# ETHN 1: INTRODUCTION TO ETHNIC STUDIES

## Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td><strong>Effective Term:</strong></td>
<td>Summer 2022</td>
</tr>
<tr>
<td><strong>Units:</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Hours:</strong></td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td><strong>Advisory:</strong></td>
<td>Not open to students with credit in ETHN 51.</td>
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<tr>
<td><strong>Degree &amp; Credit Status:</strong></td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td><strong>Foothill GE:</strong></td>
<td>Area VI: United States Cultures &amp; Communities, Area I: Humanities</td>
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<tr>
<td><strong>Transferable:</strong></td>
<td>CSU/UC</td>
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<tr>
<td><strong>Grade Type:</strong></td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td><strong>Repeatability:</strong></td>
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<td><strong>Formerly:</strong></td>
<td>ETHN 51</td>
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## 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:

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

b. 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.

c. Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism.

d. 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.

e. Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society.

f. Appraise artistic and cultural representations that speak to race and ethnicity in the United States.

g. Identify and evaluate social movements and/or policy debates for racial justice and equity.

## Course Content

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

i. Development of race as a concept between 16th and 20th century
   1. Early taxonomies between 16th and 18th century
   2. Changing measures used to determine race in the 18th and 19th centuries
   3. Race ideology in the United States from 17th to 20th centuries
   4. Social policies based on race in the 19th and 20th centuries, including but not limited to eugenics, immigration, and education

ii. 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
   1. Institutionalization of slavery
   2. 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.
   3. Citizenship and naturalization laws from 18th to 20th centuries
   4. Cases challenging definition of race and citizenship in the U.S.
   5. U.S. Census racial and ethnic identification from 1790 until present

b. Analyze the impact of immigration, colonization, diaspora and the role of capitalism in the shaping of ethnic and racial formations in the United States

i. Indigeneity and settler colonialism
   1. Distinction between settler colonialism and franchise colonialism
   2. Interactions between Indigenous peoples and European settlers
   3. Native American sovereignty

ii. 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

iii. 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

iv. 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
   4. "Alien Asian" and racial exclusion
      a. Chinese Exclusion Act
      b. Alien land acts
      c. WWII, Japanese Americans and the One Drop rule
      d. Asian American model minority myth
      e. U.S. imperialism in South-East Asia
      f. Post 9/11 racialization of Asian, Arab, and Muslim Americans

v. Pacific Islanders and Filipinos
1. Impacts of colonization and immigration
2. Formation of "statehood" and "territory"
3. Benevolent "assimilation"

vi. Poverty and race
1. Historical causes of income and wealth inequality
2. Current gaps in income and wealth

c. Analyze historical roots and contemporary consequences of prejudice, discrimination, and institutional racism
   i. Concepts of and research on prejudice and stereotype, and labeling theory
   ii. Concepts of and research on racial ideology, racial formation, and racial identity
   iii. Idea of multiculturalism and critiques of neoliberalism
   iv. Dominance and subordination in social relations
   v. Post-civil rights concept of racism, including structural, colorblind and modern racism

d. 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
   i. Critical race theory
   ii. Measures of social and economic well-being
   iii. Gender, ethnicity, and racialization in the workplace
   iv. Gender, ethnicity, and racialization in the home and family relations
   v. Class background, gender, ethnicity, and racialization in education system and in schools
   vi. Class background, gender, ethnicity, and racialization in governmental systems, such as law enforcement, housing policy, and health care

e. Analyze representations in the popular press and other media that influence race relations in ethnic and racial groups in American society
   i. Portrayal of racial groups using political cartoons
   ii. Mainstream print media
   iii. Entertainment
   iv. Representations of race and gender

f. Appraise artistic and cultural representations that speak to race and ethnicity in the United States
   i. Influence of racial and ethnic groups in the arts, music, literature, and dance
   ii. Representations of the primitive in art, dance, literature

g. Identify and evaluate social movements and/or policy debates for racial justice and equity
   i. Social movements
      1. Abolitionist movements
      2. Civil Rights movements
      3. Black Power, Chicano, American Indian, Asian American movements
   ii. Contemporary social policies
      1. Mass incarceration
      2. Affirmative Action
      3. Immigration

4. Racial profiling
5. 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


Examples of support texts and readings:


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

a. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies

b. Viewing and analysis, including information literacy and media regarding communities and narratives

c. Attending theater, film, or musical performances, or museums, and responding in writing

d. Analytical essays on readings

e. Journal entries

f. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)

g. Group projects

h. Reflective essays on personal experiences or interviews

**Discipline(s)**

Ethnic Studies