

Course Outline

COURSE: ETHN 1 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2023 **CURRICULUM APPROVAL DATE:** 05/27/2023

SHORT TITLE: INTRO TO ETHNIC STUDIES

LONG TITLE: Introduction to Ethnic Studies

<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
		Total Learning Hrs:	162	

COURSE DESCRIPTION:

This course introduces students to the theoretical, methodological, and substantive foundations of Ethnic Studies. Through a re-examination of U.S. history, students will develop an understanding of the relationships between racial formation and the production of social and economic inequality. Readings will focus on the interrelated processes of settler- colonial land expropriation, the enslavement of Africans in the US, multiple forms of migration, and the political and economic exploitation of people of color as well as the historical ways in which racially oppressed groups have fought for self-determination, legal equality, and freedom of cultural expression. We will pay particular attention to the ways in which race and ethnicity have been historically co- constituted with other socially-constructed and intersectional identities, such as gender, sexuality, class, and citizenship.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

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 the construction of race and racial identity for Native Americans, African Americans, Latinx Americans, and Asian Americans from a historical, theoretical, structural perspective.
2. Assess historical roots and contemporary consequences (legal, educational, political, etc.) of prejudice, discrimination, and institutional racism for Native Americans, African Americans, Latinx Americans, and Asian Americans with an intersectional perspective.
3. Identify and evaluate cultural and social movements and policy debates for racial justice and equity for Native Americans, African Americans, Latinx Americans, and Asian Americans.

COURSE OBJECTIVES:

By the end of this course, a student should:

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.
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. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied 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 build a just and equitable society.
6. Identify and articulate examples of contemporary expression produced by intersectional members of the Native American, African American, Asian American, and Latinx community focused on politics, art, and social justice.
7. Apply and actively engage with liberation theories and equity-based practices within Native American, African American, Asian American, and Latinx communities to contemporary students, families, and communities.

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

Curriculum Approval Date: 05/27/2023

3 hrs: Introduction to Ethnic Studies

Students will examine the socially-constructed history of race, gender, ethnicity, and nationality for Native Americans, Chicano/as, African Americans, and Asian Americans, including racialization and racial group formations in the context of labor-capital relations during the 19th and early 20th centuries. Students will analyze the formation of Ethnic Studies during the Civil Rights Movement and its importance to self-determination and resistance for communities of color.

6 hrs: Indigeneity and settler colonialism

Students will examine indigeneity as a political concept and explore the distinctions between settler colonialism and franchise colonialism. Students will analyze Native American sovereignty and early interactions between indigenous peoples and European settlers in the Americas. Students will explore the destruction of indigenous peoples and their civilizations by European settlers utilizing different colonialist models and notions of race.

6 hrs: Enslavement and African American resistance

Students will examine slavery and the slave trade as foundational to the 19th century market revolution. Students will explore the severity and scope of chattel slavery with a focus on gender and sexuality and explore concepts of natal alienation and social death as definitive components of slavery. Students will examine African American cultural, political, and physical resistance to enslavement.

6 hrs: Race and gender on the frontier: Manifest destiny and manifest domesticity

Students will examine Manifest Destiny as a racialized project of genocide and explore relationships between the project of Manifest Destiny and the reification of normative gender and sexuality. Students will explore changing constructions of race and gender during the period of westward expansion, the Anglo expropriation of Mexican land, and the aftermath of the Treaty of Guadalupe-Hidalgo. Students will examine ideologies of gender and sexuality within the construction of the "Chinese problem."

4 hrs: Relationship Between the Law and the Social Construction of Race and Whiteness

Students will examine the Naturalization Act of 1790 and whiteness as a requirement of citizenship as well as the seminal racial prerequisite cases (Ozawa, Think, In re Ah Yup, Wong Kim Ark) determining citizenship rights based on "common knowledge," "scientific," or politically determined definitions of whiteness. Students will explore the social ramifications of the changing legal determinations of whiteness for Native Americans, African Americans, Asian Americans and Chicanx communities.

3 hrs: Scientific racism and sexual normativity

Students will examine 19th century scientific racism - racial taxonomy, craniometry, comparative anatomy, etc. Students will explore eugenics and early sexology and heteronormativity as a subfield of scientific racism. Students will analyze the role of scientific racism in U.S. immigration law - e.g, in the Immigration Act of 1924 (Johnson-Reed Act)

6 hrs: Land, labor, and citizenship after the frontier

Students will examine allotment and blood quantum as settler-colonial technologies. Students will explore racialized and gendered dimensions of labor organizing in the early decades of the 20th century. Students will analyze migration, nationalism, repatriation, and the militarization of the U.S.-Mexico border. Students will explore how Native Americans, African Americans, Asian Americans and Chicanx communities were impacted by racist naturalization and citizenship acts.

6 hrs: Race and gender during and after WWII

Students will examine sexual and labor exploitation of Native Americans, African Americans, Asian Americans and Chicanx communities. Students will examine how Native Americans, African Americans, Asian Americans and Chicanx communities were affected by racist wartime policies during World War II on the Homefront and warfront. Students will explore anti-black and brown educational, economic, and legal policies; racialized mass incarceration. Students will examine racial triangulation and the model minority myth and its negative impacts on relationships between communities of color.

6 hrs: Identity Formation

Students will analyze the impact of white supremacy and internalized oppression on individual and group identity and the impact of othering. Students will explore the self-determination of claiming/changing ethnic/racial group identifiers such as Hispanic/Latinx/Chicanx; African American/black; minorities/people of color/BIPOC. Students will analyze cultural expression through art, literature, music and theater as part of identity creation and assertion.

6 hrs: Solidarity and Social Justice

Students will utilize intersectional perspectives to examine how the struggle for empowerment and social justice is enacted by Native Americans, African Americans, Asian Americans and Chicax communities. Students will explore coalition-building in contemporary social justice movements such as Civil rights movements, Black Power, Chicano, American Indian, Asian American Movements, Immigrant rights movement, Women's Rights Movement and march, Black Lives Matter Movement, and Stop Asian Hate. Students will examine the continued liberatory role of Ethnic Studies within the educational system and it has responded to challenges within society.

2 hrs: Final exam

METHODS OF INSTRUCTION:

Instructional methods and activities include: lectures, readings, hands-on and interactive activities, speeches, small and large group discussions, writing, guest speakers, and audio-visual materials (e.g., film/documentary, internet resources, and computer aided presentation methods). Other political, artistic, and cultural information will also be utilized to drive class discussions and critical thinking activities that allow for the application of Ethnic Studies concepts, terms, and/or definitions. As a class, we will have lengthy discussions and activities to access the information presented, thus examining many viewpoints as well as our individual socio-cultural perspectives. There may be opportunities to integrate civic engagement into the course as a vehicle for learning, critically analyzing, and producing cultural content.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 40

Assignment Description

Written assignments and projects may include the following:

Papers critically analyzing contemporary movements, events, and art (film, murals, poetry, literature, music).

Research report(s) and digital presentations on African American, Asian American, Chicanx, and/or Native American contributions to the US.

Projects such as oral histories and auto-ethnographies

Personal reflection journals sharing ideas, insights, feelings, and connections related to class topics such as ethnic identity, discrimination, activism, and cultural pride.

Required Outside Hours 40

Assignment Description

Engagement with assigned readings which may include primary documents, scholarly journals, oral histories, textbooks, and literature.

Required Outside Hours 28

Assignment Description

Experiential learning and analysis and presentation of such learning, which may include the following:

Attendance at conferences, lectures, exhibits and/or events related to the African American, Asian American, Chicanx, and/or Native American experience.

Preparation and engagement in student projects, exhibits, and presentations associated with the African American, Asian American, Chicanx, and/or Native American contribution to the U.S. with local community organizations and initiatives

Participation in and/or with events, activities, and student organization affiliations associated with African American, Asian American, Chicanx, and/or Native American professional organizations

Service learning or civic engagement related to or within the African American, Asian American, Chicanx, and/or Native American communities.

METHODS OF EVALUATION:

Evaluation Percent 100

Evaluation Description

Evaluation and assessment methods may include but are not limited to papers, essays, exams, research projects, weekly discussions, individual and/or group projects, presentations, creative production, and self-evaluations. Writing, research, and individual and/or group projects will include rubrics which will be used by the instructor to evaluate the assignment, and will be given to the students as part of the assignment to show what is expected. Students will be expected to show connections to social structures and processes, and will be expected to support writing, research, and arguments with evidence from both academic and community-based sources.

REPRESENTATIVE TEXTBOOKS:

Rodney Coates, Abby Ferber, David Brunsma. *The Matrix of Race: Social Construction, Intersectionality, and Inequality*. Thousand Oaks, CA: SAGE Publications, 2021.

ISBN: 9781544354972

This is a widely-used contemporary thematically-organized Ethnic Studies text.

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

Recommended Representative Textbooks:

Mae Ngai. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press, 2014.

ISBN: 0691160821

This text focuses on immigration law and race/racism, speaks to the Asian and Mexican immigrant experience, and is also widely used in Ethnic Studies courses across the country.

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

Lopez, Ian Haney. *White By Law: the legal construction of race*, 10th anniversary ed. New York University Press, 2006.

Dunbar-Ortiz, Roxanne (2015). *An Indigenous Peoples' History of the United States (ReVisioning American History)*. Boston: Beacon Press. [ISBN: 978-0807057834]

Freire, Paulo (2018). *Pedagogy of the Oppressed (4th ed.)*. (Classic Text). New York: Bloomsbury Academic. [ISBN: 978-1501314131]

Garcia, Mario T. (2014). *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice*. (Classic Text). New Haven: Yale University Press. [ISBN: 978-1469618982]

Gates, Henry Louis and Burton, Jennifer (2011). *Call and Response: Key Debates in African American Studies (2nd ed.)*. (Classic Text). New York: W.W. Norton & Company. [ISBN: 978-0-3939-7578-9]

Gates, Henry Louis and Burton, Jennifer (2011). *Call and Response: Key Debates in African American Studies (2nd ed.)*. (Classic Text). New York: W.W. Norton & Company. [ISBN: 978-0-3939-7578-9]

hooks, bell (2015). *Talking Back: Thinking Feminist Thinking Black*. (Classic Text). New York: Routledge. [ISBN: 978-1138821736]

Kendi, Ibram X. (2019). *How to be an Anti-Racist*. New York: One World. [ISBN: 978-0525509288]

Lobo, Sandra and Talbot, Steve (2018). *Native American Voices, A Reader (3rd ed.)*. New Jersey: Prentice Hall. [ISBN: 978-1138356887]

Mark, Gregory Yee (2020). *Our Stories in Our Voices*. Dubuque: Kendall Hunt. [ISBN: 978-1524923471]

Mosupyoe, Boatamo, Mark Yee, Julie Figueroa, Brian Baker (2020). *Introduction to Ethnic Studies*. Dubuque: Kendall Hunt. [ISBN: 978-0-7575-9412-0]

Rodriguez, Robyn and Diane Fujino (eds) (2022). *Contemporary Asian American Activism: Building Movements for Liberation*. Washington: University of Washington Press. [ISBN: 978-0295749808]

Recommended Representative Textbooks (Continued):

Shigematsu, Setsu and Keith L. Camacho (eds) (2010). Militarized Currents: Towards a Decolonized Future in Asia and the Pacific. Minneapolis: University of Minnesota Press. [ISBN: 978-0816665051]

Woo, David, David Yoo, Pamela Grieman, Charlene Villasenor Black, Danielle Dupuy, and Arnold Ling-

Chuang Pan (eds) (2021). Knowledge for Justice: an Ethnic Studies Reader. Los Angeles: UCLA Chicano Studies Research Center Press. [ISBN: 978-0935626704]

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: CCC000625564

Sports/Physical Education Course: N

Taxonomy of Program: 220300