

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

POLITICAL SCIENCE 165 – INTRODUCTION TO THE POLITICS OF RACE AND GENDER

3 hours lecture, 3 units

Catalog Description

This course is an introduction to the politics of race and gender. The course offers an overview of the identity, status, and power of Women, Native Americans, African Americans, Latina/o Americans, and Asian Americans from an intersectionality perspective. *Also listed as ETHN 165. Not open to students with credit in ETHN 165.*

Prerequisite

None

Course Content

Units that provide introductory level knowledge that includes:

- 1) Overview of race and ethnicity, gender, sexism, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
- 2) Description of critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and political struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and Asian Americans.
- 3) Exploration of 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) Description of how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current political and policy issues.
- 5) Civic engagement with anti-racist issues, practices, and movements to build a diverse, inclusive, and equitable society beyond the classroom.
- 6) Exploration of the impact of race, ethnicity, and gender on political attitudes, political behavior, political processes, political institutions, and public policy outcomes at the local, state, and/or federal level.

Course Objectives

Students will be able to:

- 1) Define race and ethnicity, gender, sexism, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
- 2) Identify critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and political struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and Asian Americans.
- 3) Summarize 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) Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current political and policy issues.
- 5) Describe civic engagement with anti-racist issues, practices, and movements to build a diverse, inclusive, and equitable society beyond the classroom.

- 6) Describe the impact of race, ethnicity, and gender on political attitudes, political behavior, political processes, political institutions, and public policy outcomes at the local, state, and/or federal level.

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) Formative or summative quizzes
- 2) Written assessments: short answers or essays
- 3) Discussion posts and replies, in-class or online
- 4) Analysis of peer-reviewed journal articles
- 5) Simulations
- 6) Projects, individual or group-based
- 7) Research papers or projects

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom
- 2) Preferred: Technology Enabled Active Learning classroom

Method of Instruction

- 1) Lecture
- 2) Small and large group discussions
- 3) Individual and group projects
- 4) Individual, small, and large-scale simulations
- 5) Guest speakers

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 inclusion and its relation to course content
 - d. Analysis of peer-review journal articles
 - e. Public policy-related project

Texts and References

- 1) Required (representative example):
 - a. Crenshaw, Kimberlé. 1991. "Mapping the margins: intersectionality, identity politics, and violence against women of color." *Stanford Law Review* 43:1241–99.
 - b. Han, Lori Cox, and Caroline Heldman. 2018. *Women, Power, and Politics: The Fight for Gender Equality in the United States*. Oxford University Press.
 - c. Hawkesworth, Mary E. 2012. *Political worlds of women: Activism, advocacy, and governance in the twenty-first century*. Boulder, CO: Westview Press.
 - d. Shaw, Todd, Louis DeSipio, Dianne Pinderhughes, and Toni-Michelle C. Travis. 2018. *Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics*. CQ Press.

2) Supplemental:

- a. Brown, Nadia E. 2014. *Sisters in the statehouse: Black women and legislative decision making*. New York: Oxford University Press.
- b. Harris, Duchess. 2019. "Black Feminist Politics from Kennedy to Trump."
- c. Nash, Jennifer C. 2018. *Black Feminism Reimagined: After Intersectionality*. Duke University Press.

Student Learning Outcomes

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

- 1) Use political science theories to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and political struggles of Native Americans, African Americans, Latina/o Americans and/or Asian Americans.
- 2) Deconstruct the intersection of race and ethnicity with other forms of difference such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
- 3) Reflect on how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current political and policy issues.
- 4) Assemble a civic engagement project that focuses on local, state, and federal public policies which promote diversity, inclusion, and equity.