



## **DEPARTMENT OF ETHNIC STUDIES** **Colorado State University**

**Core Course Descriptions:** These are courses that apply to AUCC requirements for Colorado State University.

### **ETST 100 - Introduction to Ethnic Studies (AUCC – Global and Cultural Awareness)**

In the wake of the civil rights movement in the 1960's the field of Ethnic Studies was born. There became a growing need to examine the structures of power from lens of those who are oppressed. That need is still here today. This course will look at the different forms of identity politics that are prevalent within Ethnic Studies. Race, Class, Gender, and Sexuality are the core concepts that we will start with as we expand out from there and critically look at how the structures of power still affect people all around the world.

#### **Course Objectives:**

- to practice critical thinking methods (analysis, evidence)
- understand the historical role in race and ethnic relations
- develop the skills to actively dialogue (formulate position, critique material)
- move beyond the individual experience and/or personal opinion
- go beyond what you believe you know
- understand course material from insider and outsider perspectives
- comprehend the impact of race and ethnicity

### **ETST 205 – Ethnicity in the Media (AUCC – Global and Cultural Awareness)**

ETST 205 examines how concepts such as race, ethnicity, gender, sex, class, sexual orientation, and ability are constructed, represented, and reproduced by the media. We will examine historical representations and how those have created and perpetuated contemporary stereotypes. Through examining television, advertising, films, and the internet, students will be able to think critically about media representations and begin to decolonize their views on identity and media. Class films, television, news media,

advertisements, cartoons, power points, YouTube, and other media examples often contain racist, violent, offensive, and /or sexually explicit images and language.

### **Course Objectives:**

- Gain insight and increased understanding of people, cultures, ethnicity, gender, ability, and diversity
- Comprehend course content and improve student writing proficiency
- Demonstrate the ability to convey a theme or argument clearly and coherently
- Demonstrate the ability to critically analyze and synthesize the work of others
- Demonstrate the ability to acquire, apply, and reference information from scholarly sources
- Demonstrate competence in standard written English
- Improve ability to convey a theme or argument clearly and coherently
- Improve ability to acquire and apply information from scholarly sources through research
- Develop skills to actively dialogue and move beyond individual experience and personal opinion
- Improve critical thinking skills regarding the role, impact, and consequences of media as it pertains to race, class, ethnicity, ability, privilege, and gender
- Become informed consumers of media & develop skills to facilitate change in all types of media through advocacy and activism

## **ETST 240 – Native American Cultural Experience (AUCC – Arts & Humanities)**

This course explores various forms of Native American cultural expression, including literature, visual art, film and music. This course discusses cultural expressions within contexts of identity, colonization, politics, and self-determination. Students will be able to demonstrate knowledge on various forms of Native American cultural expressions, and be able to discuss these expressions in context of history and contemporary issues.

## **ETST 250 - African American History (AUCC – Historical Perspectives)**

This class provides an overview of African American history by examining the people and events that serve as the foundation and current African American experience.

**COURSE GOALS:** Upon the successful conclusion of this course, you should identify and discuss in writing:

- Significant events in African American History and their importance

- The relationship of the significant events of African American to events in American history
- The foundations of contemporary African American engagements with the country and world

### **ETST 252 – Asian-American History (AUCC – Historical Perspectives)**

Politically, a careful reading of history informs us that Asians were not passive victims of discrimination and nativist attacks. They resisted against every situation of inequality, ranging from their work and social spaces to suffrage and citizenship rights. In the process, they formed alliances with other ethnic and racial groups and challenged the constitutional basis for discrimination, thereby strengthening the democratic ideals for which this nation continues to struggle. Against this background, this course attempts to fulfill three main goals: first, to survey the contributions and the struggles of various Asian ethnic groups in light of the larger political and economic developments, historically; second, to embrace and lift up the voices of ordinary ‘citizens’ who come from different points of origins, yet share similar dreams, hopes and aspirations with other “Americans”; and, third, to examine the significance of tremendous diversity, which, accelerated by contemporary immigration patterns, characterize Asian American communities.

### **ETST 253 – Chicana/o History and Culture (AUCC – Global and Cultural Awareness)**

This course aims to trace the historical processes involved in the development and evolution of Mexican-American/ Chican@ identity. Chican@ identity is rooted in the rich cultural heritage of the “original Americans” of Mesoamerica and the American southwest. It is forged out of a long, and often tense engagement on the part of these early Americans with Europeans from Catholic Spain and their intimate relations with the Anglo-Americans who would ultimately settle in the North and in the nineteenth century expand across the continent. This course examines the ways in which the descendants of this mixture of cultures and peoples organized politically in their struggle to participate more fully in American society and developed tools to help them achieve intellectual autonomy as well as political emancipation. Chief among these tools is the control of storytelling—of which history is only one form.

- Acquire an understanding of Mexican-American/Chican@ culture and become familiar with major turning points in Mexican American history
- Become acquainted with the major theoretical debates in the field

- Learn to approach (any) history critically with an understanding of the power relations involved in its creation and see how your own subject position influences your view of the past

## **ETST 255 – Native American History (AUCC – Historical Perspectives)**

The literature on Native American history, like any history, must be read and understood as a point of view. Presentation of this history is problematic given that very little of the long trajectory of Native North American historical experiences is documented. Also, Native histories since contact with Europeans are integral to the conquest and colonization of peoples that were/are Indigenous to the hemisphere. This context of the founding of the U.S. and its expansionism at the expense of Native peoples has not lent itself easily to comprehensive or systematic scrutiny. Social scientists have used the “scientific method” to investigate and publish aspects of Native American histories and there are many controversies among academics themselves about what they have written and concluded. On the other hand, Indigenous peoples, in all of their diversity, also have their origins stories and their own methodologies and interpretations of their historical and cultural experiences that oftentimes conflict with other accounts. Each of these factors makes the teaching of Indian history inherently challenging and controversial.

This introductory course will attempt to respond to this challenge by presenting a portion of the very long trajectory of 20-40,000 years of North American Indigenous history on the continent. We will focus on the historical period following the arrival of Europeans to the Americas in order to understand the experiences of Native American groups in the United States as they adapted to encroaching non-Indian populations and also government policies created to regulate government-Indian relations and resources.

## **ETST 256 – Border Crossings: People/Politics/Culture (AUCC – Global and Cultural Awareness)**

This course explores the key concepts and perspectives that shape the current debates on global economics and immigration. Specifically, course materials will examine how these phenomena are differentially experienced in terms of race, class, gender, and nationality. Drawing from a variety of sources (i.e., historical accounts, legislation, testimony, investigative reporting, and popular culture), students will engage with some

of the nation/world's most pressing issues: globalization, free trade, outsourcing, immigration, refugee/asylee resettlement, and human rights.

### Course Objectives:

- Establish foundational understandings of the historical, political, economic, and social factors that inform global economics and immigration, with particular attention paid to the ever-present concerns of race, class, gender, and nationality.
- Strengthen students' ability to develop sophisticated positions in regards to global economics and immigration. Students will be asked to: 1) frame debates, 2) identify key positions and arguments, and 3) provide critical assessments. **NOTE: personal political positions are immaterial to one's success or failure in the course.**