

### Course Outline

**COURSE:** ENGL 2R                      **DIVISION:** 10                      **ALSO LISTED AS:** ETHN 2R

**TERM EFFECTIVE:** Fall 2021                      **CURRICULUM APPROVAL DATE** 11/9/2021

**SHORT TITLE:** RACE, POWER, AND RESISTANCE

**LONG TITLE:** Race, Power, and Resistance

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

#### **COURSE DESCRIPTION:**

Students will examine race, racism, and resistance in the context of contemporary American ethnic literature: Black, Latinx, Native American, Asian American, mixed-race, and others. Students will seek to understand this literature using historical, post-colonial, feminist, and other types of literary criticism as well as critical race theory. Emphasis will be placed on understanding the sociological and historical contexts from which each of these texts emerged—particularly the ways in which ethnic communities have navigated their struggles with enslavement, genocide, violence, poverty, education, language, and family in the United States.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

#### **GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Examine American ethnic literature as a means to understand historic and contemporary issues of race, racism, and resistance.
2. Analyze American ethnic literature within a critical framework.
3. Understand and analyze the historical, social, and cultural value of American ethnic works of literature.

## **COURSE OBJECTIVES:**

1. Describe how Latinx, African American, Asian American, and Native American authors, works, and readers contribute to anti-racist practices and movements to build a diverse, just, and equitable society beyond the classroom.
2. Describe how struggle, resistance, social justice, solidarity, and liberation are represented in Latinx, African American, Asian American, and Native American literature and are relevant to current social issues in the communities of color.
3. Critically discuss the representation in Latinx, African American, Asian American, and Native American literature of the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
4. Analyze critical events in the histories, cultures, and intellectual traditions, lived-experiences and social struggles as represented in Latinx, African American, Asian American, and Native American literature with a particular emphasis on agency and group-affirmation.
5. Analyze and articulate concepts of ethnic studies in Latinx, African American, Native American, and Asian American literature, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, white supremacy, self-determination, liberation, decolonization and anti-racism.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

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5 Hours

Introduction, with an examination of gender, to the first ethnic American writers in the context of the historic oppression of people of color in the US: genocide of Native Americans, colonization of indigenous land/Mexico, enslavement of African Americans, and racialized immigration policies as well as in the context of the white male literary canon.

5 Hours

Students will be introduced to and will practice applying political literary theories--such as postcolonial criticism, culture studies, new historicism, feminist criticism, psychoanalysis, Marxist criticism, and lesbian, gay, and queer criticism--to ethnic American works of literature.

7 Hours

Genocide and Colonization

Students will explore and problematize the creation of race and racism in the context of Native American genocide and attempted cultural genocide, exploring in literature the themes of colonization, rape, the brutal California mission system, disenfranchisement in reservations and education, and the consequent impact on the collective and individual indigenous psyche.

7 Hours

Slavery

Through literature, we will explore how enslavement and its legacy have shaped the lives of African Americans with themes including, but not limited to: personhood and citizenship, exploitation of labor, violence against women, discrimination and racism, identity and fluidity, social inequality, cultural exploitation, criminalization and violence.

7 Hours

#### Family, Gender, and Language

We will explore themes of acculturation, family, and language within ethnic American literature and the way writers from immigrant and American-born backgrounds of Asian and Latinx descent navigate gender roles and the pressures of American society. Racism, particularly in education and the workplace, will be examined for its influence on family dynamics, language, and gender.

7 Hours

#### Crime and Punishment

We will examine the relationship between the criminalization of people of color and literature: how writers use stories about the law to express ideas of humanity and their views of the criminal justice system; and the interplay between law and morality. We will explore how the systematic and blatant racism of the legal system impacts undocumented immigrants, males in disenfranchised/gang-affiliated communities, and women and children who suffer abuse.

7 Hours

#### Culture

We will explore how ethnic American literature both reflects and creates culture as writers navigate discrimination, internalized oppression, and systematic racism. The role mainstream American pop culture plays in the perpetuation of eurocentrism, white supremacy, exclusion, and the stereotyping of people of color will be examined in contrast to ethnic American literature, pop culture, and the real lives and experiences of people of color.

7 Hours

#### Identity and Resistance

In response to social movements such as the fight for ethnic studies, AIM, the Civil Rights Movement, the National Coalition for Redress and Reparations, United Farm Workers strikes, and intersectional feminism and LGBTQ+ activism, we will explore how writings by people of color both reflect and advocate for social change, not only transforming a racist society but internalized oppression in communities of color. We will seek to understand how writers have reimagined ethnic American identities and claimed a unique and authentic voice in the fight for social justice.

2 Hours

#### Final Exam

### **METHODS OF INSTRUCTION:**

Lectures, seminars, textbooks, and class discussions.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 108

#### Assignment Description:

Out-of-Class assignments may include literary analysis, annotation assignments, peer responses, reader-response journals, essays, research papers, etc.

### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 70.00 %

Written assignments may include essays, journals, (short, informal writing), close readings, literary analysis, written responses to exam questions, portfolios, etc.

Other methods of evaluation

Percent of total grade: 30.00 %

Additional methods of evaluation may include seminar participation, recitations, oral presentations based on research, applications of literary theory, close readings, and/or personal/cultural reflections and connections, etc.

**REPRESENTATIVE TEXTBOOKS:**

Patrice Vecchione . Ink Knows No Borders: Poems of the Immigrant and Refugee Experience. Oakland: Triangle Square,,2019.

ISBN: ISBN-10 : 1609809076

Reading Level of Text, Grade: 12 Verified by: Christina Salvin

Recommended Representative Textbooks

Louise Erdrich. Tracks. New York: Harper-Perennial,2004.

This is a classic Native American Text

ISBN: 0060972459

Reading Level of Text, Grade: 12 Verified by: Christina Salvin

Toni Morrison. The Bluest Eye. New York: Vintage,2007.

This is a classic African-American literary text

ISBN: 0307278841

Reading Level of Text, Grade: 12 Verified by: Christina Salvin

Victor Villasenor. Walking Stars. New York: Dell Publishing,1994.

This is a classic collection of short stories by a Latino author.

ISBN: 0385316542

Reading Level of Text, Grade: 10 Verified by: Christina Salvin

Viet Thanh Nguyen. The Sympathizer. New York: Grove Press,2015.

ISBN: 9780802124944

Reading Level of Text, Grade: 14 Verified by: Christina Salvin

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202170

UC TRANSFER:

Transferable UC, effective 202170

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000622964

Sports/Physical Education Course: N

Taxonomy of Program: 220300