

Introduction to Ethnic Studies (GE)

ETHS 2400

"Nothing ever goes away"
— James Baldwin, *Another Country*

Instructor Information

Instructor:

Telephone:

Email:

Office:

Student Hours:

Class/Section Information

Classroom:

Meeting Times:

Semester: Fall 2024

Section:

What are students hours: Student hours are hours that I have scheduled outside of our regularly scheduled class time for students to visit my office to discuss class material and/or other related interests. Students may use this time to ask for extra help, seek clarification, or follow-up on aspects of the class they find especially challenging and/or interesting. Meeting with me outside of class time is not required, but are a great way for students to excel academically (Guerrero, M & Rod, A.B., 2013).

Course Information

Course Description

Race unites and divides Americans and permeates every part of our society, yet so many of us are unprepared to participate in meaningful discussions on race or to engage in anti-racism work. This course offers students an introduction to the interdisciplinary study of race and ethnicity as experienced through the perspectives of ethnic minority groups in the United States. We will explore how power is organized into social systems and empower students to challenge them towards the goal of lifting racial oppression.

Credit Hours: 3

General Education Designation: SS, DV

Prerequisites: None

Co-requisites: None

Required Materials

- All course material will be provided on canvas.

Course Learning Outcomes

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

1. Demonstrate the substantive knowledge appropriate for a survey course in Ethnic Studies, which draws upon methods and concepts from Ethnic Studies, and offers critiques of how social sciences, humanities, and law have studied race, ethnicity, and racism. Apply core concepts of race, ethnic formation, and racism, central to Ethnic Studies in order to better understand their own social experience and also the experience of others.
2. Write and speak effectively using Ethnic Studies concepts and perspectives and refer to theory and research relevant to Ethnic Studies.
3. Interpret social science data as represented in tables, graphs, and charts relevant to Ethnic Studies. Use social science tools and methods such as employing evidence, gathering data, applying and refining theories to study issues of race, ethnicity, and racism.
4. Compare and contrast major perspectives in Ethnic Studies such as Critical Race Theory (CRT), Settler Colonialism, Post-colonialism, etc., as they are applied to various topics in the course. Students will also be able to compare and contrast competing theories that are used to explain the same social phenomenon.
5. Explore their personal experiences through broader theoretical frameworks by viewing race, ethnicity, and racism from the perspective of the individuals who belong to those groups. Identify and describe the social constructs, institutions, and organizations which interact with and impact race, ethnicity, and racism, and demonstrate ability to use tools and resources to problem solve ways to improve relations, and empower them to increase awareness and understanding within their community.
6. Describe the characteristics of the problem posed. Synthesize and analyze the existing research on the problem. Propose responses or solutions to the problem based on the work students will do as a group. Disseminate findings with their peers and the instructor.

Important Dates

- **Last day to add a class:** August 28
- **Last day to drop a course with 100% refund:** September 10

- **Last day to withdraw without refunds:** October 22
- **Dates/holidays when classes are not held:** Fall Break October 17 & Thankstaking November 27
- **Last day of class:** December 5
- **Reading Day:** December 6
- **Final Exam Period:** December 7-12

General Education at SLCC

General Education Statement

This course fulfills the Social Sciences and Diversity requirements for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

ePortfolios

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <https://www.slcc.edu/eportfolio>

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site:
<https://www.slcc.edu/eportfolio/remote.aspx>

Assignments & Assessments

Categorical Breakdown of Assignments & Final Grade

Assignment	% of Grade
Attendance	15%
Notes	15%
Heritage Month Event & Reflection	15%
Midterm: Reflection on Racial, Ethnic or Indigenous Identity	20%
Signature Assignment: Annotated Bibliography	20%
ePortfolio Reflection	15%

Attendance

Attendance will be taken every day. Students will receive 2 pts for each day- 1 pt for attendance and 1 point for arriving on time.

Notes

For each piece of material, students will be required to submit notes. A specific template is provided in Appendix A.

Heritage Month Event

For Fall semester students have the option to attend a Latinx heritage month event or Native American History Month Event.

Latinx Heritage Month Event

Students are required to attend a Latinx Heritage Month event and write a reflection summarizing the event and analyzing its relation to the theme of Latinx Heritage Month (TBA) and course material.

Purpose

The goal of the assignment is to involve students in the contemporary conversations regarding the experiences and scholarship of Latinx people.

Requirements

1. *Submit a 2-3 page double-spaced reflection addressing the following:*
2. *A description of each event*
 1. *Summary (10 points)*
 2. *How did the event connect to the theme? (15 points)*
 3. *Discuss at least 2 class sources or concepts in relation to this event (10 points)*
 1. *How did the event connect to course material/concept?*
 2. *Did the event help you understand course material/concept in a deeper way (or vice versa)?*
 3. *Your thoughts on the event (10 points)*
 1. *Why did you choose this event?*
 2. *Did you like it? Why/why not?*
 3. *What was something new that you learned?*
 4. *How did the event make you feel?*
 5. *Did you personally relate to anything?*

Native American History Month Event

Students are required to attend a Native American History Month event and write a reflection summarizing the event and analyzing its relation to the theme of Native American History Month (TBA) and course material.

Purpose

The goal of the assignment is to involve students in the contemporary conversations regarding the experiences and scholarship of Native Americans.

Requirements

1. *Submit a 2-3 page double-spaced reflection addressing the following:*
2. *A description of each event*
 1. *Summary (10 points)*
 2. *How did the event connect to the theme? (15 points)*
 3. *Discuss at least 2 class sources or concepts in relation to this event (10 points)*
 1. *How did the event connect to course material/concept?*
 2. *Did the event help you understand course material/concept in a deeper way (or vice versa)?*
 3. *Your thoughts on the event (10 points)*
 1. *Why did you choose this event?*
 2. *Did you like it? Why/why not?*
 3. *What was something new that you learned?*
 4. *How did the event make you feel?*
 5. *Did you personally relate to anything?*

Midterm: Reflection on Racial, Ethnic or Indigenous Identity

For this assignment students will have an opportunity to consider the development of their racial, ethnic or indigenous identity. In addition to using course material, students will be required to use one additional peer-reviewed article that speaks directly about identity development of individuals from the race, ethnicity, or indigeneity they identify with.

Overview

In her introductory chapter, Ijeoma Oluo states, "as a Black women race has always been a prominent part of my life. I have never been able to escape the fact that I am a Black woman in a white supremacist country" (p. 1). With this statement, Oluo makes clear how visible race has been in her life. However, Dyer (2005) argues that race has been only attributable to non-white people. In other words, whiteness as a race has been invisible insofar as "whites are not of a certain race, they're just the human race" (p. 11). The purpose of this essay is to provide you space to reflect on the meaning that race, ethnicity or indigeneity has had in your life and to consider whether that has been largely visible or invisible and to give examples.

Requirements

1. Write a 3-4 page double-spaced response to the prompts below.
2. Cite class material in your response.

3. Additionally, find an additional article that focuses on racial, ethnic, or indigenous identity development of the group you identify with.

Prompts

1. When were you first aware of your race, ethnicity, or indigeneity and what impact did it have in that moment or time?
 - a) How has class material impacted your understanding?
2. Would you say your racial, ethnic, or indigenous identity is a prominent part of your life? Why?
 - a) Give at least two specific examples (can be past or present).
3. Write about the article you found and discuss whether and how it speaks to your own identity and/or identity development.
4. What more would you like to know or understand about the impact of your racial, ethnic, or indigenous identity as it relates to your everyday lived experiences?

Signature Assignment: Annotated Bibliography

You will choose one topic to explore in greater depth, and how it impacts the different racial/ethnic groups you are learning about this semester. You will then develop an annotated bibliography with 10 academic sources.

What is an annotated bibliography?

The annotated bibliography assignment is a set of sources that relate to a common topic. A bibliography is a list of citations to sources (books, articles, films, websites, etc.) that you've used when researching a topic. The annotated bibliography includes a summary and evaluation of each source. These annotations are written in paragraph form and include a summary and evaluation of the article.

Components of an Annotated Bibliography

For the purpose of this assignment each annotated bibliography must include three parts:

1. **Source Citation:** Like a regular bibliography, an annotated bibliography provides proper citation information for each source. For this class, which fulfills the Social Science General Education designation, you will use APA format.
2. **Source Summary:** While there is not a word requirement, this portion should thoroughly summarize the article. Social Science articles, which you will be required to include, typically include sections that introduce the topic and/or purpose for the article, the theoretical and/or methodological approaches taken, and a discussion. If a study has been conducted, there will be information about the data collection process and data analysis procedures. In general, include the author's argument(s) or main purpose and an explanation of how they go about fulfilling the main purpose or making their argument.

3. **Evaluation:** This section explains how the source contributes to the topic or question you are pursuing. In addition to this brief evaluation, you will also be required to reflect on the impact of the article on your learning. What did you learn that was surprising, challenging, or impactful?

Requirements

Step 1: Topic Choice (Due week 4)

By the end of week four, you will decide on a topic or research question you are interested in learning more about. While not required, I do encourage those of you with a declared major, to consider a question connected to your studies. For example, if you are in education you may be interested in the factors that promote educational engagement. Or, if you are in nursing, you may be interested in learning about access to health care or the experiences of nursing students or nurses based on race. There really is no requirement other than you choose a topic that can be learned about across different racial/ethnic groups. I have included topic ideas at the end of this document.

Step 2: Annotated Bibliographies

Find two peer-reviewed sources per racial, ethnic, or indigenous group (Asian American, Black/African American, Chican*/Latin* American, Native American, Pacific Islander American) and submit an annotated bibliography for each. Please keep all annotated bibliographies in one document titled, LAST NAME_ETHS 2400_SigAssignment_AnnotatedBib. You will submit this to your ePortfolio.

Step 3: Presentation (Due last week of class)

Finally, you will create and present the overall findings from your annotated bibliography. The presentation must include the following:

- 1) An introduction of your topic or research question, including a description of why you made that choice.
- 2) A summary of what you found, and how your annotated bibliographies helped you answer your research question or contributed to your learning. Think about what you learned about your topic or question and share that with us!
- 3) An overall reflection of the meaning of this information for you. This may be personal, professional, academic, or all the above. Also, this portion must include two questions related to your topic or research question that you would like to discuss with your classmates.

E-Portfolio Reflection

“Reflection provides us with opportunities to understand ourselves, our families, our communities, our cultures, and our learning. Reflection helps us get past our surface understanding of something and connect to deeper insights and layers of awareness. Reflection also helps us integrate what we have learned with our daily lived experience and our hopes for ourselves.” <https://www.slcc.edu/eportfolio/index.aspx>

Submit a 3-4 spaced paper responding to the following questions:

- 1) What skills did the signature assignment help you practice? What aspects of the signature assignment supported this?
- 2) How did your thinking about your research question or topic evolve over the semester? Discuss specific experiences that you had while working on the assignments. What went according to plan and what surprises did you encounter?
- 3) Make connections between what you learned from your signature assignment and what you have learned in other classes at SLCC or before.
- 4) Reflect on how you thought about (course topic) before you took this course and how you think about it now that the course is over. Have any of your assumptions or understandings changed? Why? What assignments/ activities/readings were influential in this process?

Late Policy

Students will have a two-week grace period to submit late assignments. I will not accept assignments two weeks after a due date unless under extenuating circumstances. The specifics of the circumstances do not need to be shared with me, but I do ask for an open line of communication. This policy is not meant to be punitive, but to encourage students to stay on track with their learning and to provide me ample time to grade.

Grading

The goal of grades is to provide an accurate description of what you have learned related to course outcomes (Guskey, 1996). In this class grades are based on MINIMUM GRADING, which aims to correct the 100-point-scale problem. The 100-point-scale minimizes the possibility for student success because of the fact that 60% of the scale represents a failing grade (F = 0-59%), while only 22% allows for a grade of B or better. By using a minimum grading scale, the chance of receiving any grade is the same, i.e. each grade is represented by the same number of points.

Minimum Grading Scale

90–100 = A

80–89 = B

70–79 = C

60–69 = D

50–59 = F

Guskey, T. R. (1996). Communicating student learning. ASCD

Class Norms and Policies

As a student at Salt Lake Community College, please follow the **Student Code of Conduct**. As such, there are just a few guidelines to be successful in the course.

1. Critique the behavior and not the person
2. Be mindful and intentional about discussions
3. Complete assigned readings and assignments
4. Be prepared to have discussions in class
5. Show up to class

Time Commitment to Coursework

Success in this course — and in your other courses — depends upon dedicating sufficient time to learning and completing course assignments, tasks, and activities. Your time in the classroom accounts for only a portion of what you'll need to dedicate to the course overall. Most of the work will be done *outside* the scheduled class time.

What's a "credit hour"?

A credit hour is the amount of work you'll put in to achieve the course learning outcomes equaling 45 hours of student work. It's measured as one hour in the classroom (or direct faculty instruction) and two hours of student work outside of class for a total of three hours per week over 15 weeks. It can also be measured as three hours of student work per week over 15 weeks.

How much time should I set aside for this course?

For this 3-credit hour course, you can expect to dedicate:

- Time in class [or direct instruction]: 3 hours per week
- Time outside of class: 6 hours per week

How much time should I dedicate to all my classes this semester?

For a "full-time" load of coursework (12+ credit hours), you should plan for:

12 Credit Hours (about four courses)

- **Time in class (or direct instruction):** 12 hours per week
- **Time outside of class:** 24 hours per week (minimum)
- **Total:** 36 hours per week (minimum)

15 Credit Hours (about five courses)

- **Time in class (or direct instruction):** 15 hours per week
- **Time outside of class:** 30 hours per week (minimum)
- **Total:** 45 hours per week (minimum)

Please note that different kinds of courses and delivery models (i.e. labs, online courses, hybrid courses, directed studies courses, etc.) may organize direct instruction/classroom time and outside of class time differently. The general rule is that the total number of hours dedicated to the course is consistent across modalities.

Institutional Syllabus Statements

[Link to Institutional Syllabus on Canvas](#)

Faculty Senate Anti-Racism Declaration

Context/Catalyst

For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change. And this fact is only threatening to those women who still define the master's house as their only source of support.”

- Audre Lorde

Recent occurrences of anti-Black police brutality, anti-Asian racism and violence, and an increase of race-based hate crimes across the U.S. have drawn massive protests and civil action as well as response from professional academic organizations and institutions of higher learning. This Antiracism Declaration is a similar commitment to join in the struggle against systemic racism by committing to that work at Salt Lake Community College. We take up this work with humility, recognizing that antiracism efforts are part of a long history in which systemic racism has often been met with inadequate responses. Our goal is to not only make commitments, but to actively undertake the difficult and transformative work of anti-racism.

We, the Faculty Senate at Salt Lake Community College, support various movements that recognize that Black lives matter; thus, we must work to eradicate white supremacy and intervene against the violence inflicted on Black communities. And we recognize that this movement emerges within a long history of struggles for civil rights for all Black, Asian, Indigenous and other people of color in the U.S. Peoples of color worldwide face economic injustices, state-sanctioned brutality, inequitable access to education and healthcare, voter suppression, discrepancy in housing, disproportionate effects of COVID-19, and attacks from white supremacist domestic terrorists. We must no longer ignore that the United States of America is a powerful contributor to injustice both at home and globally. Nor can we ignore the systemic racism embedded in higher education and our own college. Racial injustice is sustained through processes, policies, and structures that have a long history in our nation.

As an institution embedded in this society, we recognize that we are not separate from the global justice and liberation movements/struggles nor the oppressive systems that force them to exist.

The key tenets of critical race theory and anti-racism pedagogy demonstrate that racism is endemic and requires foundational change, that anti-racist education must be intersectional, and that we must center and uplift the voices that tell the counternarrative, we recognize our responsibility to actively engage in this work.

Anti-Racism Resolutions

We are resolute in creating a learning environment where all students can learn and succeed, feel safe, and contribute their very best. We are resolute in creating a community that is safe and supportive of our faculty and academic professionals of color. SLCC commits to the ongoing antiracism work of learning, reflection, education, and revision of our practices to make meaningful change. Therefore,

1. We resolve to explicitly affirm our commitment to becoming a space that can identify as an antiracist academic institution. We support the SLCC Board of Trustees' Declaration Against Structural Racism.
2. We resolve to recognize and unlearn our unconscious biases, and to learn to develop and implement strategies that dismantle systemic racism within our institution and community.
3. We resolve to do the work that will result in our anti-racism commitment being reflected in the life and culture of the Salt Lake Community College through transparency, training, policies, programs, marketing, schools, pedagogies, course materials, curriculum, and practice -- as we continue to learn about racism.

Course Calendar

Week	Materials
Week 1: Introductions	8/20 <ul style="list-style-type: none"> • Review syllabus
	8/22 <ul style="list-style-type: none"> • Read in class together: Sueyoshi, A. & Sujitparapitaya, S. (2020). Why Ethnic Studies? Student success for the twenty-first century. <i>Ethnic Studies Review</i>, 43(3), 86-102.
Week 2: What is race?	8/27 <ul style="list-style-type: none"> • Read: Eduardo, Bonilla-Silva (2013) "The Strange Enigma of Race in Contemporary America" in <i>Racism without Racists</i> (1-17)
	8/29 <ul style="list-style-type: none"> • Read: Grier, T., Rambo, C. & Taylor, M.A. (2014). "What are you?": Racial ambiguity, stigma and the racial formation project. <i>Deviant Behavior</i>, 35, 1006-1022.
Week 3: Racial Formation	9/3 <ul style="list-style-type: none"> • Neville, H.A., Viard, B. & Turner, L. (2014). Race and Recognition: Pathways to affirmative Black identity. <i>Journal of Black Psychology</i>, 41(3).
	9/5 <ul style="list-style-type: none"> • Chávez-Moreno, L. C. (2021). The Problem With Latinx as a Racial Construct vis-à-vis Language and Bilingualism: Toward Recognizing Multiple Colonialisms in the Racialization of Latinidad. In E. G. Murillo Jr., et al. (Eds.), <i>Handbook of Latinos and Education</i> (2nd ed., pp. 164-180). NY: Routledge.
Week 4 Racial Formation	9/10 <ul style="list-style-type: none"> • Azhar, S., Alvarez, A.R.G., Farina, A.S.J. & Klumper, S. (2021). You're so exotic looking": An intersectional analysis of Asian American and Pacific Islander stereotypes. <i>Feminist Inquiry in Social Work</i>, 36(3), 282-301.
	9/12 <ul style="list-style-type: none"> • Quigley, D. (2019). Indigenous identity construction: enacted upon us, or within us. <i>Social Identities</i>, 25(32), 1-10.
Weeks 5 & 6 Chican*/Latin* Experiences	9/17 <ul style="list-style-type: none"> • Salas Pujols, J. (2022). 'It's about the way I'm treated': Afro-Latina Black identity in the development of the third space. <i>Youth & Society</i>, 54(4), 593-610.
	9/19 <ul style="list-style-type: none"> • Valles, B.G. & Villalpando, O. (2013). A Critical Race policy analysis of the school-to-prison pipeline for Chicanos. <i>Handbook of Critical Race Theory in Education</i>.

	9/24	<ul style="list-style-type: none"> • Pérez, J.B. (2018). Undocuquartivism: Latino undocumented immigrant empowerment through art and activism. <i>Chiricú Journal: Latina/o Literatures, Arts, and Cultures</i>, 2(2), 23-44.
	9/26	<ul style="list-style-type: none"> • de los Ríos, C.V. (2018). Toward a “corridista” consciousness: learning from one transnational youth’s critical reading, writing, and performance of Mexican corridos. <i>Reading Research Quarterly</i>, 53(4), 455-471.
Weeks 7 & 8 African American/Black Experiences	10/1	<ul style="list-style-type: none"> • Liebman, A., Rhiney, K. & Wallace, R. (2020). To die a thousand deaths: COVID-19, racial capitalism, and anti-Black violence. <i>Human Geography</i>, 13(3), 331-335.
	10/3: Chican*/Latin* Annotated Bibliographies Due!	<ul style="list-style-type: none"> • Fairdosi, A.S. & Rogowski, J.C. (2015). Candidate race, partisanship, and political participation: when do Black candidates increase Black turnout. <i>Political Research Quarterly</i>, 68(2), 337-349.
	10/8	<ul style="list-style-type: none"> • Read: Coles, J.A. (2023). A BlackCrit re/imagining of urban schooling social education through Black youth enactments of Black storywork. <i>Urban Education</i>, 58(6), 1180-1209.
	10/10	<ul style="list-style-type: none"> • Richie, B.E. & Eife, E. (2021). Black Bodies at the Dangerous Intersection of Gender Violence and Mass Criminalization. <i>Journal of Aggression, Maltreatment & Trauma</i>, 30(7), 877-888. DOI: 10.1080/10926771.2019.1703063.
Week 9: Midterm/Fall Break	10/15 Black/African American Annotated Bibliographies Due!	<ul style="list-style-type: none"> • Work on Midterm (Due Oct 22)
	10/17	<ul style="list-style-type: none"> • Fall Break
Weeks 10 & 11 Asian American Experiences	10/22: MIDTERM DUE!	<ul style="list-style-type: none"> • Nishimura, M. (2024). Lifetimes of punishment: The imperial feedback loop of anti-Asian violence. <i>Sociological Inquiry</i>, 94(2), 491-512.

	<p>10/24</p> <ul style="list-style-type: none"> Shih, K.Y. Chang, T.F, Chen, S.Y. (2019). Impacts of the model minority myth on Asian American Individuals and families: Social Justice and Critical Race Feminist Perspectives. <i>Journal of Family and Theory Review</i>, 11(3), 412-428. <p>10/29</p> <ul style="list-style-type: none"> Chen, M.Y., Khúc, M. & Kim, J.B. (2023). Work will not save us: An Asian American crip manifesto. <i>Disability Studies Quarterly</i>, 43(1). https://dsq-sds.org/index.php/dsq/article/view/9652/8014 <p>10/31</p> <ul style="list-style-type: none"> Saavedra, J. A., Manalo-Pedro, E., Mackey, A., Dela Cruz, M., Abilo, N., & Higa, L. K. (2024). “Together, We Empower. Together, We Are Enough”: Radical Healing Among Pinay Scholar-Activists. <i>Women & Therapy</i>, 47(2), 198–224. https://doi.org/10.1080/02703149.2024.2348930
<p>Weeks 12 & 13 Native American Experience</p>	<p>11/5</p> <ul style="list-style-type: none"> Smith, A. (2012). Indigeneity, Settler Colonialism, White Supremacy. In D.M. HoSang, O. LaBennett & L. Pulido (Eds.) <i>Racial Formation in the Twenty-First Century</i> (Chapter 4). Berkeley, CA: University of California Press. <p>11/7 Asian American Annotated Bibliographies Due!</p> <ul style="list-style-type: none"> Rasamny, M. (2024, January 30). Juxtaposing Lived Experiences in Native Reservations & Palestinian Refugee Camps [Video]. Akifra: This is not a watermelon. https://www.youtube.com/watch?v=i-jGQGn6PU4. <p>11/12</p> <ul style="list-style-type: none"> Evans-Campbell T, Walters KL, Pearson CR, Campbell CD. Indian boarding school experience, substance use, and mental health among urban two-spirit American Indian/Alaska natives. <i>American Journal of Drug Alcohol Abuse</i>. 2012 Sep;38(5):421-7. doi: 10.3109/00952990.2012.701358. PMID: 22931076; PMCID: PMC5446670

	<p>11/14</p> <ul style="list-style-type: none"> Whitebear, L. (2023). Resisting the Settler Gaze: California Indigenous Feminisms. <i>Feminist Formations</i> 35(1), 97-116. https://dx.doi.org/10.1353/ff.2023.a902068.
Weeks 14 & 15 Pacific Islander American Experiences	<p>11/19</p> <ul style="list-style-type: none"> Yeh, C. J., Borrero, N. E., Suda, J. F., & Cruz, C. I. (2021). Place matters: Exploring Native Hawaiian youths' cultural selves, pride, and generativity. <i>Asian American Journal of Psychology</i>, 12(1), 76–86. https://doi.org/10.1037/aap0000226
	<p>11/21 Native American Annotated Bibliographies Due!</p> <ul style="list-style-type: none"> Vakalahi, H. & Hafoka, O. (2020). 23. Navigating the Hyphen: Tongan- American Women in Academia. In S. Hune & G. Nomura (Ed.), <i>Our Voices, Our Histories: Asian American and Pacific Islander Women</i> (pp. 388-404). New York, USA: New York University Press. https://doi.org/10.18574/nyu/9781479815067.003.0029
	<p>11/26</p> <ul style="list-style-type: none"> Work on Final Presentation
	<p>11/28 Pacific Islander American Annotated Bibliographies Due (11/27)!</p> <ul style="list-style-type: none"> No class: Fall Harvest
Week 16 Conclusions	<p>12/3</p> <ul style="list-style-type: none"> Watch together in class: Palos, A. (2015). <i>Precious Knowledge</i> .
	<p>12/5</p> <ul style="list-style-type: none"> Discuss in class: Palos, A. (2015). <i>Precious Knowledge</i> .
Finals Week	<p>12/10 (9:10a-11:10a)</p> <ul style="list-style-type: none"> Final Student Presentations

Final Exam Period: Tuesday, December 10 — 9:10a-11:10

Appendix A: Note Taking Template

<p>Reference (APA Format: Author(s), Date, Title, Source, Publication) 5 pts</p>	
<p>Research Topic/Question What is the topic or central question/problem the source focuses on? (at least 2 sentences) 2 pts</p>	
<p>Outline of Main Points What are the main ideas? (at least 3 sentences) How do they connect with each other? (at least 3 sentences) What example(s) do the authors use to illustrate main ideas? (at least 4 sentences)</p>	

10 pts	
Key Terms/Concepts What new words or ideas were presented? 1 pt	
Response How well is the argument or purpose supported? (at least 2 sentences) Are you persuaded, why or why not? (at least 3 sentences) How or why is the source important? (at least 3 sentences) 8 pts	
Questions or Points for Class Discussion What would you like to discuss with the class? (at least 1 question or comment) 1 pt.	
Total = 27 points	