

ETHN 1: INTRODUCTION TO ETHNIC STUDIES

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Not open to students with credit in ETHN 51.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 3: Arts & Humanities, Area 6: Ethnic Studies
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable
Formerly:	ETHN 51

Description

An interdisciplinary examination of major concepts and controversies in the study of racial and ethnic difference in the United States. Exploration of race and ethnicity as historical and contemporary categories of identification in the context of social inequality. Social movements and policy debates on racial equity will be analyzed.

Course Objectives

The student will be able to:

1. Analyze race as a social construct and the changing definitions of race.
2. Analyze the impact and histories of immigration, colonization, and diaspora in the shaping of ethnic and racial formations in the United States, including Native Americans, African Americans, Asian Americans and Latinx Americans.
3. Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism.
4. Describe and evaluate 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.
5. Analyze representations in the popular press and other media that influence race relations in ethnic and racial groups in American society.
6. Appraise artistic and cultural representations that speak to race and ethnicity in the United States.
7. Identify and evaluate social movements and/or policy debates for racial justice and equity.

Course Content

1. Analyze race as a social construct and the changing definitions of race

- a. Development of race as a concept between 16th and 20th century
 - i. Early taxonomies between 16th and 18th century
 - ii. Changing measures used to determine race in the 18th and 19th centuries
 - iii. Race ideology in the United States from 17th to 20th centuries
 - iv. Social policies based on race in the 19th and 20th centuries, including but not limited to eugenics, immigration, and education
- b. 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
 - i. Institutionalization of slavery
 - ii. 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.
 - iii. Citizenship and naturalization laws from 18th to 20th centuries
 - iv. Cases challenging definition of race and citizenship in the U.S.
 - v. U.S. Census racial and ethnic identification from 1790 until present
2. Analyze 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
 - i. Distinction between settler colonialism and franchise colonialism
 - ii. Interactions between Indigenous peoples and European settlers
 - iii. Native American sovereignty
 - b. Chattel slavery and African American resistance
 - i. Impact of immigration, colonization, and diaspora
 - ii. Slavery and slave trade
 - iii. Abolitionist movement
 - iv. Segregation and Jim Crow laws
 - c. Latinx and Chicanx
 - i. Impact of migration, immigration, and colonization
 - ii. Colonization of Puerto Rico and the Caribbean
 - iii. The Bracero Program
 - iv. Cuban Americans before and after the Cuban Revolution
 - v. The "Dreamers"—California Dream Acts
 - vi. Immigration Reform 2013—Obama executive order
 - d. Asian and Asian Americans in the United States
 - i. Impact of colonization, immigration, and diaspora
 - ii. Role of Manifest Destiny
 - iii. Language and citizenship status
 - iv. "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
 - e. Pacific Islanders and Filipinos

- i. Impacts of colonization and immigration
 - ii. Formation of "statehood" and "territory"
 - iii. Benevolent "assimilation"
- f. Poverty and race
 - i. Historical causes of income and wealth inequality
 - ii. Current gaps in income and wealth
- 3. Analyze 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
- 4. Describe and evaluate 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
 - a. Critical race theory
 - b. Measures of social and economic well-being
 - c. Gender, ethnicity, and racialization in the workplace
 - d. Gender, ethnicity, and racialization in the home and family relations
 - e. Class background, gender, ethnicity, and racialization in education system and in schools
 - f. Class background, gender, ethnicity, and racialization in governmental systems, such as law enforcement, housing policy, and health care
- 5. Analyze 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
- 6. Appraise artistic and cultural representations that speak to race and ethnicity in the United States
 - a. Influence of racial and ethnic groups in the arts, music, literature, and dance
 - b. Representations of the primitive in art, dance, literature
- 7. Identify and evaluate social movements and/or policy debates for racial justice and equity
 - a. Social movements
 - i. Abolitionist movements
 - ii. Civil Rights movements
 - iii. Black Power, Chicano, American Indian, Asian American movements
 - iv. Third World Liberation Front and Ethnic Studies
 - v. Immigrant rights movements
 - vi. Black Lives Matter movement
 - b. Contemporary social policies
 - i. Mass incarceration
 - ii. Affirmative Action
 - iii. Immigration

- iv. Racial profiling
- v. Tribal land claims

Lab Content

Not applicable.

Special Facilities and/or Equipment

- 1. When taught on campus, no special facility or equipment needed.
- 2. When taught via Canvas, on-going access to computer with email software and capabilities; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Critical papers
 Class presentations
 Reading journals
 Midterm examination
 Final examination
 Social justice/service learning project

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
 Viewing and analyzing various media regarding contemporary issues
 Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music
 Class discussion on relevant topics
 Writing analytical responses to course materials
 Actively engaging in social justice/service learning
 Guest speakers
 Field observation and field trips
 Collaborative learning and small group exercises
 Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations

Representative Text(s) and Other Materials

Aguirre, Jr., Adalberto, and David V. Baker. Structured Inequality in the United States: Critical Discussions on the Continuing Significance of Race, Ethnicity, and Gender. 2008.

Bakan, Abigail, and Enakshi Dua, eds.. Theorizing Anti-Racism: Linkages in Marxism and Critical Race Theory. 2014.

Grusky, David, and Szonja Szelenyi. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender. 2011.

Healey, Joseph. Diversity and Society: Race, Ethnicity, and Gender. 2011.

Keister, Lisa, and Darby Southgate. Inequality: A Contemporary Approach to Race, Class, and Gender. 2012.

Examples of support texts and readings:

Lee, Erika. The Making of Asian America: A History. 2016.

Schlund-Vials, Cathy J., K. Scott Wong, and Jason Oliver Chang. Asian America: A Primary Source Reader. 2017.

Omi, Michael, and Winant. Racial Formation in the US, 3rd ed. 2014.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
2. Viewing and analysis, including information literacy and media regarding communities and narratives
3. Attending theater, film, or musical performances, or museums, and responding in writing
4. Analytical essays on readings
5. Journal entries
6. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

Discipline(s)

Ethnic Studies