

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 107 – HISTORY OF RACE & ETHNICITY IN THE UNITED STATES

3 hours lecture, 3 units

Catalog Description

An introduction to the historical and socio-cultural experiences of racial and ethnic groups and their roles in shaping society and culture in the United States, from pre-contact to the present. Focus will be on migration, colonization, racialization, discrimination, assimilation, social stratification, liberation movements, and the intersection of racial, ethnic, gender, sexual identities as they relate to African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans. *Also listed as ETHN 107. Not open to students with credit in ETHN 107.*

Prerequisite

None

Course Content

- 1) Introduction to terms, methodologies, conceptual models regarding ethnic and racial experiences in the U. S., including assimilation (ethnocentrism, eurocentrism, melting pot), settler colonialism, racialization, white supremacy, self-determination, anti-racism, and theories regarding racial formation and liberation
- 2) Native American cultures, religions, and societies prior to European colonization
- 3) Establishment of Spanish, British, and French colonies, white supremacy and the racialization of Africans, and the attempted assimilation and religious conversion of Native Americans
- 4) Roles, goals, and agency of African Americans and Native Americans in the Revolutionary War
- 5) African American and Native American demands for self-determination, liberation, and rights
- 6) Debates about democracy, the rights and roles of citizens, and the formation of the United States Constitution
- 7) Creation, and competing ideologies, of a constitutional government and ratification of the Constitution
- 8) Industrialization, Westward expansion, Mexican American War, slavery and the Civil War, Reconstruction and Reconstruction Amendments: Nineteenth-century experiences of Mexicans, Chinese, Irish, African Americans, and Native Americans
- 9) White Supremacy and Colonialism: "Indian Wars," the reservation system, attempted religious conversion, segregation, and the Spanish American War
- 10) Nativism, Eugenics, Whiteness, & Religious Intolerance: Late-nineteenth and early-twentieth-century immigration from Southern and Eastern Europe and Asia
- 11) U. S. Naturalization and Immigration Policies regarding People of Color in the late-nineteenth and early-twentieth centuries
- 12) Roles, agency, and cultural and political development of African Americans, Mexican Americans, and Native Americans during the early 20th century (World War I, the Harlem Renaissance, the Great Depression, Mexican Repatriation, etc.)
- 13) Roles and agency of African Americans, Asian Americans, Mexican Americans, and Native Americans during World War II
- 14) Post-war and Cold War policies and practices such as anti-communism, redlining, urban renewal, white flight and the rise of suburbia, and housing segregation; Agency and activism in response to segregation including the Lemon Grove incident, Mendez v. Westminster, and Brown v. Board of Education

- 15) The Civil Rights Movements and Vietnam: Black Power, Chicano Movement, Asian American Movement, Native American Movement, Women of Color feminist movements; self-determination, liberation, and decolonization movements
- 16) Late-twentieth and early-twenty-first century immigration and war: South Asian Americans, Mexican Americans, South and Central Americans, and Middle Eastern Americans
- 17) Contemporary issues and immigration policies

Course Objectives

Students will be able to:

- 1) Identify and analyze key historical events that led to the racialization of African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans.
- 2) Evaluate the theories of race and ethnic identity (racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism) and how these concepts have translated into social movements from both a historical and contemporary perspective.
- 3) Identify and evaluate the intersection between ethnicity and various social categories and how they affect an individual's experience and opportunity in the United States.
- 4) Compare and contrast the historical and contemporary experiences of at least four major ethnic groups in the United States (i.e. African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans).
- 5) Identify the ways in which social and political activism, agency, and resistance have transformed notions of race and ethnicity in the United States, today and in the past.
- 6) Analyze the agency and historical, cultural, and intellectual contributions made by Communities of Color
- 7) Identify and place into historical context: major conflicts, social and political movements, religion and spirituality, agency and aspirations of Communities of Color.
- 8) Discuss the Federal Constitution particularly with reference to its impact on Communities of Color.
- 9) Explain major constitutional issues, developments and interpretations as it relates to rights and citizenship.
- 10) Analyze and interpret both primary and secondary sources as part of achieving objectives 1-9.

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, exams, and writing assignments that measure students' ability to do the following:
 - a. 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.
 - b. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Communities of Color with an emphasis on agency and self-determination.
 - c. Critically discuss the intersection of race and ethnicity with other categories affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
 - d. Describe how resistance, social justice, and liberation, as experienced by Communities of Color, are connected to local, national, and international current issues.
 - e. Recognize, describe and explain the role and agency of African Americans, Asian Americans, Latinas/os/x, Middle Eastern Americans, and Native Americans in United States history.
- 2) In-class group activities and writing assignments that measure students' ability to compare/contrast, analyze, and discuss the racialization of two or more ethnic groups in United States history.
- 3) Group or individual projects or research papers that require students to analyze current issues related to inter-racial and/or inter-ethnic cooperation and/or conflict.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart Classroom

Method of Instruction

- 1) Lecture
- 2) Small and large group discussions
- 3) Individual and group projects
- 4) Multimedia presentations

Out-of-Class Assignments

- 1) Canvas enhancement shell for:
 - a. Individual and group assignments
 - b. Class discussions
 - c. Formative and summative quizzes
 - d. Individual reflections
- 2) Individual and group assignments can include:
 - a. Analysis and interpretation of chapters in assigned text
 - b. Analysis of current events
 - c. Analysis of diversity, equity, and anti-racism and its relation to course content

Texts and References

- 1) Required (representative example):
 - a. Takaki, Ronald, 2008. *A Different Mirror: A History of Multicultural America*, Back Bay Books
 - b. Dinnerstein, Leonard, et al., 2014. *Natives and Strangers: A History of Ethnic Americans*, 6th ed. Oxford UP
- 2) Supplemental:
 - a. Markus, Hazel Rose and Paula Moya, 2010. *Doing Race: 21 Essays For the 21st Century*, W.W. Norton & Company.
 - b. Mintz, Steven, 2009. *Mexican American Voices: A Documentary Reader*, 2nd ed. Wiley-Blackwell
 - c. *Blackpast.org* Primary Sources (OER), <https://www.blackpast.org/african-american-history/primary-documents-african-american-history/>
 - d. Locke, Joseph and Ben Wright, 2010. *American Yawp Reader: A Documentary Companion to the American Yawp*, Vol I & Vol II. (OER), www.americanyawp.com/reader.html
 - e. Ueda, Reed, 2015. *Crosscurrents: Atlantic and Pacific Migration in the Making of a Global America*, Oxford University Press.

Student Learning Outcomes

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

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.