

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

Prerequisite

None

Course Content

- 1) Introduction to Ethnic Studies terms, methodologies, conceptual models, including:
 - a. racialization
 - b. racial formation
 - c. settler colonialism
 - d. assimilation (ethnocentrism, eurocentrism, melting pot)
 - e. white supremacy
 - f. self-determination
 - g. decolonization
 - h. anti-racism
 - i. liberation
- 2) Native American cultures, religions, and societies prior to European colonization
- 3) Establishment of European colonies, white supremacy and the racialization of Africans, and the attempted subjugation, dispossession, 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 agency and demands for self-determination, liberation, and rights
- 6) Debates about democracy, the rights and roles of citizens, the connection between race and civil status, and the formation of the United States Constitution
- 7) Creation, and competing ideologies, of a constitutional government and ratification of the Constitution, and debates over race & representation in 3/5ths clause and the fugitive slave clause.
- 8) Nineteenth-century experiences, resistance, and agency of Mexicans, Chinese, Irish, African Americans, and Native Americans
 - a. Westward expansion, Manifest Destiny, Mexican American War, the California Gold Rush and Native American genocide,
 - b. Slavery and the Civil War, Reconstruction, and Reconstruction Amendments
 - c. Scientific racism and the construction of the Anglo Saxon racial category
- 9) White Supremacy, Empire, Colonialism, and Resistance

- a. “Indian Wars” and peace policy, the reservation system, Native American residential schools, attempted religious conversion, and Ghost Dance resistance movement
 - b. Black Codes, Jim Crow segregation, and Ida B. Wells and anti-lynching activism.
 - c. American empire in Hawaii, Queen Liliuokalani, and indigenous resistance; the Spanish American War; and the Philippine-American War, Emilio Aguinaldo, and Filipino resistance.
- 10) Whiteness, Nativism, Eugenics, & Religious Intolerance: Late-nineteenth and early-twentieth century immigration from Southern and Eastern Europe and Asia
 - 11) Race & U. S. Naturalization and Immigration Policies in the late-nineteenth and early-twentieth centuries, including Asian exclusion and the 1924 immigration act, Ozawa & Thind rulings, the creation of the U.S. Border Patrol.
 - 12) Social, cultural and political movements of African Americans, Asian Americans, Mexican Americans, and Native Americans during the early 20th century (World War I, the Harlem Renaissance, the Great Depression, Mexican Repatriation, etc.)
 - 13) Social justice and early civil rights movements of African Americans, Asian Americans, Mexican Americans, and Native Americans during World War II
 - 14) Postwar racial politics and Cold War policies
 - a. Redlining, urban renewal, white flight and the rise of suburbia, and housing segregation
 - b. State surveillance and anti-communism’s impact on civil rights organizing
 - c. Agency and activism in response to segregation including the Lemon Grove incident, Mendez v. Westminster, and Brown v. Board of Education and the connections between these legal struggles.
 - 15) The Civil Rights Movements, Cultural Nationalism, Liberation Movements, and Vietnam:
 - a. Black Power, Chicano Movement, Asian American Movement, Native American Movement, Women of Color feminist movements, Gay liberation, anti-war movements, and the connection and coalition between these movements
 - b. Self determination, and decolonization movements
 - c. Urban rebellions and the long hot summer
 - d. The student movement and the movement for Ethnic Studies
 - 16) Racialized Immigration Policing in the late-twentieth and early-twenty-first century immigration and war:
 - a. Changes in immigration: South Asian Americans, Mexican Americans, South and Central Americans, and Middle Eastern Americans
 - b. Xenophobic responses to immigration
 1. Prop 187
 2. Operation Gatekeeper
 3. Militarization of the southern border
 4. Creation of Immigration and Customs Enforcement (ICE)
 5. Islamophobia post-9/11 and racial profiling of Muslim Americans
 - c. War on Drugs and mass incarceration
 - 17) Contemporary issues and immigration policies

Course Objectives

Students will be able to:

- 1) Analyze and articulate concepts of Ethnic Studies, including racialization, racial formation, settler colonialism, assimilation (ethnocentrism, eurocentrism, melting pot), white supremacy, self-determination, decolonization, anti-racism, and liberation.
- 2) Apply theory and knowledge produced by African American, Asian American, Latina/o/x, and Native 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 discuss the intersection between of race and ethnicity, with other socially-constructed categories affected by hierarchy and oppression (e.g. class, gender, sexuality, immigration status, etc.), and how they affect one's experiences and opportunities in the United States.
- 4) Compare and contrast the experiences of African Americans, Asian Americans, Latinas/os/x, and Native Americans.
- 5) Identify and analyze key events that led to the racialization of African Americans, Asian Americans, Latinas/os/x, and Native Americans.
- 6) Identify the ways in which African American, Asian American, Latina/o/x, and Native American social and political activism, agency, and resistance have transformed notions of race and ethnicity in the United States.
- 7) Discuss the role of race, civil status, national belonging in the formation of the Federal Constitution, particularly with reference to enslaved African Americans and Native Americans
- 8) Explain major constitutional and legal issues, including Supreme Court rulings, developments and interpretations as it relates to, race, ethnicity, rights and citizenship.

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.

- 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, settler colonialism, 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, and Native Americans.
- 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 and guest speakers
- 2) Small and large group discussions

- 3) Individual and group projects
- 4) Multimedia presentations
- 5) Field trips

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
 - d. Attending campus events, talks, presentations, film screenings, and conferences.

Texts and References

- 1) Required (representative examples):
 - 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 and how they portray struggle, resistance, social justice, solidarity, and/or liberation, and how the texts engage with anti-racist issues, practices, and movements to build a diverse, just, and equitable society.
- 2) Analyze and apply theories on race and ethnic relations to historical events, current events, and to students' own lives and experiences.
- 3) Analyze how power and privilege operate in society individually and systemically, through the categories of race, ethnicity, socio-economic status, gender, sexuality, and citizenship.
- 4) Develop and support an argument or thesis statement related to the subject matter using a variety of sources.