All Fields Report

Basic Course Information

College	Cañada College
Discipline	ETHN-Ethnic Studies
Course Number	109
Full Course Title	Borders and Crossings
Catalog Course Description	This introductory Ethnic Studies course examines how U.S. processes of racial formation and gendering are related to multiple transnational circulations – of commodities, bodies, labor, capital, knowledge, and culture. We interrogate the material and ideological work of borders – particularly nation-state borders, but also the borders and boundaries of racial and ethnic categories, gendered and sexualized identities, languages, forms of labor, and disciplinary categories of knowledge. Also explored are the many ways in which such borders are variously resisted, contested, transgressed, transcended, and transformed over time.
Class Schedule Course Description	This introductory Ethnic Studies course examines how U.S. processes of racial formation and gendering are related to multiple transnational circulations. We interrogate the material and ideological work of borders – particularly nation-state borders, but also the borders and boundaries of racial and ethnic categories, gendered and sexualized identities, languages, forms of labor, and disciplinary categories of knowledge. Also explored are the many ways in which such borders are variously resisted, contested, transgressed, transcended, and transformed over time.

Proposal Information

Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	01/22/2021
Deadline for submission to Dean's Queue:	12/17/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	12/29/2020
Proposal Origination Date:	12/03/2020
Justification For Board Report OR Curriculum Inventory update:	1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.

2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.

This course is being added to the curriculum in response to California Assembly Bill 1460 (AB 1460). It is being articulated for Ethnic Studies, Area F, and it is a core requirement of the newly created AA Degree in Ethnic Studies. |
| **Honors Course** | No |
| **Open Entry/Open Exit** | No
0 |

Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course?	No
If yes, identify and explain.	

Similar Courses

Is there a similar or equivalent course in SMCCCD?	Yes
Added Similar Courses	ETHN 109 (College of San Mateo)

Units/Hours

Unit Types	Fixed
Units	Min: 3.00
Variable Range	Range (or)

Hours

Please enter hours as per term values

Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	48.00	54.00	3.00	3.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	96.00	108.00	0.00	0.00
Other Hours				

Course Details

Repeatable for Credit	No
Grading Methods	Letter Grade Only
Audit	Yes

Materials Fee

Fee Required?	No

Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

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 ethnic 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 help build a just and equitable society.

Course Objectives

Upon successful completion of this course, a student will be able to:

1. Explain how social constructions such as race and gender change as people move across national borders.

2. Explain how racialized categories of difference have been historically co-constructed with borders and citizenship.

3. Discuss some of the complex and nuanced ways in which people's lives are both constrained by borders and transcend them.

Course Lecture Content

1. Transnational social and political movements
    1. Colored cosmopolitanism -- 1900-1950
    2. Black Power beyond borders -- the Polynesian Panthers, Dalit Panthers, etc.
2. The U.S.-Mexico Border, then and now
    1. Creation of the Border Patrol in 1924
    2. Racialization and the deportation of U.S. citizens -- 1930 "repatriations"; 1954 Operation Wetback
3. Flexible Citizenship
    1. Aihwa Ong's theory of flexible citizenship as it relates to special economic zones, collection of multiple passports, etc.
    2. Multiple theories of citizenship -- formal vs. substantive citizenship, etc.
4. New transnational flows of capital and labor
    1. Transnational gestational surrogacy (and its relationship to racialized colonialism)
    2. Transnational organ trade (within a neocolonial context)
    3. Transnational care work
5. The Cold War in Oceania
    1. Oceania as remote in the U.S. imagination but central to U.S. Cold War policy
    2. Nuclear testing in Micronesia, etc.
6. Critical Refugee Studies
    1. The U.S. state as both a producer and recipient of refugees
    2. The ideological role of the figure of the refugee in U.S. society
7. Transnational indigenous movements
    o Connections and cooperation between Native American communities and other indigenous communities worldwide
8. Sexuality and borders
    1. Sexual assault at the U.S.-Mexico border
    2. Gendered and sexualized categories of identity as changing with the crossing of borders
9. Comparative Border Studies
    o U.S.-Mexico border and the Israeli apartheid wall
10. Afropolitaism
    o Elite African immigrants as the "new model minority"

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended	Eligibility for ENGL 100. **Writing** 1. Use complex sentences as well as correct punctuation and mechanical conventions. 2. Demonstrate basic knowledge of essay requirements. **Reading** 1. Read material at the 11th grade level applying literal and inferential comprehension skills. 2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Students should be prepared to read and write at a college/university level.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery
Online
Hybrid
Lecture

Representative Instructional Methods

Methods	Lecture Critique Discussion Guest Speakers
Other Methods	

Representative Assignments

Writing Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Research paper (5-10 pages), 1/semester

- Take-home essays (5-10 pages), 1-3/semester

- Analytical paper (2-5 pages), 1-2/semester

- Full-sentence outline/speech plan for oral presentations (1-2 pages)

- Critical self-identity analysis (3-5 pages), 1/semester

Reading Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Assigned text readings (30-100 pages/week)

- Current Event readings (2-5 pages/week)

- Scholarly Journal articles (10-20 pages/semester)

- Links on District-approved LMS (10-20 pages/semester)

Other Outside Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Conduct appropriate research for essays and/or oral presentations

- Conduct analysis of primary sources

- Apply critical thinking skills

To be Arranged Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor?s syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods	
	• Class Participation • Exams/Tests • Field Trips • Group Projects • Papers • Portfolios • Quizzes • Written examination

Representative Texts

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks	
	1. Horne, G.. *Facing the Rising Sun: African Americans, Japan, and the Rise of Afro-Asian Solidarity*, ed. NYU Press, 2018
	2. Slate, Nico (Ed.). *Black Power Beyond Borders: The Global Dimensions of the Black Power Movement*, ed. Palgrave Macmillan, 2012
	3. Ohg, Aihwa, and Ananya Roy. *Worlding Cities, Asian Experiments and the Art of Being Global*, ed. Routledge, 2011
	4. Pierrette Hondagneu-Sotelo. *Paradise Transplanted: Migration and the Making of California Gardens*, ed. University of California Press, 2014

Manuals	
	You have no manuals defined.

Periodicals	
	You have no periodicals defined.

Software	
	You have no software defined.

Other	
	You have no other defined.

Degree/Certificate Applicability

Designation	Degree Credit
Proposed For	AA/AS Degree

Course Designation Text	Are there degrees/certificates to which this course applies? Ethnic Studies AA Degree

General Education/Degree/Transfer Course

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By Jose Pena

CSU GE Area D: SOCIAL SCIENCES

	DSI - Social Institutions Pending

CSU GE Area F: ETHNIC STUDIES

	Ethnic Studies Pending

CSU Transfer Course

	Transfers to CSU Approved

Cañada GE Area D: SOCIAL SCIENCES

	Social Institutions: Pending

Cañada GE Area F: ETHNIC STUDIES

	Ethnic Studies Pending

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES

	Social and Behavioral Sciences Pending

UC Transfer Course

	Transfers to UC Pending

Course Distance Education

Distance Ed Supplement	New distance education supplement
Distance Education	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have received training through STOT I , STOT II, @One and Cañada's QOLT (Quality Online Training) or equivalent.
Method of Distance Education	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
Instructional Methodologies (How will you deliver the course content?):	Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links

Representative Courseware/Textbooks Materials:	No additional textbooks or materials apply
Methods of Evaluation of Student Performance:	a) Research Paper or Project b) Exam - essay and/or short answer questions c) Online quizzes and exams d) Weekly homework submitted electronically e) Regularly scheduled discussions of class material and current events f) Live Sessions/Conferences for exam review and reading review.
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	1. Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed with Accessibility Check options in Microsoft Office 7. Course is evaluated using the OEI Rubric (Online Education Initiative) 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

Announcements/Bulletin Boards - Weekly
Chat Rooms - Periodically
Discussion Boards - Weekly
Email Communication - Daily (with a frequency of 24-48 hours)
Office hours - Weekly
Scheduled Face-to-Face Meetings - As needed
Telephone - Regularly
Study and/or Review Sessions - Regularly

Resources Needed

Adequate Library Resources	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify: Collections of the Rudolph Lapp Library are sufficient to support this course.
Affected Resources	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate. None of the above
Explain what effect the areas you have checked will have upon this college:	

Comparable Transfer Course Information

Are there comparable courses?	Yes
Edit/Del	**College Info**
	UC UC San Diego 2017-19 Circulations of Difference ETHN 2 Focusing on historical and contemporary migration and the circulation of commodities, knowledge, bodies, and culture, this course looks at how

racial formation in the United States and transnationally is shaped and contested by such movements.

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code	2203.00 - Ethnic Studies
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	Y = Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Codes/Dates

Entry of Special Dates

Instruction Office Review	01/22/2021
Last Outline Revision	
Content Review	
CC Approval	01/22/2021
DE Approval	01/22/2021
Effective Term	Term: Fall Year: 2021

Web Catalog

Course Family	
Web Catalog	☐ Exclude from Web Catalog

Instructional Services

Implementation Date	
Originator	Lezlee Ware
Origination Date	12/03/2020
Proposal Type	Cañada New Course
C-ID Numbers	
CB00 State ID	
CB03 TOP Code	2203.00 - Ethnic Studies
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB10 Course COOP Work Exp-ED	N = Not part of Coop Work Exp
CB11 California Classification Codes	Y - Credit Course
CB13-Special Class Status	N - Not Special
CB21 Levels Below Transfer	Y = Not Applicable
CB22 Non Credit Course Category	Y - Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB24-Program Course Status	1 = Program Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Web Catalog Metadata