

CSU GE Area F Worksheet for ES/ENGL 150, ASIAN PACIFIC AMERICAN LITERATURE AND CULTURAL EXPRESSION

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an Ethnic Studies (ES) prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies.

Area Definition – Core Competencies	AHC COR Course Objective	AHC COR Content
<p>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.</p>	<p>1. Employ the theoretical constructs of Critical Race Theory and ethnic studies concepts of struggle, resistance, and social justice to evaluate key historical and political events in America uniquely impacting APIDA persons and other marginalized groups.</p> <p>2. Evaluate how APIDA authors and artists have responded to this history of oppression to highlight self-determination, liberation, anti-racism, and decolonization.</p> <p>3. Apply anti-racist and anti-colonial theory to study the racialization of APIDA communities, and how these varied communities have been conceptually constructed and deconstructed in the U.S. the last 150 years.</p> <p>6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities, focusing on the factors that have led to an increase in present day APIDA hate crimes.</p>	<p>Sample Writing Assignment #1: <u>The Immigrant Experience: Assimilation and Memory</u></p> <p>Sample Writing Assignment #3: <u>The Model Minority Stereotype: Anti-Racist and Equity Struggles</u></p> <p>Sample Writing Assignment #4: <u>Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma</u></p>
<p>2. Apply theory and knowledge produced by Native American,</p>	<p>1. Employ the theoretical constructs of Critical Race Theory and ethnic studies concepts of struggle,</p>	<p>Sample Writing Assignment #1:</p>

<p>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.</p>	<p>resistance, and social justice to evaluate key historical and political events in America uniquely impacting APIDA persons and other marginalized groups.</p> <p>2. Evaluate how APIDA authors and artists have responded to this history of oppression to highlight self-determination, liberation, anti-racism, and decolonization.</p> <p>3. Apply anti-racist and anti-colonial theory to study the racialization of APIDA communities, and how these varied communities have been conceptually constructed and deconstructed in the U.S. the last 150 years.</p> <p>6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities, focusing on the factors that have led to an increase in present day APIDA hate crimes.</p>	<p><u>The Immigrant Experience: Assimilation and Memory</u></p> <p>Sample Writing Assignment #3: <u>The Model Minority Stereotype: Anti-Racist and Equity Struggles</u></p> <p>Sample Writing Assignment #4: <u>Racial Validation: The Use of Fantasy and Comedy to Dilute Racial Trauma</u></p>
<p>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.</p>	<p>4. Evaluate the intersectionalities of race, class, politics, gender, sexuality within the APIDA community through the synthesis of essays, fiction, poetry, graphic novel and film.</p> <p>5. Compare and contrast APIDA experiences with that of Latino/a, Indigenous, African Americans, and others, relevant to current and structural issues, such as communal, national, international, and transnational politics, immigration, reparations, settler-colonialism, multiculturalism, and language policies.</p> <p>6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities,</p>	<p>Sample Writing Assignment #2: <u>Intersectionality: The Evolving Identity</u></p> <p>Sample Group Assignment #5: <u>Fetishization, Hypersexualization and Othering AAPI Bodies*</u></p>

	<p>focusing on the factors that have led to an increase in present day APIDA hate crimes.</p>	
<p>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.</p>	<p>5. Compare and contrast APIDA experiences with that of Latino/a, Indigenous, African Americans, and others, relevant to current and structural issues, such as communal, national, international, and transnational politics, immigration, reparations, settler-colonialism, multiculturalism, and language policies.</p> <p>6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities, focusing on the factors that have led to an increase in present day APIDA hate crimes.</p> <p>7. Describe past and present activism and social justice efforts that advance APIDA regeneration and a stronger sense of belonging.</p>	<p>Sample Writing Assignment #3: <u>The Model Minority Stereotype: Anti-Racist and Equity Struggles</u></p> <p>Sample Social Justice and Community Engagement Assignment #1: <u>The Central Coast APIDA Community: Translating Scholarly Work to Local Activism</u></p> <p>Sample Social Justice and Community Engagement Assignment #2: <u>Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans</u></p>
<p>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.</p>	<p>3. Apply anti-racist and anti-colonial theory to study the racialization of APIDA communities, and how these varied communities have been conceptually constructed and deconstructed in the U.S. the last 150 years.</p> <p>5. Compare and contrast APIDA experiences with that of Latino/a, Indigenous, African Americans, and others, relevant to current and structural issues, such as communal, national, international, and transnational politics, immigration, reparations, settler-colonialism, multiculturalism, and language policies.</p> <p>6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities,</p>	<p>Sample Writing Assignment #3: <u>The Model Minority Stereotype: Anti-Racist and Equity Struggles</u></p> <p>Sample Social Justice and Community Engagement Assignment #1 <u>The Central Coast APIDA Community: Translating Scholarly Work to Local Activism</u></p> <p>Sample Social Justice and Community Engagement Assignment #2: <u>Interpreting Photos: Historical and Critical Race Theory Analysis of Central Coast Asian Americans</u></p>

	focusing on the factors that have led to an increase in present day APIDA hate crimes.	
--	--	--

	7. Describe past and present activism and social justice efforts that advance APIDA regeneration and a stronger sense of belonging.	
--	---	--

Course Objectives

At the end of the course, the student will be able to:

1. Employ the theoretical constructs of Critical Race Theory and ethnic studies concepts of struggle, resistance, and social justice to evaluate the impact of historical and political events, such as The Chinese Exclusion Act (1882) and Japanese American Incarceration (1942-46).
2. Evaluate how APIDA authors and artists have responded to this history of oppression to highlight self-determination, liberation, anti-racism, and decolonization.
3. Apply anti-racist and anti-colonial theory to study the racialization of APIDA communities, and how these varied communities have been conceptually constructed and deconstructed in the U.S. the last 150 years.
4. Evaluate the intersectionalities of race, class, politics, gender, sexuality within the APIDA community through the synthesis of essays, fiction, poetry, graphic novel and film.
5. Compare and contrast APIDA experiences with that of Latino/a, Indigenous, African Americans, and others, relevant to current and structural issues, such as communal, national, international, and transnational politics, immigration, reparations, settler-colonialism, multiculturalism, and language policies.
6. Examine APIDA literary concepts such as ethno-centrism, eurocentrism, decolonization and challenges specific to diasporic communities, focusing on the factors that have led to an increase in present day APIDA hate crimes.
7. Describe past and present activism and social justice efforts that advance APIDA regeneration and a stronger sense of belonging.