

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Ethnic Studies 120 – Introduction to Ethnic Studies

3 hours lecture, 3 units

Catalog Description

An interdisciplinary study of the major concepts in the study of race and racism in the United States. Centering Native American, Black American, Asian American, Latina/x/o American experiences, this course compares and relates the histories, struggles, resistances, and contributions of these groups. Major emphasis is on understanding how racial and ethnic power dynamics contribute to social inequities and how communities draw from solidarity and fight the power.

Prerequisite

None

Course Content

- 1) Introduction to Ethnic Studies
 - a. Third World Liberation Front
 1. Student strike 1968-1969 San Francisco State College
 2. UC Berkeley strike
 3. Demands including admissions, hiring of faculty, establishment of school of Ethnic Studies
 4. Student organizations on strike
 5. Conflict with administration
 6. Community organizations and organizing
 - b. Ethnic Studies as access, relevance, community
- 2) Racial formation – Omi and Winant
 - a. Race and ethnicity
 - b. Race as a social construction
 - c. Racial formation
 - d. Racism
 - e. Racialization
 - f. Structures of representation
 - g. othering
- 3) Major theories and concepts of Ethnic Studies, including and not limited to:
 - a. equity
 - b. Intersectionality
 - c. settler colonialism/colonialism
 - d. decolonization/decolonial/anticolonial
 - e. imperialism
 - f. self-determination
 - g. internalized oppression/racism
 - h. interpersonal oppression/racism
 - i. institutionalized oppression/racism
 - j. possessive investment in whiteness

- k. liberation
 - l. white supremacy
 - m. humanization/dehumanization
 - n. sovereignty
 - o. panethnicity
 - p. othering
 - q. racial innocence
 - r. cultural appropriation
 - s. antiblackness
 - t. antiracism
 - u. and more.
- 4) Ethnic and racial formations in the United States
- a. Indigeneity and settler colonialism
 1. Identify settler colonialism especially through institutional racism
 2. Role of Manifest Destiny
 3. Othering via “civilized” and “savage”
 4. Interactions between Indigenous peoples and European settlers
 5. Native American sovereignty
 - b. Chattel slavery and African American resistance
 1. Humanization/dehumanization
 2. Slavery and slave trade
 3. Abolitionist movement
 4. Segregation and Jim Crow laws
 5. Black joy
 - c. Latinx and Chicanx
 1. Conquest of the Southwest
 2. Colonization of Puerto Rico and the Caribbean
 3. The Bracero Program
 4. Cesar Chavez, Dolores Huerta, and Larry Itliong
 5. The "Dreamers"--California Dream Acts
 6. Immigration Reform 2013--Obama executive order
 - d. Asian and Asian Americans in the United States
 1. Chinese Exclusion Act
 2. Alien land acts
 3. WWII, Japanese Americans
 4. Asian American model minority myth
 5. U.S. imperialism in South-East Asia
 6. Benevolent "assimilation"
 7. Watsonville Riots
 8. Post 9/11 racialization of Asian, Arab, and Muslim Americans
 - e. Pacific Islanders and Filipinos
 1. Impacts of colonization and immigration
 2. Formation of "statehood" and "territory"
 3. Native Hawaiian sovereignty movement
 4. Impact of climate change on Marshall Islands
- 5) Intersections of social class, gender, sexuality, and ability pervade racial and ethnic identity formations in the United States including but not limited to:
- a. Race and class
 - b. Race and gender

- c. Race and sexuality
 - d. Race and religion
 - e. Race and generation
 - f. Race and immigration/nationality
 - g. Race and ability
 - h. Race and language
 - i. Race and labor/occupation
 - j. Race and mental health
 - k. Race and geography
 - l. Etc including court cases and laws that target these elements of identities
- 6) Representations in the popular press and other media and cultural expressions that capture contributions of racial and ethnic groups
- a. Portrayal of racial groups using political cartoons
 - b. Shows that critically highlight BIPOC experiences including but not limited to:
 - 1. Fresh off the Boat
 - 2. Blackish
 - 3. Modern Family
 - c. Other Entertainment
 - 1. Black Panther (the movie)
 - 2. Killers of the Flower Moon
 - 3. And more
 - d. Representations of race and gender including the hypersexualization of women of color
- 7) Culture and thought in practice, including but not limited to:
- a. Critical Race Theory
 - 1. BlackCrit
 - 2. LatCrit
 - 3. AsianCrit
 - 4. TribalCrit
 - 5. etc
 - b. Native American mascots controversy
 - c. Native American cultural practices: existence as resistance
 - d. Juneteenth
 - e. Blackness in music
 - 1. the origins of hip hop
 - 2. roots in rock and roll
 - 3. strong influences in country music
 - f. Chicano Park murals
 - g. Latine in music (Bad Bunny, Selena Gomez, Shakira, etc)
 - h. Ruby Ibarra, Bambu, and other Asian American artists
 - i. Asian American comedians (i.e. Hasan Minhaj, Ali Wong, Jokoy, etc)
 - j. Cultural appropriation
 - 1. Halloween costumes
- 8) Social movements and/or policy debates for racial justice and equity
- a. Social movements
 - 1. Abolitionist movements
 - 2. Civil Rights movements
 - 3. Black Power, Chicano, American Indian, Asian American movements
 - 4. Third World Liberation Front and Ethnic Studies
 - 5. Immigrant rights movements

6. Black Lives Matter movement
7. DREAMers and DACA
8. Climate change activists for example in the Pacific Islands
- b. Contemporary social policies/issues
 1. Mass incarceration
 2. Affirmative Action
 3. Immigration
 4. Racial profiling
 5. Racial profiling
 6. Tribal land claims
 7. Militarization
 8. Criminalization (i.e. youth in schooling)
- 9) STEM and Ethnic Studies, including but not limited to:
 - a. Eugenics
 - b. Tuskegee and Alice Ball
 - c. Forced sterilization of Black, Latina, Native American women
 - d. Racist self-driving cars
 - e. Algorithms of oppression
 - f. Medical doctor bias

Course Objectives

Students will be able to:

- 1) Examine the foundations of Ethnic Studies and connect to the structural roots of oppression.
- 2) Identify and explain concepts such as race and racism, racialization, ethnicity, equity, white supremacy, self-determination, humanization, dehumanization, liberation, decolonization, sovereignty, imperialism, othering, settler colonialism, intersectionality, and anti-racism.
- 3) Describe the historical racial and ethnic formation of between Native American/American Indian, Black American, Latinx American, and Asian American groups in the U.S.
- 4) Identify and analyze power dynamics within the intersection of race and racism with class, gender, sexuality, religion, spirituality, national origin, immigration status, generation, ability, language, , labor/occupation, mental health, geography, and more!
- 5) Examine cultural/artistic/creative/intellectual contributions of Native American/American Indian, Black American, Latinx American, and Asian American groups in the U.S.
- 6) Explain the importance of resistance in movements in the fight for liberation and social justice.
- 7) Analyze structures of oppression and how they impact communities of color.
- 8) Discuss historical and contemporary race and racism issues in STEM.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams.
- 2) Written assignments.
- 3) Research reports.
- 4) Unit projects.
- 5) Class discussions and group participation.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 1) Lecture and discussion
- 2) Group activities
- 3) Multimedia presentations
- 4) Possible guest speakers

Out-of-Class Assignments

- 1) Write a three-page paper comparing and contrasting racialized experiences of Native Americans, Black Americans, Asian Americans, and Latinx Americans.
- 2) Using at least 2 major course theories (such as colonization, decolonization, settler colonialism, white supremacy, internalized/interpersonal/institutional racism, racialization, racism or anti-racism, equity, liberation, and more), identify these in a given popular news article or media example.
- 3) Examine the way that community organizations respond to and address concepts covered in the course. This can be through field trips to organizational events, analyzing web and social media presence, interviewing workers.
- 4) Attend theater, film, or musical performances, or museums, related to one of the four groups and respond in writing how you see group beliefs (ideology), resistance, racialization, struggle, or other course concepts is presented.
- 5) Compare and contrast past social movements with the present (i.e. Black Power, Chicano, American Indian, Asian American, Black Lives Matter, DREAMers, etc) and help to show anti-racist and anti-colonial shifting of the narratives about people of color communities. Students will connect how these movements further the narratives also through structural means, and how movements, past and present, respond to social, political, economic, cultural, contexts. They will gather evidence of this comparing and contrasting and create a chart that displays this, using words, pictures, song lyrics, etc.
- 6) Present group research regarding a contemporary social issue as an event to the community. The students will present for 15 minutes each group and will be required to ask 2-3 questions to the audience to generate dialogue.
- 7) Analyze a course reading or video using analytical tools learned (i.e. identifying who has access to resources, superior/inferior and "other"/"normal," interrogating power dynamics, etc).
- 8) Journal entries
- 9) Social justice/service learning project
- 10) Group projects
- 11) Reflective essays on personal experiences, interviews, or oral histories

Texts and References

- 1) Required (representative examples):
 - a. *Introduction to Ethnic Studies*. By Kay Fischer, Mario Alberto Viveros Espinoza-Kulick, Ulysses Acevedo, Teresa Hodges, Melissa Leal, and Tamara Cheshire. Academic Senate for the California Community Colleges Open Educational Resource Initiative. 2022. CC BY-NC 4.0.
[https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_Ethnic_Studies_\(Fischer_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_Ethnic_Studies_(Fischer_et_al.))
 - b. Fong, Timothy P. *Ethnic Studies Research: Approaches and Perspectives*. Lanham, MD: Alta Mira Press, 2008.

- c. Molina, Natalia, Daniel Martinez, Ho Sang, and Ramon Gutierrez (Eds). *Relational Formations of Race: Theory, Method, and Practice*. University of California Press (2019).
 - d. *Racial formation of the United States* by Michael Omi and Howard Winant. 3rd edition. Routledge press. 2014.
- 2) Supplemental:
- a. Sleeter, Christine E. *The Academic and Social Value of Ethnic Studies: A Research Review*. National Education Association. 2011.
 - b. Takaki, Ronald T. *Why Multiculturalism Matters*. Ellensburg, WA: Central Washington University Academic Computing/[ECTV], 2002.
 - c. Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Revised Edition. Back Bay Books. 2008.

Student Learning Outcomes

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

- 1) Identify and explain concepts such as racialization, othering, decolonization, intersectionality, settler colonialism, possessive investment in whiteness, white supremacy, humanization/dehumanization, etc. as expressed in Native American Studies, African American Studies, Asian American Studies, and/or Latina, Latino, and Latinx/e American Studies.
- 2) Discuss the intersection of race as it relates to class, gender, sexuality, religion, spirituality, national origin, immigration status, generation, ability, language, labor/occupation, citizenship, age, and more, in Native American, African American, Asian American, and/or Latina, Latino, and Latinx/e American communities.
- 3) Analyze how structural issues impact experiences of Native American, African American, Asian American, and/or Latina, Latino, and Latinx/e American communities especially through institutional racism, whether in education/schooling, government/healthcare, immigration, and more.