonialism. Impacts of microaggressions, historical trauma, and racism on Native health outcomes.
Approximate Time In Hours
3.00
Lecture
Outline
Contemporary Tribal Governments & Gaming Economies Federal tribal recognition, enrollment controversies, and Native identities. Tribal sovereignty today. Gaming issues and other financial considerations.
Approximate Time In Hours
3.00
Lecture
Outline
Native Activism Today Environmental activism (ex., protecting land, water, and air; fighting climate change; decolonizing foodways). Native Americans & transnational movements for Indigenous Rights (ex., United Nations Declaration on the Rights of Indigenous People).
Approximate Time In Hours
3.00
Course Objectives
Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives
Lecture
Objective
Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Native American Studies
Lecture
Objective

Apply theory and knowledge produced by Native 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
Lecture
Objective
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 communities
Lecture
Objective
Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native 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.
Lecture
Objective
Describe the creation of what we call the "United States" in terms of how this geopolitical entity has depended upon the displacement of Indigenous people.
Lecture
Objective
Critique settler-colonial discourses that labels Native people as "uncivilized," romanticizes them as "noble savages," and positions them as disposable enemies, objects/artifacts, or extinct.
Lecture
Objective
Discuss contemporary Native American issues and activism pertaining to treaty rights, Indigenous land claims and tribal life.
Lecture
Objective
Students will be able to demonstrate a comprehensive understanding of the diverse cultures, histories, and contemporary experiences of Native American communities.
Lecture
Objective
Students will analyze the historical events and factors that have shaped Native American communities, including pre-contact civilizations, colonization, and the impact of government policies.
Lecture
Objective
Students will gain an appreciation for the rich cultural diversity within Native American communities, including languages, arts, rituals, and traditional knowledge systems.
Lecture
Objective
Students will be able to identify and analyze current challenges faced by Native American communities, understanding the socio-economic, environmental, and cultural aspects.
Lecture
Objective

Gain an awareness of the concept of tribal sovereignty and its significance in the political and legal context and understand how it relates to self-determination for Native American communities.

Lecture

Objective

Students will understand the global context of Native American Studies by examining the connections between Indigenous issues in North America and those faced by Indigenous peoples in other parts of the world.

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to

Learning Outcomes

Describe and analyze the historical, political, social, and cultural turning points in the experiences of Native Americans in the United States both past and present with an emphasis on self-determination and social justice.

Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the Native American experience of hierarchy, oppression and/or empowerment in the United States.

Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Evaluation and Examination

Evaluation Method

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Exams/Quizzes

Other No

Typical Assignments

Some assignments require critical thinking No

Reading Assignments No

Writing Assignments Yes

Sample

Each student will submit a response paper based on their reading and interpretation of Frederick Jackson Turner's "The Significance of the Frontier in American History" (1893). Papers should express the author's main argument, methodology, use of evidence, and your own engagement with the text.

In your response, address the following:

1. How did Turner's argument regarding the significance of the frontier in shaping American identity and democracy intersect with the experiences and perspectives of Native Americans during this period?

2. Consider the treatment of Native American tribes as the frontier era came to a close, as well as the complexities of Native American agency, resilience, and resistance amidst the backdrop of

Turner's frontier narrative.
Requirements:
· 2-3 pages (12-point Times New Roman, Double-Spaced, 1" Margins).
· Mention/explicitly draw on at least 2 pieces of textual evidence from Turner's Thesis. (Note: Be sure to quote or properly paraphrase Turner. For more information visit: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formattin g_and_style_guide/general_format.html.)
· Your paper should be well organized and thoughtfully written. (Note: Take advantage of the Writing Center staff as needed to refine your paper and meet with me before submitting the final draft.)
· A rough draft of the paper is due to Canvas Week 10. A final draft of the paper is due to Canvas Week 15.

Other Assignments Yes
Sample

Using Canva or another free infographic program, you will create an infographic review of the previous unit. Infographics combine text, graphics, and images together in a way that is aesthetically appealing and informative. Your infographic should provide an overview of the unit theme.
Each theme is different, but an overview could include things like key terms, people, policies and legislation, events, story summaries, etc. (For Surviving Assimilation, for instance, you might have a section on assimilation policy more generally, a section on boarding schools, a section of notable boarding school survivors, and a section on language revitalization efforts today.) The infographic should also connect to the bigger themes of the unit.
The expectation is that you will be using course material rather than conducting additional research, but of course if there is a gap you want to fill in or something else you think is relevant (additional boarding school statistics, for instance), you may include outside sources.
 Requirements:
· Two pages (12-point Times New Roman, Double-Spaced, 1" Margins).
· Mention/explicitly draw on at least 2 readings (Note: a citation is enough to count as mentioning a reading).
· Provide an overview of the unit. (Note: It doesn't have to include everything, but it needs to cover more than one thing.)

For Unit 1, for instance, you might focus on key terms: sovereignty, settler colonialism, doctrine of discovery, oral tradition, etc. Or you could choose two or three of the Peoples we have talked about and give some history that connects to our big themes (sovereignty and other key terms, Native histories, erasure of Native histories).
· Direct quotes must go in quotation marks. Use either parenthetical references or footnotes — whatever makes sense.
· You may do two separate infographics, if that makes the most sense to you.

_____

In addition to the assigned readings, students are also asked to spend time each week keeping up to date on current events in Native America. In other words, you will need to devote time each

week to reading articles from Indian Country Today News (available online at: https://ictnews.org/news) and/or Native News Online (available at: https://nativenewsonline.net/). Both these news outlets will give you easy access to current stories written by and about Native people in the U.S. and rest of the world.

We will have a course wiki where students will post an update or synopsis regarding some of the more relevant, unexpected, or especially engaging news stories that they read about during select weeks (8 total).

See "Current Events Wiki Guidelines" on Canvas for more information.

Requirements:

·   1-2 Paragraphs (12-point Times New Roman, Double-Spaced, 1" Margins).

·   In your response, draw connections between what you are reading online and the material that we are discussing in class.

o   For instance, you might focus on key terms: decolonization, tribal sovereignty, environmental justice, assimilation, etc.

·   The main aims of this class wiki is to enable us to work collaboratively and creatively as we analyze news from Native America and attempt to put what we are learning about the present in relation to the past.

·   Post your response to the class Wiki page.

·   Then, reply/provide additional information to the Wikis of at least two classmates.

_____

Research a community based organization to interview that currently works in L.A. County or your community on issues of Native American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and Native American Studies theories from the scholarship relate to the work being done by the organization.

Attached Files
Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.
Attached File

Course Materials
Textbook (Minimum 3 Recommended)
Author(s) Dylan Rodriguez
Title White Reconstruction: Domestic Warfare and the Logics of Genocide
Edition
Publisher Fordham University Press
ISBN-13
Year 2020
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Stephanie Nohelani Teves, Andrea Smith and Michelle Raheja
Title Native Studies Keywords
Edition

Publisher University of Arizona Press
ISBN-13
Year 2015
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Thomas King
Title The Inconvenient Indian: A Curious Account of Native People in North America
Edition
Publisher University of Minnesota Press
ISBN-13
Year 2013
Rationale for older textbook
Discipline standard.
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Susan Stebbins
Title Native Peoples of North America
Edition
Publisher Open SUNY Textbooks
ISBN-13
Year 2019
Rationale for older textbook
Discipline Standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. Yes
Or Equivalent No
Author(s) Deborah A. Miranda
Title Bad Indians: A Tribal Memoir (10th Anniversary Edition)
Edition
Publisher Heyday
ISBN-13
Year 2022
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Roxanne Dunbar-Ortiz
Title An Indigenous Peoples' History of the United States
Edition
Publisher Beacon Press
ISBN-13
Year 2015
Rationale for older textbook
Discipline Standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Manual

Software
Other Learning Materials
Conditions of Enrollment
Enrollment Fees
Does this course have additional enrollment fees?
No
Enrollment Conditions
Is this course an open entry/open exit?
No
Requisites
Course Requisites
Does this course need course requisites?
No
Content Review
This course requires content review
No
Prerequisite/Corequisite Validation
Comparable to
Methods of Instruction
Check all that apply:
Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Other (please specify) No
IDEA
IDEA- (Inclusion, Diversity, Equity, and Accessibility)
The IDEA section of the course outline of record is currently optional.
If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.
Check this box to complete the IDEA section. No
Course Description
The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?
Explanation
Content
1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.
Explanation
2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.
Explanation

3. The content is relevant and personal for students in addressing the impact on students and/or their communities.
Explanation
Course Objectives
1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.
Explanation
2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.
Explanation
3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.
Yes
Explanation
4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.
Methods of Evaluation and Examination
1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.
Explanation
2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).
Explanation
3. The methods of instruction foster real-life scenarios related to the discipline or job skills.
Explanation
4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.
Explanation
Distance Education
Does (or will) this course have a DE component? Yes
Form of Distance Education
Mode of delivery
Hybrid / Fully Online Fully Online (100% Online)
Hours for Content Delivery and Interaction
Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.
Online Lecture 54.000
Online Activity
Online Lab
Total Hours per Semester 54
Hours for Content Delivery and Interaction
Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading

modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.
Face-to-Face Lecture 54.000
Face-to-Face Activity
Face-to-Face Lab
Total Hours per Semester 54
Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Annoucements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?
Student Performance Objectives No
Assignments No
Assessment No
General Information
Date Division / Faculty notified of DE petition? 04/02/2024
What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.
Due to COVID 19 and the move to remote instruction. Also, as an alternative to face-to-face instruction. One of the primary concepts of Distance Education (DE) is to offer all students "Learning anytime, anywhere." Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Honors classes are no exception. Division approved courses to be offered as DE on May 8, 2020.
What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Students becoming frustrated with unfamiliarity with utilizing online platforms. The availability an affordability of a stable wifi connection.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?
Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?
Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?
Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?
Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?
Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all

Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.
Yes
I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.
Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.
Yes
General Education/Transfer
CSU Yes
UC Request Yes

Effective Term
Effective Year
General Education
Local GE Yes
2 – Social and Behavioral Sciences
Rationale
7-Culture, Diversity and Equity
Rationale
CSU GE No
IGETC No
Transfer and Articulation
C-ID No
UC-TCA No
Course Articulation
Submit for Course-to-Course Articulation No
Material Fees
Course routinely requires a materials fee No
Material Fee Amount
Check one
This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No
This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No
A waiver is to be provided for students who wish to provide their own materials. No
All conditions addressed below must be met to charge a material fee.
The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.
Which learning outcomes for this course require the use of the materials listed?
The students receive tangible personal property (material) for the fee charged.
List all materials covered by the fee. (ex. 1, 2, 3, etc.)
The material is owned or primarily controlled by an individual student.
Describe how the material is in the control and ownership of the student
The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.
Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?
The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.
Describe how material has continued value outside of the classroom.
Codes and Dates
Date
Academic Senate Approval

Course Origination Date 02/28/2024
Course Proposer Lopez, Nathan
Implementation Date
Effective Term
C-ID Number
CB03: TOP Code 220300 - Ethnic Studies
Course Control Number
Is this a credit or noncredit course? D - Credit - Degree Applicable
CB05: Transfer Status B - Transferable to CSU only.
CB08: Basic Skills Status N - Not Basic Skills
CB09: SAM Priority Code E - Non-Occupational
CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.
CB11: Course Classification Status Y - Credit Course
CB13 Special Class Status N - Course is not a special class.
CB21 Course Prior to College Y - Not applicable
CB22: Non-Credit Category Y - Not Applicable, Credit course
CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)
CB24: Program Status Stand-alone
CB25 - Course General Education Status

    Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course
CB27 - Course Upper Division Status N - Course is not an upper division course
CID Code
Supporting Documents
Attached File
ASSIST
Queue for Assist No
Last Request From Queue
Last Direct Request
ASSIST Preview
Prefix ESTU
Course Number 104
Lecture Content

1. Introduction to Ethnic Studies & Native American Studies Introduction of Ethnic Studies and Native American Studies terminology, theory, history, and research as applied to contemporary perspectives. 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 within the Native American Studies framework.
2. The Americas Before Columbus Overview of Native communities, tribes, and nations. Social, political, and technological achievements of Indigenous Americans before the European invasion. Corn as technology connecting the Americas.

3. Settler Colonialism Introduction to settler colonialism as a theoretical framework. Differences between settler colonialism and franchise colonialism. European world perspectives vs. Native world perspective.
4. Tribal Sovereignty, Land & Treaty Rights Native views on land as a spiritual entity (ex., creation stories, ancestral home) Treaty as international law. Duties and responsibilities of federal and state governments. Issues around land boundaries, hunting/fishing rights, and guarantees of peace.
5. Enslavement & Indigenous People Native Americans as both victims and perpetrators of chattel enslavement. post-Civil War westward settler expansion and its impact on Indigenous peoples of North America.
6. Reservation Life Reservation as a carceral technology vs reservation as home. Allotment and the dispossession of Native lands. Resistance, survival (assimilation and accommodation) in the context of reservation life.
7. Education & Cultural Preservation Boarding school abuses and Native survivance. Cultural genocide and Native erasure through Americanization. Native language revitalization. Historical and contemporary decolonization education movements.
8. From Citizenship & "Cultural Pluralism" to "Termination" Native American citizenship qualifications. Positive cultural impacts of the "Indian Reorganization Act of 1934. Federal and state Termination policies from the 1940s to the 1960s. Impacts of relocation and urbanization of Native American people.
9. "Red Power" & Tribal Sovereignty The American Indian Movement (AIM) and its relationship to other liberation movements of the 1960s and 1970s, including the civil rights movement, Chicano movement, and women's liberation movement. Struggles for self-determination and against settler colonialism and white supremacy.
10. Settler Microaggressions & Native Health Outcomes Anti-Native microaggressions as indelibly linked to the process of settler colonialism. Impacts of microaggressions, historical trauma, and racism on Native health outcomes.
11. Contemporary Tribal Governments & Gaming Economies Federal tribal recognition, enrollment controversies, and Native identities. Tribal sovereignty today. Gaming issues and other financial considerations.
12. Native Activism Today Environmental activism (ex., protecting land, water, and air; fighting climate change; decolonizing foodways). Native Americans & transnational movements for Indigenous Rights (ex., United Nations Declaration on the Rights of Indigenous People).

Lab Content
Course Description
This course serves as a general survey of Indigenous peoples of the current day United States from the time preceding European colonialism to the present. The course will be presented from a Native American perspective, emphasizing colonialism, removal, assimilation, termination, resistance, and self-determination.
Is Honors
false
Lecture Hours
54.000
Lab Hours

0.000
Outline Approval Date
Outline Effective Date
Prerequisites
Corequisites
Recommended Prep
Other
Objectives

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 Native American Studies
2. Apply theory and knowledge produced by Native 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 communities
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native 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 the creation of what we call the "United States" in terms of how this geopolitical entity has depended upon the displacement of Indigenous people.
6. Critique settler-colonial discourses that labels Native people as "uncivilized," romanticizes them as "noble savages," and positions them as disposable enemies, objects/artifacts, or extinct.
7. Discuss contemporary Native American issues and activism pertaining to treaty rights, Indigenous land claims and tribal life.
8. Students will be able to demonstrate a comprehensive understanding of the diverse cultures, histories, and contemporary experiences of Native American communities.
9. Students will analyze the historical events and factors that have shaped Native American communities, including pre-contact civilizations, colonization, and the impact of government policies.
10. Students will gain an appreciation for the rich cultural diversity within Native American communities, including languages, arts, rituals, and traditional knowledge systems.
11. Students will be able to identify and analyze current challenges faced by Native American communities, understanding the socio-economic, environmental, and cultural aspects.
12. Gain an awareness of the concept of tribal sovereignty and its significance in the political and legal context and understand how it relates to self-determination for Native American communities.

13. Students will understand the global context of Native American Studies by examining the connections between Indigenous issues in North America and those faced by Indigenous peoples in other parts of the world.

Instruction Methods

- **Demonstration**
- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Lecture**
- **Multimedia presentations**

Evaluation Methods

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Exams/Quizzes

Other Texts
Assignments
- **Writing Assignments**
Sample

Each student will submit a response paper based on their reading and interpretation of Frederick Jackson Turner's "The Significance of the Frontier in American History" (1893). Papers should express the author's main argument, methodology, use of evidence, and your own engagement with the text.
In your response, address the following:
1.   How did Turner's argument regarding the significance of the frontier in shaping American identity and democracy intersect with the experiences and perspectives of Native Americans during this period?
2.   Consider the treatment of Native American tribes as the frontier era came to a close, as well as the complexities of Native American agency, resilience, and resistance amidst the backdrop of Turner's frontier narrative.
Requirements:
·   2-3 pages (12-point Times New Roman, Double-Spaced, 1" Margins).
·   Mention/explicitly draw on at least 2 pieces of textual evidence from Turner's Thesis. (Note: Be sure to quote or properly paraphrase Turner. For more information visit: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html.)
·   Your paper should be well organized and thoughtfully written. (Note: Take advantage of the Writing Center staff as needed to refine your paper and meet with me before submitting the final draft.)

· A rough draft of the paper is due to Canvas Week 10. A final draft of the paper is due to Canvas Week 15.

- **Other Assignments**

No Sample Entered

New Course Proposal: ESTU 106 - Introduction to Asian American Studies

Basic Course Information
Course Discipline ESTU
Division Social Sciences
Course Number 106
Course Title Introduction to Asian American Studies
Short Title Intro to Asian Am Studies
Credit Status
Is this a credit or noncredit course? D - Credit - Degree Applicable
Justification Proposing New Course
The ethnic studies department is seeking to provide alternative options for students to learn in depth about communities discussed briefly in Introduction to Ethnic Studies courses while also completing the new Area F and Ethnic Studies requirements. Added a period in course description (mfm)
Catalog Description
This course will examine Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks. It will explore a range of scholarly, and visual texts in order to understand the interdisciplinary field of Asian American Studies. The course also introduces students to key scholarly works, theories, literature, and frameworks that inform the field of Asian American Studies.
Course Resource Requirement
Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course?
Yes
Facilities and Equipment
Are the facilities and equipment for teaching the course available?
Yes
Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course?

Yes

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Ethnic Studies (Masters Required)

Condition

Required Certifications

Cross Listed Course

Cross Listed Course

Co-Contributor(s)

Co-Contributor(s)

Chavez, David

Lopez, Nathan

Course Standards

Is this a credit or noncredit course?

D - Credit - Degree Applicable

This is a CTE Course No

This course has variable units No

This course has activity/lab content No

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) 54.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, and related work)	1	2
Activity (activity, lab w/homework, studio, and similar)	2	1
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

Min Outside-of-Class Hours 108.000

Total Units/Hours

Min

Total Units 3.00

Total In-Class Hours 54.00

Total Hours Including Outside of Class Hours 162.00

Grading Method

Grading Method

L - Letter grade only

Special Characteristics

The following conditions **MUST** be met and **SAVED** in order for the "SAM Priority Code" to populate with the proper conditional values:

TOP Code
220300 - Ethnic Studies
SAM Priority Code
E - Non-Occupational
Repeatability
This course is repeatable No
Credit By Examination
Approved Special Class
This class is an approved special class for disabled students No
Active Participatory Course
This is an active participatory course (only applies for the Art, Dance, Music, PE, Theater disciplines) No
This is a Basic Skills Course. No
Levels Below Transfer
Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)
Y - Not applicable
Content
Lecture and Lab Hours
Lecture Hours: 54.000
Activity Hours:
Lab Hours:
Content
Lecture
Outline
Introduction to Asian American Studies: Introduction of Asian American studies and ethnic studies terminology, theory, history, and research as applied to contemporary perspectives. Review of Asian American Studies terminology, research, history, and literature that analyzes and articulates 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 within the Asian American Studies framework.
Approximate Time In Hours
9.00
Lecture
Outline

U.S. Imperialism in Asia Brief History of U.S. imperialism in Asia: China, Japan, Hawaii, the Philippines, American Samoa, Guam; the War of 1898/the Insular Cases; WWII/Korean War/ Vietnam War/Bombing of Cambodia

Approximate Time In Hours

3.00

Lecture

Outline

Immigration/Migration: History and patterns; the Yellow Peril to contemporary economic fears, national laws & quotas: Immigration Act of 1924 and Immigration Act of 1965; settlement patterns; Operation Babylift; adoptions and war brides/ "boat people"; labor migration (plantations and nurses)

Approximate Time In Hours

6.00

Lecture

Outline

Asian American Civil Rights Movement: Key historical figures, major ideologies, goals and aims, collaboration with other major civil rights movements, anti-racist action and organization. Readings on Resistance literature and anti-racist Asian American Literature.

Approximate Time In Hours

6.00

Lecture

Outline

Healthcare/Psychology: Differing histories of diasporic trauma (Cambodian genocide, Vietnamese and Hmong war trauma, disparate healthcare outcomes/compliance and cultural issues, family structures, lived experiences, generational differences, cultural expectations, transnationalism

Approximate Time In Hours

3.00

Lecture

Outline

Asian American Gender and Sexuality Studies: Intersection of race and sexuality: Rice queens, effeminacy, hypermasculinity, desexualization of men and hypersexualization of women. Exploration of Asian American literature that explore the intersection of race and sexuality.

Approximate Time In Hours

3.00

Lecture

Outline

Housing and Community: Ethnic enclaves, ethnoburbs, settlement, gentrification, environmental justice. Community building. Restaurants. Culinary cultural appropriation and celebration, education, and wealth

Approximate Time In Hours

6.00

Lecture

Outline

Media representations: White gaze, Ninjas, Dragon Ladies, Kung-fu masters, prostitutes, Zen masters, youth car culture; food; evil warlords; tiger moms, perpetual foreigners, post crisis

stereotypes: 9/11, covid 19, hate crimes and violence, national security. Popular culture, representation, expression, cultural appropriation, cultural celebration, literature, counter narratives.
Approximate Time In Hours
3.00
Lecture
Outline
Labor: exploitation, capitalism, railroad, gardeners, dry cleaning, houseboys/maids, IT geeks, lawyers/doctors, tourism, restaurants, sweatshops, taxi drivers
Approximate Time In Hours
6.00
Lecture
Outline
Citizenship/Alien-nation/ Belonging/ Resistance and Accommodation: Internment and redress; the rise of the conservative Asian; Chinatowns; aliens ineligible for citizenship; the 1964 student riots; assimilation
Approximate Time In Hours
3.00
Lecture
Outline
Political Agency: Grassroots organization in response to anti-Asian sentiment (#stopasianhate), radicalism, mainstream political culture, participation, representation
Approximate Time In Hours
6.00
Course Objectives
Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives
Lecture
Objective
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 Asian Pacific American/Desi Studies
Lecture
Objective
Apply theory and knowledge produced by Asian Pacific American/Desi 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
Lecture
Objective

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 Asian Pacific American and Desi communities
Lecture
Objective
Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Pacific Americans and Desi 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.
Lecture
Objective
Develop and improve critical reading and analytical skills across disciplines and fields as well as analysis of primary and secondary sources
Student Learning Outcomes
Please list each outcome individually.
Upon completion of this course, the student should be able to
Learning Outcomes

Describe and analyze the historical, political, social and cultural turning points in the experiences of Asian Americans in the United States both past and present with an emphasis on self-determination and social justice.

Describe the intersection of gender, race, class, sexual orientation, religious/spiritual persuasion, immigration status and ability as it relates to the Native American experience of hierarchy, oppression and/or empowerment in the United States.

Demonstrate active engagement in addressing the importance of understanding diversity and equity inside and outside of the classroom.

Methods of Evaluation and Examination
Evaluation Method
Substantial writing assignments
Problem solving demonstrations (computational or non-computational)
Skills demonstrations
Exams/Quizzes
Other No
Typical Assignments
Some assignments require critical thinking Yes
Sample

Drawing upon the readings and discussion from class, write a 6-8 page research paper in which you identify a specific issue in the APIDA community and advocate and/or modify a current solution for this issue.

Some ideas include: Sexist stereotypes within the dating community, assumptions of privilege (i.e. educational attainment, wealth, family support), the bamboo ceiling, lack of appropriate

health or psychological support systems (think within a school, at work, in prison, shelters, etc.), U.S. reliance on raced/gendered forms of labor (sweatshops, restaurants, nursing homes), cultural tourism/cultural bridge, internment redress, citizenship laws, lack of inter-racial/inter-cultural communication and political allyship between APIDAs/other ethnic groups, etc. Topic must be approved ahead of time by professor.

At least 5 outside sources must be used, one of which must be from the class reading list.

Reading Assignments No
Writing Assignments No
Other Assignments Yes
Sample

In groups, find examples of stereotypes of the APIDA community in the media (movies, TV, news, social media, etc) and create a collage. Include a short (1-2 pages) accompanying paper explaining why these images were chosen, what the lineage of these stereotypes is per classroom discussions and readings, and comment on what a "positive" image might be.

Oral presentations (can included recorded video) Find a community organization (does not necessarily have to be in the Los Angeles area) to interview. Present an edited version with a short (1 page) explanation of the organization and with a list of other similar organizations (if possible).

_____

Research a community based organization to interview that currently works in L.A. County or your community on issues of Asian American civil rights, human rights, immigrant rights, anti-racism, or anti-colonialism. Analyze the interview with at least 3 assigned texts that relate to the mission statement of the organization. Present using evidence on how the assigned readings and Asian American Studies theories from the scholarship relate to the work being done by the organization.

Attached Files
Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.
Attached File

Course Materials
Textbook (Minimum 3 Recommended)
Author(s) Cathy Schlund-Vials and Viet Thanh Nguyen
Title Flashpoints for Asian American Studies
Edition
Publisher Fordham
ISBN-13
Year 2017
Rationale for older textbook

Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Cathy Schlund-Vials, K. Scott Wong, Linda Trinh Vo
Title Keywords for Asian American Studies
Edition
Publisher NYU Press
ISBN-13
Year 2015
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Shelley Sang-Hee Lee
Title A New History of Asian America
Edition
Publisher Routledge
ISBN-13
Year 2013
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Mine Okubo
Title Citizen 13660
Edition
Publisher University of Washington Press
ISBN-13
Year 2014
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Cathy Hong Park
Title Minor Feelings: An Asian American Reckoning
Edition
Publisher One World
ISBN-13
Year 2021
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Jay Caspian Kang
Title The Loneliest Americans
Edition
Publisher Crown
ISBN-13

Year 2022
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Erika Lee
Title The Making of Asian America: A History
Edition
Publisher Simon & Shuster
ISBN-13
Year 2014
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Sharon Lim-Hong
Title The Very Inside: An Anthology of Writing by Asian and Pacific Islander Lesbian and
BiSexual Women
Edition
Publisher Sister Vision
ISBN-13
Year 1998
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Author(s) Sucheng Chan
Title Asian Americans: An Interpretive History
Edition
Publisher Tawyne
ISBN-13
Year 1991
Rationale for older textbook
Discipline standard
This is an Open Educational Resource or Zero Textbook Cost (OER/ZTC) material. No
Or Equivalent No
Manual
Software
Other Learning Materials
Conditions of Enrollment
Enrollment Fees
Does this course have additional enrollment fees?
No
Enrollment Conditions
Is this course an open entry/open exit?
No
Requisites
Course Requisites

Does this course need course requisites?
No
Content Review
This course requires content review
No
Prerequisite/Corequisite Validation
Comparable to
Methods of Instruction
Check all that apply:
Discussion
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations
Other (please specify) No
IDEA
IDEA- (Inclusion, Diversity, Equity, and Accessibility)
The IDEA section of the course outline of record is currently optional.
If completing, for each question, please answer Yes or Not Applicable (N/A) and include an explanation as required.
Check this box to complete the IDEA section. No
Course Description
The course description takes into consideration IDEA (inclusion, diversity, equity, and accessibility)?
Explanation
Content
1. The content appeals to and impacts diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and life experiences.
Explanation
2. The content is aimed at diversity and/or inclusion-related knowledge, skills, and attitudes.
Explanation
3. The content is relevant and personal for students in addressing the impact on students and/or their communities.
Explanation
Course Objectives
1. The course objectives appeal to and impact diverse students' interests, diverse learning styles, disability/ability, skills, attitudes, and prior knowledge.
Explanation
2. The course textbook and/or material(s) includes multiple culturally diverse authors that represent historically marginalized groups and/or philosophies.
Explanation
3. The course textbook(s) and/or materials include a balance of images that display a diversity of identities.
Yes

Explanation

4. This course has an Open Education Resources (OER) or Zero Textbook Cost (ZTC) option for faculty to consider.

Methods of Evaluation and Examination

1. The methods of evaluation and examination include assessments of in-class activities that encourage peer interactions.

Explanation

2. The course activities are aligned with the principles of a Universal Design for Learning (UDL).

Explanation

3. The methods of instruction foster real-life scenarios related to the discipline or job skills.

Explanation

4. The methods of instruction use rubrics and/or standards for different grading on assessments by providing examples of work that aligns with courses grades.

Explanation

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Hybrid / Fully Online Fully Online (100% Online)

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture 54.000

Online Activity

Online Lab

Total Hours per Semester 54

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Face-to-Face Lecture 54.000

Face-to-Face Activity

Face-to-Face Lab

Total Hours per Semester 54

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Annoucements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?
Student Performance Objectives No
Assignments No
Assessment No
General Information
Date Division / Faculty notified of DE petition? 04/02/2024
What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.
Due to COVID 19 and the move to remote instruction. Also, as an alternative to face-to-face instruction. One of the primary concepts of Distance Education (DE) is to offer all students "Learning anytime, anywhere." Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Honors classes are no exception. Division approved courses to be offered as DE on May 8, 2020.
What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.
Students becoming frustrated with unfamiliarity with utilizing online platforms. The availability an affordability of a stable wifi connection.
Section 508 Compliance
Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:
1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?
Yes
All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?
Yes
Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?
Yes
Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?
Yes
Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.
10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?
Yes
Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above.
Yes
I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes
Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Instructors will utilize one or more options from the Instructor-Initiated Contact list above. Yes
Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus

The online class will include one or more of the following: online, email, listserv, chat room, interactive videoconferencing, website/bulletin board, telephone, U.S. Mail, on campus.
Yes
General Education/Transfer
CSU Yes
UC Request Yes
Effective Term
Effective Year
General Education
Local GE Yes
2 – Social and Behavioral Sciences
Rationale
7-Culture, Diversity and Equity
Rationale
CSU GE No
IGETC No
Transfer and Articulation
C-ID No
UC-TCA No
Course Articulation

Submit for Course-to-Course Articulation No
Material Fees
Course routinely requires a materials fee No
Material Fee Amount
Check one
This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore. No
This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus. No
A waiver is to be provided for students who wish to provide their own materials. No
All conditions addressed below must be met to charge a material fee.
The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.
Which learning outcomes for this course require the use of the materials listed?
The students receive tangible personal property (material) for the fee charged.
List all materials covered by the fee. (ex. 1, 2, 3, etc.)
The material is owned or primarily controlled by an individual student.
Describe how the material is in the control and ownership of the student
The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.
Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?
The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.
Describe how material has continued value outside of the classroom.
Codes and Dates
Date
Academic Senate Approval
Course Origination Date 03/06/2024
Course Proposer Lopez, Nathan
Implementation Date
Effective Term
C-ID Number
CB03: TOP Code 220300 - Ethnic Studies
Course Control Number
Is this a credit or noncredit course? D - Credit - Degree Applicable
CB05: Transfer Status B - Transferable to CSU only.
CB08: Basic Skills Status N - Not Basic Skills
CB09: SAM Priority Code E - Non-Occupational
CB10: Cooperative Work Experience N - Is not part of a cooperative work experience education program.
CB11: Course Classification Status Y - Credit Course

CB13 Special Class Status N - Course is not a special class.
CB21 Course Prior to College Y - Not applicable
CB22: Non-Credit Category Y - Not Applicable, Credit course
CB23: Funding Agency Category Y - Not Applicable (funding not used to develop course)
CB24: Program Status Stand-alone
CB25 - Course General Education Status

Y. Not Applicable

CB26 - Course Support Course Status N - Course is not a support course
CB27 - Course Upper Division Status N - Course is not an upper division course
CID Code
Supporting Documents
Attached File
ASSIST
Queue for Assist No
Last Request From Queue
Last Direct Request
ASSIST Preview
Prefix ESTU
Course Number 106
Lecture Content

1. Introduction to Asian American Studies: Introduction of Asian American studies and ethnic studies terminology, theory, history, and research as applied to contemporary perspectives. Review of Asian American Studies terminology, research, history, and literature that analyzes and articulates 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 within the Asian American Studies framework.
2. U.S. Imperialism in Asia Brief History of U.S. imperialism in Asia: China, Japan, Hawaii, the Philippines, American Samoa, Guam; the War of 1898/the Insular Cases; WWII/Korean War/ Vietnam War/Bombing of Cambodia
3. Immigration/Migration: History and patterns; the Yellow Peril to contemporary economic fears, national laws & quotas: Immigration Act of 1924 and Immigration Act of 1965; settlement patterns; Operation Babylift; adoptions and war brides/ "boat people"; labor migration (plantations and nurses)
4. Asian American Civil Rights Movement: Key historical figures, major ideologies, goals and aims, collaboration with other major civil rights movements, anti-racist action and organization. Readings on Resistance literature and anti-racist Asian American Literature.
5. Healthcare/Psychology: Differing histories of diasporic trauma (Cambodian genocide, Vietnamese and Hmong war trauma, disparate healthcare outcomes/compliance and cultural issues, family structures, lived experiences, generational differences, cultural expectations, transnationalism

6. Asian American Gender and Sexuality Studies: Intersection of race and sexuality: Rice queens, effeminacy, hypermasculinity, desexualization of men and hypersexualization of women. Exploration of Asian American literature that explore the intersection of race and sexuality.
7. Housing and Community: Ethnic enclaves, ethnoburbs, settlement, gentrification, environmental justice. Community building. Restaurants. Culinary cultural appropriation and celebration, education, and wealth
8. Media representations: White gaze, Ninjas, Dragon Ladies, Kung-fu masters, prostitutes, Zen masters, youth car culture; food; evil warlords; tiger moms, perpetual foreigners, post crisis stereotypes: 9/11, covid 19, hate crimes and violence, national security. Popular culture, representation, expression, cultural appropriation, cultural celebration, literature, counter narratives.
9. Labor: exploitation, capitalism, railroad, gardeners, dry cleaning, houseboys/maids, IT geeks, lawyers/doctors, tourism, restaurants, sweatshops, taxi drivers
10. Citizenship/Alien-nation/ Belonging/ Resistance and Accommodation: Internment and redress; the rise of the conservative Asian; Chinatowns; aliens ineligible for citizenship; the 1964 student riots; assimilation
11. Political Agency: Grassroots organization in response to anti-Asian sentiment (#stopasianhate), radicalism, mainstream political culture, participation, representation

Lab Content
Course Description
This course will examine Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks. It will explore a range of scholarly, and visual texts in order to understand the interdisciplinary field of Asian American Studies. The course also introduces students to key scholarly works, theories, literature, and frameworks that inform the field of Asian American Studies.
Is Honors
false
Lecture Hours
54.000
Lab Hours
0.000
Outline Approval Date
Outline Effective Date
Prerequisites
Corequisites
Recommended Prep
Other
Objectives

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 Asian Pacific American/Desi Studies

2. Apply theory and knowledge produced by Asian Pacific American/Desi 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 Asian Pacific American and Desi communities
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Pacific Americans and Desi 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. Develop and improve critical reading and analytical skills across disciplines and fields as well as analysis of primary and secondary sources

Instruction Methods

- **Discussion**
- **Field trips**
- **Group Activities**
- **Guest Speakers**
- **Internet Presentation/Resources**
- **Lecture**
- **Multimedia presentations**

Evaluation Methods

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes

Other Texts
Assignments
- **Some assignments require critical thinking:**
No Sample Entered
- **Other Assignments**
No Sample Entered

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Ahmad Manzoor	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Vacant		
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Shay Brown	Spring 2024 2nd term	Fall 2026
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Paul Flor	Spring 2021 (extended term)	Spring 2025
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Andree Valdry	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026