

SJS R110: INTRODUCTION TO SOCIAL JUSTICE STUDIES

Originator

gguevara

Co-Contributor(s)
Name(s)

Ortiz, Dolores (dortiz)

College

Oxnard College

Discipline (CB01A)

SJS - Social Justice Studies

Course Number (CB01B)

R110

Course Title (CB02)

Introduction to Social Justice Studies

Banner/Short Title

Intro to Social Justice

Credit Type

Credit

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

ETHS R110

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000622123

Primary Minimum Qualification

SOCIOLOGY

Department

Ethnic Studies (2217)

Division

Oxnard Liberal Studies

Catalog Course Description

This course introduces students to the interdisciplinary study of race and ethnicity in the United States and the world beyond. It examines social justice movements in relation to ethnic and racial groups in the United States to provide a basis for a better understanding of the socioeconomic, cultural and political conditions among Native American, African American, Asian American, and Latina and Latino American communities. Using an intersectional lens, we will explore colonialism, racism and social movements in the U.S. context.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

(L) Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 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 | Describe and 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, immigration, reparations, settler-colonialism, multiculturalism, and language policies. |
| 5 | Describe and actively engage with anti-racist and anti-colonial issues and the practices and social movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Assess the growth and diversity of ethnic and racial groups in the United States and the historical development of Ethnic Studies. |
| 2 | Demonstrate knowledge and understanding of the histories and experiences of selected U.S. racial/ethnic groups and their contributions to the development of U.S. society and Ethnic Studies as a field. |
| 3 | Explain how concepts of race and ethnicity are socially and politically constituted and institutionalized using a critical race lens. |
| 4 | Compare and contrast the important minority groups in the United States. |
| 5 | Assess the status of important minority groups in the United States. |
| 6 | Demonstrate an understanding of minority-majority group relations. |
| 7 | Evaluate the problems facing important minority groups in the United States. |
| 8 | Explain the importance of race and ethnicity in the creation of cultural/artistic expressions and movements. |

Course Content**Lecture/Course Content**

1. What is Social Justice Studies
 - a. What is Ethnic Studies?
 - b. Interdisciplinary approaches to the study of race and ethnicity
 - c. 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
2. History
 - a. History of modern history of different ethnic and racial groups in the United States and "Homelands"
 - b. Historical development of Ethnic Studies.
 - c. Histories of colonization, segregation, slavery, genocide, persecution, internment, white supremacy, and other forms of systematic dehumanization experienced by different ethnic and racial groups, including Native American, African American, Asian American, and/or Latina and Latino American communities
3. Theories
 - a. Theories of racism and racialization as they are linked to social structures and institutional processes
 - b. Theories 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
 - c. Major theories of race and ethnicity, and their intersections and constitutive relations with class, political economy, gender, and sexuality affecting different ethnic and racial groups

- d. Theoretical Perspective on Minority-majority Relations or asymmetrical power relations
- e. Comparative inter- and intra-group dynamics
- 4. Space and Place
 - a. Theories of space and place, including indigeneity, diaspora, migration, and nation endured by of different ethnic and racial groups
- 5. Art
 - a. Art, film, literature, and music reflecting different ethnic and racial groups
 - b. Artistic expression as resistance
 - c. Reflexive connection of media and art and social, political, and economic conditions and movements.
- 6. Colonialism and Global Justice
 - a. Race and inequality as global problems
 - b. Colonialism and decolonization
 - c. Critiques of capitalism and free market ideology
- 7. Social Justice and Ethnic Studies
 - a. Labor and social movements
 - b. Struggles for social and racial justice and liberation as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans
 - c. Anti-racist and anti-colonial issues and the practices in Native American, African American, Asian American and/or Latina and Latino communities
- 8. Intersectionality
 - a. The intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, and language.

Laboratory or Activity Content

NA

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Individual projects

Journals

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Computer-aided presentations

Class activities

Class discussions

Case studies

Distance Education

Guest speakers

Instructor-guided use of technology

Internet research

Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will evaluate student learning via testing. Quizzes may consist of multiple choice-questions and matching items. Exams may consist of multiple-choice questions and short answer essay questions.

2. Instructor will facilitate student discussions in person or online in written format on topics relevant to the course, such as: race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism
3. Instructor will utilize film activities, in which students watch a film or a portion of a film and respond to discussion and comprehension questions applying course concepts to the film material.
4. Instructor will lecture on topics such as theories of racism and racialization as they are linked to social structures and institutional processes.

Representative Course Assignments

Writing Assignments

1. Reflecting upon/Accessing my Social Position paper: How do I access and discuss race, ethnicity and social positions? What memories and assumptions define, compete and challenge my understanding of race, ethnicity, power and privilege? How do I grapple with shifting contradictory social positions and how does it complicate my relationships across groups? This paper narrates your experience with race and ethnicity by critically interrogating how race, class, gender and sexuality intersect: in your everyday world; influence your socialization; and emerge in your family history.
2. Short papers on race theory, minority/majority relations, social movements.
3. Explain why Omi and Winant define race as a social construct. What is the difference between “race” and “ethnicity?” Briefly reflect on whether or not your perception of ethnic identity matches with the federally defined racial category that you check off on official forms. The federally recognized categories are: American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, and white.
4. A research paper on a topic of the student’s choice will be developed with a clear thesis, organization, application of theory, and proper citation of academic sources.

Critical Thinking Assignments

1. Students will read and reflect on selected excerpts such as: Audre Lorde's "Uses of Anger (<http://www.blackpast.org/1981-audre-lorde-uses-anger-women-responding-racism>)" and "The Transformation of Silence into Language and Action (<https://www.csusm.edu/sjs/summit/documents/silenceintoaction.pdf>);" the banking concept of education in Paulo Freire's *Pedagogy of the Oppressed*, and on the topic of violence in Frantz Fanon's *The Wretched of the Earth*.
2. Students will participate in class, online and small group discussions examining topics such as the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Native American, African American, Asian American, and/or Latina and Latino American communities.
2. Students will complete short writing assignments such as analyzing 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.
3. Example of a Discussion Forum:
In this class, the readings will center on gaining and imparting knowledge around histories of colonization, segregation, slavery, genocide, persecution, internment, white supremacy, and other forms of systematic dehumanization experienced by different ethnic and racial groups, including Native American, African American, Asian American, and/or Latina and Latino American communities.
This exploration process is necessary in knowing our histories as people and as a country. For our first discussion, I would like you to focus on the **responses** of communities of color to these forms of systematic dehumanization. In particular, I would like us to discuss **organizing, resistance, progress and victories in the Asian American Community**.
1. Please choose at least two of the people/events profiled here by the Zinn Education project to read about. Tell us (in your own words) about the person/event you chose. If applicable tell us about their efforts for racial justice, labor justice/workers rights, gender equality, equality for the queer community. How are they an inspirational figure?
2. Find out more about one of the people/events you chose for #1 either by clicking on a link provided within the profile or doing some research on your own (google/Wikipedia are ok). Tell us more about other inspirational information you've learned.
3. What were some of the challenges and barriers they faced? Do you think their struggle is still relevant today? Why or why not?
4. Where there any cross-racial community building collaborations or coalitions within your activist's work? Explain. And/or do you see links/similarities to community building, activism, organizing, and/or resistance in other communities of color? Explain.

Reading Assignments

1. One to two chapters from the textbook per week.
2. Additional articles acquired through library databases.
3. Additional readings include excerpts from Gloria Anzaldúa, Joy Harjo, James Baldwin, Paulo Freire, Frantz Fanon, and Audre Lorde.

Outside Assignments

Representative Outside Assignments

1. Weekly reading completed at home, using the course textbook and outside reading as assigned is necessary to complete coursework.
2. Outside viewing of documentary and educational film material may be needed to complete coursework and provide context for application of course content.

Articulation

C-ID Descriptor Number

SJS 110

Status

Approved

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 2016

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Collins, P Andersen, M. (2015). *Race, Class and Gender: An Anthology* (9th). New York Wadsworth. 1305093615

Resource Type

Textbook

Description

Delgado, R. (2012). *Critical Race Theory* (2nd). New York NYU Press (Latest Edition- Classic Text). 0814721354

Resource Type

Other Instructional Materials

Description

Takaki, Ronald. (2008). A Different Mirror: A History of Multicultural America. Back Bay Books.

Resource Type

Textbook

Description

Gallagher, Charles (ed). (2018). Rethinking the Color Line: Readings in Race and Ethnicity, (6th). Sage Publications.

Library Resources

Sufficient Library Resources exist

Yes

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
E-mail	Instructor will communicate with students via email regarding assignments, course activity, missing assignments, and campus resources.
Other DE (e.g., recorded lectures)	Instructor may post pre-recorded lecture material on topics such as histories of colonization, segregation, slavery, genocide, persecution, internment, white supremacy, and other forms of systematic dehumanization experienced by different ethnic and racial groups, including Native American, African American, Asian American, and/or Latina and Latino American communities.
Video Conferencing	Instructor will host live lecture meetings and live office hours.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
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Video Conferencing	Instructor will host live lecture meetings and live office hours.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
E-mail	Instructor will communicate with students via email regarding assignments, course activity, missing assignments, and campus resources.
Other DE (e.g., recorded lectures)	Instructor may post pre-recorded lecture material on topics such as histories of colonization, segregation, slavery, genocide, persecution, internment, white supremacy, and other forms of systematic dehumanization experienced by different ethnic and racial groups, including Native American, African American, Asian American, and/or Latina and Latino American communities.
Video Conferencing	Instructor will host live lecture meetings and live office hours.

Examinations**Hybrid (1%–50% online) Modality**

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

SOCIOLOGY

Additional Minimum Qualifications**Minimum Qualifications**

Economics

Political Science

History

Ethnic Studies

Anthropology

Review and Approval Dates

Department Chair

11/24/2020

Dean

11/24/2020

Technical Review

12/09/2020

Curriculum Committee

12/09/2020

DTRW-I

12/10/2020

Curriculum Committee

01/13/2021

Board

01/19/2021

CCCCO

01/23/2021

Control Number

CCC000570031

DOE/accreditation approval date

MM/DD/YYYY