

CSU Area F Ethnic Studies Requirements Rubric

This rubric is designed for system-level evaluation of California Community College (CCC) course proposals seeking approval as a CSU Ethnic Studies Requirement. It is used to offer guidelines for approval, highlight missing content that contributes to the need for revision or denial, and enable compliance with the Ethnic Studies Core Competencies approved by the CSU Academic Senate, CSU Council on Ethnic Studies, and the CSU Office of the Chancellor. *Ethnic Studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans* (California Education Code 89032).

Ethnic Studies Area F Requirements Checklist

- Course has an Ethnic Studies prefix (Note: Course may meet this requirement if cross-listed with a course with an Ethnic Studies prefix).
- Course shall meet and list at least 3 of the following five Ethnic Studies Core Competencies ([CSU GE Breadth Requirements](https://www.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/final-csuces-core-competencies-oct_8_2020.pdf) and https://www.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/final-csuces-core-competencies-oct_8_2020.pdf):
 - 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
 - 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
 - 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.
- Course has a special focus on one or more of the four historically defined racialized core groups: Native American, African American, Asian American, and Latina and Latino Americans (Includes Chicano/a).
- Course has a clear focus on college level concepts, foundations, and theories within the Ethnic Studies disciplines and/or fields (e.g., assignments, course content, course description, objectives/SLOs, and readings (e.g., current textbooks, journal articles, etc. see Appendix A).

Component	Approved	Recommend Revision	Recommend Significant Revision
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Component	Approved	Recommend Revision	Recommend Significant Revision
<p>Proposed Course Description</p>	<p>Proposed course description presents clear and substantial overview related to the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (i.e., Native Americans, African Americans, Asian Americans, and Latina and Latino Americans) and student learning in 3 or more of the 5 Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. <input type="checkbox"/> 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 within communities. <input type="checkbox"/> Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. <input type="checkbox"/> Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society. 	<p>Proposed course description presents developing and inconsistent overview related to the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (i.e., Native Americans, African Americans, Asian Americans, and Latina and Latino Americans) and student learning in at least 3 of the following 5 Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. <input type="checkbox"/> 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 within communities. <input type="checkbox"/> Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. <input type="checkbox"/> Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society. 	<p>Proposed course description presents unclear and vague overview related to the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (i.e., Native Americans, African Americans, Asian Americans, and Latina and Latino Americans) and student learning in less than 3 of the following 5 Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American 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engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Component	Approved	Recommend Revision	Recommend Significant Revision
<p>Proposed Course Objectives</p>	<p>Proposed Course Objectives present clear and substantial discussion of Ethnic Studies frameworks, key concepts, and theories related to student learning in 3 or more of the 5 Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. <input type="checkbox"/> Critically analyze the intersection of race and racism as 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frameworks, key concepts, and theories related to student learning in at least 3 of the 5 Core Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. <input type="checkbox"/> Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal 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style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. <input type="checkbox"/> 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 within communities. <input type="checkbox"/> Critically review how struggle, 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Component	Approved	Recommend Revision	Recommend Significant Revision
Proposed Course Content	Proposed course outline and content include clear and substantial support the Core Competencies. Course will expose students to a breadth of classical and/or seminal Ethnic Studies literature and topics by disciplinary scholars from one or more of the four historically defined racialized core groups and the relevance of the Core Competencies to the Student Learning Goals/Objectives was evident.	Proposed course outline and content include developing and inconsistent support of the Core Competencies. Course will expose students to a limited breadth of classical and/or seminal Ethnic Studies literature and topics by disciplinary scholars from one or more of the four historically defined racialized core groups and the relevance of the Core Competencies to the Student Learning Goals/Objectives was evident.	Proposed course outline and content include unclear and vague support of the Core Competencies. Course will not expose students to a breadth of classical and/or seminal Ethnic Studies literature and topics by disciplinary scholars from one or more of the four historically defined racialized core groups and the relevance of the Core Competencies to the Student Learning Goals/Objectives was evident.
Proposed Texts	Proposed texts include clear and substantial support the Core Competencies. Texts will expose students to a breadth of classical and/or seminal Ethnic Studies literature and topics by disciplinary scholars from one or more of the four historically defined racialized core groups.	Proposed texts present developing and inconsistent support of the Core Competencies. Texts will expose students to a limited breadth of classical and/or seminal Ethnic Studies literature and topics by disciplinary scholars from one or more of the four historically defined racialized core groups.	Proposed texts present unclear and vague support of the Core Competencies. Texts do not seem to expose students to a breadth of classical and/or seminal Ethnic Studies literature and topics by disciplinary scholars from one or more of the four historically defined racialized core groups.
Proposed Assignments	Proposed college-level assignments clearly and substantially enhance student engagement of anti-racist and anti-colonial, movements and practices, and knowledge of the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (i.e., Native Americans, African Americans, Asian Americans, and Latina and Latino Americans).	Proposed college-level assignments present developing and inconsistent enhancement of student engagement of anti-racist and anti-colonial, movements and practices, and knowledge of the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (i.e., Native Americans, African Americans, Asian Americans, and Latina and Latino Americans).	Proposed college-level assignments present unclear and vaguely enhanced student engagement of anti-racist and anti-colonial, movements and practices, and knowledge of the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (i.e., Native Americans, African Americans, Asian Americans, and Latina and Latino Americans).

CSU Ethnic Studies Requirement Bibliography

(Working draft 10/3/22)

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