

**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, struggle, resistance, 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) Analyzing race as a social construct and the changing definitions of race.
  - a. Developing of race as a concept between 16th and 20th century.
  - b. Changing measures used to determine race in the 18th and 19th centuries.
  - c. Race ideology in the United States from 17th to 20th centuries.
  - d. Social policies based on race in the 19th and 20th centuries, including but not limited to eugenics, immigration, and education.
- 2) Changing definition of race and ethnicity in the law and in the sciences, from colonial period to post-civil rights era in the United States.
  - a. Institutionalization of slavery.
  - b. State laws' definitions of "white," "black," and "Indian," based on criteria such as maternal lineage and blood quantum during antebellum periods of the U.S.
  - c. Citizenship and naturalization laws from 18th to 20th centuries.
  - d. Cases challenging definition of race and citizenship in the U.S.
  - e. U.S. Census racial and ethnic identification from 1790 until present.
- 3) Analyzing the impact of immigration, colonization, diaspora and the role of capitalism in the shaping of ethnic and racial formations in the United States
  - a. Indigeneity and settler colonialism
    1. Distinction between settler colonialism and franchise colonialism
    2. Interactions between Indigenous peoples and European settlers
    3. Native American sovereignty
  - b. Chattel slavery and African American resistance
    1. Impact of immigration, colonization, and diaspora
    2. Slavery and slave trade
    3. Abolitionist movement
    4. Segregation and Jim Crow laws
  - c. Latinx and Chicanx
    1. Impact of migration, immigration, and colonization
    2. Colonization of Puerto Rico and the Caribbean
    3. The Bracero Program

4. Cuban Americans before and after the Cuban Revolution
5. The "Dreamers"--California Dream Acts
6. Immigration Reform 2013--Obama executive order
- d. Asian and Asian Americans in the United States
  1. Impact of colonization, immigration, and diaspora
  2. Role of Manifest Destiny
  3. Language and citizenship status
- e. "Alien Asian" and racial exclusion
  1. Chinese Exclusion Act
  2. Alien land acts
  3. WWII, Japanese Americans and the One Drop rule
  4. Asian American model minority myth
  5. U.S. imperialism in South-East Asia
  6. Post 9/11 racialization of Asian, Arab, and Muslim Americans
- f. Pacific Islanders and Filipinos
  1. Impacts of colonization and immigration
  2. Formation of "statehood" and "territory"
  3. Native Hawaiian sovereignty movement
  4. Benevolent "assimilation"
- g. Poverty and race
  1. Historical causes of income and wealth inequality
  2. Current gaps in income and wealth
- 4) Analyzing historical roots and contemporary consequences of prejudice, discrimination, and institutional racism.
  - a. Concepts of and research on prejudice and stereotype, and labeling theory
  - b. Concepts of and research on racial ideology, racial formation, and racial identity
  - c. Idea of multiculturalism and critiques of neoliberalism
  - d. Dominance and subordination in social relations
  - e. Post-civil rights concept of racism, including structural, colorblind and modern racism
- 5) Describing and evaluating major theories of race and ethnicity, and how the intersections of social class, gender, sexuality, and ability pervade racial and ethnic identity formations in the United States including but not limited to:
  - a. Critical race theory
  - b. Intersectionality Theory including but not limited to Combahee River Collective of Black lesbian women promoting intersectionality, Gloria Anzaldua and queer Chicana women living on the borderlands of identity
  - c. Racial Formation Theory
  - d. Creation of whiteness that favors white identity over working class struggles with people of color
  - e. Class background, gender, ethnicity, and racialization in governmental systems, such as law enforcement, housing policy, and health care
- 6) Analyzing representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.
  - a. Portrayal of racial groups using political cartoons
  - b. Mainstream print media
  - c. Entertainment
  - d. Representations of race and gender including the hypersexualization of women of color
- 7) Appraising artistic and cultural representations that speak to race, ethnicity, and/or resistance in the United States.

- a. Influence of racial and ethnic groups in the arts, music, literature, and dance
- b. Representations of the othered in art, dance, literature
- 8) Identifying and evaluating 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
    - 1. Mass incarceration
    - 2. Affirmative Action
    - 3. Immigration
    - 4. Racial profiling
    - 5. Tribal land claims

### **Course Objectives**

Students will be able to:

- 1) Define and analyze 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.
- 2) Apply theory and draw from knowledge that centers Native American, Black American, Asian American, and Latinx American communities including their histories, critical events, and social struggles and their contributions such as intellectual traditions, lived-experiences, and more, to the development of U.S. society.
- 3) Describe the historical and contemporary experiences between Native American/American Indian, Black American, Latinx American, and Asian American groups in the U.S.
- 4) Identify and critically analyze the intersection of race and racism with class, gender, sexuality, religion, spirituality, national origin, immigration status, generation, ability, tribal citizenship, language, age, education status, labor/occupation, mental health, and/or geography.
- 5) Analyze structures of colonization and settler colonialism, imperialism, domination, and marginality and how Native American, Black American, Asian American, and Latinx American engage in struggle, resistance, racial and social justice, and/or solidarity in their fight for liberation;
- 6) Explain the importance of race, ethnicity, and resistance in the creation of cultural/artistic expressions and movements.
- 7) Compare and contrast the immigration experience between ethnic groups.
- 8) Explain the significance of power as a crucial variable in racial/ethnic conflict and as they relate to minority-majority group relations.

### **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) 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).
- 6) Journal entries
- 7) Social justice/service learning project
- 8) Group projects
- 9) 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).
- 2) Supplemental:
  - a. *Racial formation of the United States* by Michael Omi and Howard Winant. 3<sup>rd</sup> edition. Routledge press. 2014.
  - b. Sleeter, Christine E. *The Academic and Social Value of Ethnic Studies: A Research Review*. National Education Association. 2011.

- c. Takaki, Ronald T. Why Multiculturalism Matters. Ellensburg, WA: Central Washington University Academic Computing/[ECTV], 2002.
- d. 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) Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.
- 2) Compare and contrast important social issues facing African American, Asian American, Chicanx/Latinx American, and Native American groups.
- 3) Understand and explain the significance of the study of racial/ethnic groups in the United States.
- 4) 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.
- 5) Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.