

# Ethnic Studies Webinar

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CSU Chancellor's Office

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# Topics

- History of Ethnic Studies in the CSU
- Ethnic Studies Requirement
- Core Competencies
- Ethnic Studies Rubric
- Questions



# Ethnic Studies in the CSU

## 2014 – 2020 History of Ethnic Studies at the CSU

- 2014 Chancellor White establishes Task Force on the Advancement of Ethnic Studies.
- 23 meetings of the Task Force over two years.
- 2018 AB 2408 (Weber) withdrawn by author.
- 2019 & 2020 Academic Senate opposes legislative intrusion.
- August 2020 AB 1460 (Weber) signed into law by Governor. Requires a 3-unit course in Ethnic Studies for all undergraduates by 2024-2025.

# Ethnic Studies

- The Area F requirement is a faculty driven advancement of the culturally relevant education demanded by CSU students during the 1968 Strike. Central in the requirement are the following core competencies agreed upon by the Academic Senate CSU (ASCSU) and CSU Council on Ethnic Studies (CSUCES).
  - Adopting the Amended Recommended Core Competencies for Ethnic Studies ([AS-3460-20/AA](#)).

# Ethnic Studies Core Competencies

Courses that are approved to meet this requirement **shall meet at least 3 of the 5 the following core competencies.**

- 1. 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 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.

# Ethnic Studies Core Competencies

- 3. Critically analyze** the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- 4. Critically review how** struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- 5. Describe and actively engage** with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

# What is an Ethnic Studies Course?

## Requirements Effective Fall 2021

- Must have Ethnic Studies prefix, or prefix reflecting one of four groups: Native American, Latinx, African American, Asian American
- Must have 3 of the 5 core competencies.
- Focus on ethnic studies frameworks, theories, and concepts.
- Integrated course outline: description, objectives, content, textbooks/readings, and college-level assignments all reflect Ethnic Studies.

# Current Review Process

## Myths and Facts

- Myths
  - Just need to add topics on culture.
  - Ethnic Studies is the same as social justice, cultural diversity, and multicultural studies.
  - The review process does not work.
- Facts
  - The CSUCO sends request for faculty reviewers and the ASCSU Chair sends the call first to the CSUCES and then ASCSU Senators and CSU Campus Senate Chairs.
  - Faculty statements of intent go to the ASCSU Chair and the ASCSU Executive Committee approves faculty reviewers.
  - Reviewers are Ethnic Studies disciplinary experts to ensure that courses are Ethnic Studies courses.



# Ethnic Studies Focus

- Area – Activism, Class, Civil Rights, Colonialism, Colonization, Community Service, Discrimination, Education, Education Policy, Gender, Immigration, Intersectionality, Public Health, Racism, Sexuality, Public Health, etc.
- Field – African American/Africana Studies, American Indian/Native American and Indigenous Studies, Asian American Studies (linkage to Pacific Islander Studies, etc.), Latino/a Studies (includes Chicano/a).
- Method - Ethnography, Ethnology, Mixed-Methods, Oral History, Participant Observation, Sociological Studies, Psychological Studies, Universal Design in Learning, etc.,

# Ethnic Studies Rubric

- The [rubric](#) is designed for system-level evaluation of California Community College (CCC) course proposals seeking approval.
- 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 (ES) core competencies approved by the ASCSU, CSUCES, and the CSUCO.
- 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).

# Sample Ethnic Studies COR

## Course

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Course Identifiers	ETHN 100
Course Title	Introduction to Ethnic Studies

## Cover

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Date of Campus Approval of Outline: 10/27/2022

Effective Term for Course Outline of Record: Fall 2023

Course Description:

This course provides a comparative and interdisciplinary exploration of historical connections among race, ethnicity, class, religion, sexuality, and gender inequality. It introduces significant theories, philosophies, concepts, issues, and social movements related to racial and social justice and liberation in the US. Students examine diverse perspectives on empowerment, identity, equity, self-determination, agency, and anti-racism within contemporary American society as well as the effects of institutional racism and marginalization on the African American, Native American, Asian American, and Latinx/Chicanx racial and ethnic groups.

Honors No

Lecture Hours Per Term: 54

Lab Hours Per Term: 0

# Sample Ethnic Studies COR

## Course Objectives

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Objectives:

- 1). Analyze the impact and histories of immigration, colonization, and the diaspora on the shaping of ethnic and racial formations in the US, including Native Americans, African Americans, Asian Americans, and Latinx Americans.
- 2). Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism.
- 3). Describe and evaluate major theories of race and ethnicity and how the intersections of social class, gender, sexuality, and ability pervade racial and ethnic identity formations in the US.
- 4). Identify key concepts, theories, methodologies, and social policy related to the history, culture, concerns, and conditions of the field of ethnic studies.
- 5) Analyze artistic and cultural representations in the popular press and other media that influence relations in ethnic and racial groups in the US.
- 6). Identify and evaluate anti-racist and anti-colonial practices and social movements and/or policy debates about racial justice and equity.
- 7). Analyze and articulate major ethnic studies concepts, such as race and racism, ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, (de)colonization, colonialism(s), imperialism, and anti-racism.

# Current Approval Trends

- Clear description of ES course and overview of ES concepts.
- Clear course objectives that represent ES frameworks, key concepts, and theories related to at least 3 of the 5 core competencies.
- Clear and substantial connection to at least 3 of the 5 core competencies.
- Classical and/or seminal ES literature and contemporary texts.
- College-level ES assignments with connection to the community and/or relationship to the people in one or more of the four core groups.

# Current Denial Trends

- No Ethnic Studies prefix.
- Non-Ethnic Studies course (e.g., economics, religion, theatre)
- 3 of the 5 core competencies missing.
- Core competencies included but not connected to the course.
- No Ethnic Studies textbooks/readings (seminal or contemporary).
- Active engagement and connection to the community (e.g., Native Americans, African Americans, Asian Americans, and/or Latina and Latino Americans) not evident.

# Moving Forward

- CSU stands ready to help:
  - Explain and facilitate understanding of the Ethnic Studies Core Competencies.
  - Facilitate outreach to the ASCSU and CSU Council on Ethnic Studies.
  - Provide advice on the tools necessary for developing an effective course proposal that meets the requirements established by CSU Ethnic Studies disciplinary experts.



# Need Assistance?

- Review Core Competencies ([Guiding Notes for GE Course Review](#) and [IGETC Standards 2.4, AS-3546-22/APEP/AA \(Rev\)](#)).
- Reach out to your colleagues in CSU Ethnic Studies and ask questions about course content, learning objectives, and core competences.
- Chancellor's Office and UCOP Contacts:
  - Robert Keith Collins, PhD, Ethnic Studies Faculty Coordinator
    - Email [rcollins@calstate.edu](mailto:rcollins@calstate.edu)
  - Brent Foster, PhD, AVC and State University Dean of Academic Programs
  - Quajuana M. Chapman, EdD, Assistant Director, GE and Intersegmental Partnerships
  - Kieran Mulholland, Articulation, Curriculum and Transfer Analyst
  - Chase Fischerhall, Director of A-G & Transfer Articulation Policy, UC Office of the President



