

Course Outline

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

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

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

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. Define Ethnic Studies, its origins in the United States, and its evolution.
2. Analyze the development and dynamics of racialization and gendering as they have been impacted by law, science, economics, education, politics, and social justice movements.
3. Analyze specific structures, events, and processes, both oppressive and liberatory, that have formatively contributed to racial identity formation within the U.S. context.

COURSE OBJECTIVES:

1. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.
2. Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.
3. Critically discuss 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 and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
5. Apply theory to describe critical events in the histories, cultures, and intellectual traditions, lived-experiences and social struggles of African Americans, Latina/o Americans, Asian Americans and/or Native Americans with a particular emphasis on agency and group-affirmation.

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

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3 hrs: Introduction to Ethnic Studies

The socially-constructed nature of race, gender, ethnicity, and nationality

Relationships between U.S. racial formations and labor-capital relations during the 19th and early 20th centuries

The formation of Ethnic Studies during the Civil Rights Movement

6 hrs: Indigeneity and settler colonialism

Indigeneity as a political concept

Distinctions between settler colonialism and franchise colonialism

Early interactions between Indigenous peoples and European settlers in the Americas

6 hrs: Enslavement and African American resistance

Concepts of natal alienation and social death as definitive components of slavery

Slavery and the slave trade as foundational to the 19th century market revolution

Gender and sexuality within the context of chattel slavery

Cultural, political, and physical resistance to enslavement

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

Manifest Destiny as a racialized project

Relationships between the project of Manifest Destiny and the reification of normative gender and sexuality

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

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
 Naturalization Act of 1790--whiteness as a requirement of citizenship
 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
 The social ramifications of the changing legal determinations of whiteness
- 3 hrs: Scientific racism and sexual normativity
 19th century scientific racism – racial taxonomy, craniometry, comparative anatomy, etc.
 Early sexology and heteronormativity as a subfield of scientific racism
 Eugenics
 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
 Allotment and blood quantum as settler-colonial technologies
 Racialized and gendered dimensions of labor organizing in the early decades of the 20th century
 Migration, nationalism, and racism
 “Repatriation” and the militarization of the U.S.-Mexico border
- 6 hrs: Race and gender after WWII
 Sexual and labor exploitation of people of color
 Anti-black and brown educational, economic, and legal policies; racialized mass incarceration
 Racial triangulation and the model minority myth
- 6 hrs: Identity Formation
 Impact of oppression and internalized oppression on individual and group identity; othering
 Self-determination of claiming/changing ethnic/racial group identifiers
 Cultural expression through art, literature, music and theater as part of identity creation and assertion
- 6 hrs: Seeking solidarity: the politics of coalition
 Centering intersectional and relational perspectives in the analysis of racial liberation movements
 Coalition-building in contemporary social justice movements
 The continued role of Ethnic Studies
- 2 hrs: Final exam

METHODS OF INSTRUCTION:

The course may include the following: lecture, discussion, small group work on conceptual problems, field work, guest speakers, and film and video presentations.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 30

Assignment Description:

Written or Creative Assignments (e.g. response papers, reading reflections, and/or journals)

Required Outside Hours: 50

Assignment Description:

Assigned readings.

Required Outside Hours: 28

Assignment Description:

Group project, research paper, or other creative work.

METHODS OF EVALUATION:

Objective examinations

Percent of total grade: 30.00 %

Exams may include true/false, multiple choice, short answer, and essay questions.

Writing assignments

Percent of total grade: 50.00 %

May include written homework; reading reports; research and term papers, and personal essay or journals.

Skill demonstrations

Percent of total grade: 20.00 %

May include a group project, individual research project, and/or presentation.

REPRESENTATIVE TEXTBOOKS:

Rodney Coates, Abby Ferber, David Brunsma. *The Matrix of Race: Social Construction, Intersectionality, and Inequality*. Thousand Oaks, CA: SAGE Publications, 2017.

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

ISBN: 1452202699

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.

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.

ISBN: 0691160821

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

Recommended Other Texts and Materials

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

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