GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

## Curriculum Committee Approval: 09/27/2022 GCCCD Governing Board Approval: 10/11/2022

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

1. Course Number Course Title Semester Units

 HIST 107 History of Race & Ethnicity in the United States 3

Semester Hours

3 hours lecture (48-54 hours); 96-108 outside-of-class hours; 144-162 total hours

1. Course Prerequisites None

Corequisite None

Recommended Preparation None

1. Catalog Description

An introduction to the social, cultural, and historical experiences of racial and ethnic groups and their roles in shaping in the United States. Focus will be on migration, colonization, racialization, racism, and discrimination, assimilation and resistance and agency, social stratification, 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.

1. Course Objectives
	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.

* 1. Identify and analyze key events that led to the racialization of African Americans, Asian Americans, Latinas/os/x, and Native Americans.
	2. Critically discuss the intersection 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 experience and opportunity in the United States.
	3. Compare and contrast the experiences of African Americans, Asian Americans, Latinas/os/x,

 and Native Americans.

* 1. 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.
	2. 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.
	3. Explain major constitutional and legal issues, including Supreme Court rulings,

 developments and interpretations as it relates to race, ethnicity, rights and citizenship.

1. Instructional Facilities

Standard classroom

1. Special Materials Required of Student

None

1. Course Content
	1. Introduction to Ethnic Studies terms, methodologies, conceptual models including:
		1. Racialization.
		2. Racial formation.
		3. Settler colonialism.
		4. Assimilation (ethnocentrism, eurocentrism, melting pot).
		5. White supremacy.
		6. Self-determination.
		7. Decolonization.
		8. Anti-racism.
		9. 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 cause.
	8. Nineteenth-century experiences, resistance, and agency of Mexicans, Chinese, African Americans, and Native Americans.
2. Westward expansion, Manifest Destiny, Mexican American War, the California Gold Rush and Native American genocide.
3. Slavery and the Civil War, reconstruction, and Reconstruction Amendments.
4. Scientific racism and the construction of the Anglo-Saxon racial categories.
	1. White Supremacy, Empire, Colonialism, and Resistance.
		1. “Indian Wars” and peace policy the reservation system, Native American Schools, attempted religious conversion, segregation, and Ghost Dance movement.
		2. Black Codes, Jim Crow segregation, and Ida B. Wells and anti-lynching activism.
		3. American empire in Hawaii, Queen Liliuokalani, and indigenous resistance; the Spanish American War; and the Philippine-American War, Emilio Aguinaldo, and Filipino resistance.
	2. Whiteness, Nativism, Eugenics, & Religious Intolerance: Late-nineteenth and early-twentieth- century immigration from Southern and Eastern Europe and Asia.
	3. 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.
	4. 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.).
	5. Social justice and early civil rights movements of African Americans,

 Asian Americans, Mexican Americans, and Native Americans during World War II.

* 1. Postwar racial politics and Cold War policies.
		1. Redlining, urban renewal, white flight and the rise of suburbia, and housing segregation.
		2. State surveillance and anti-communism’s impact on civil rights organizing, redlining, urban renewal, white flight and the rise of suburbia, and housing segregation.
		3. 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.
	2. The Civil Rights Movements, Cultural Nationalism, Liberation Movements, and Vietnam:
1. 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.
2. Self-determination, liberation, and decolonization movements.
3. Urban rebellions and the long hot summer.
4. The student movement and the movement for Ethnic Studies.
	1. Racialized Immigration Policing in the late-twentieth and early-twenty-first century immigration and war:
		1. Changes in immigration: South Asian Americans, Mexican Americans, South and Central Americans, and Middle Eastern Americans.
		2. Xenophobic responses to immigration.
		3. Prop 187.
		4. Operation Gatekeeper.
		5. Militarization of the southern border.
		6. Creation of Immigration and Customs Enforcement (ICE) Islamophobia post-9/11 and racial profiling of Muslim Americans.
		7. War on Drugs and mass incarceration.
	2. Contemporary issues and immigration policies.

8) Method of Instruction

Methods of instruction may include, but are not limited to:

* 1. Lecture and guest speakers
	2. Small and large group discussions
	3. Individual and group projects
	4. Multimedia presentations
	5. Field trips, virtual and in person
1. Methods of Evaluating Student Performance

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:
1. 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.
2. 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.
3. 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.
4. Describe how resistance, social justice, and liberation, as experienced by Communities of Color, are connected to local, national, and international current issues.
5. Recognize, describe and explain the role and agency of African Americans, Asian Americans, Latinas/os/x, and Native Americans.
	1. 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.
	2. 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.
6. Outside Class Assignments
	1. Canvas enhancement shell for:
7. Individual and group assignments requiring the analysis of how privilege operates in society in relation to BIPOC communities.
8. Class discussions about the role of racism in shaping U.S. political institutions.
9. Formative and summative quizzes on the readings and lectures to assess student understanding of issues of social justice as related to AA, AI, AAPI, and Latino/a/x groups.
10. Individual reflections on identity with reference to race, ethnicity, and gender.
	1. Individual and group assignments can include:
11. Analysis and interpretation of chapters in assigned text to demonstrate cultural competency and historical empathy in group discussions.
12. Analysis of current events such as police brutality, for profit prisons, or hate groups.
13. Analysis of diversity, equity, and anti-racism and its relation to course content in a *5-8-page paper or video*.
14. Attending campus events, talks, presentations, film screenings, and conferences on equity, diversity, and inclusion.

1. Representative Texts
	1. Representative Text(s):
2. Dinnerstein, Leonard, et al. *Natives and Strangers: A History of Ethnic Americans*. 6th ed., Oxford UP, 2009.
3. Omi, Michael, and Howard Winant. *Racial Formation in the United States*. 3rd ed., Routledge, 2014.
4. Takaki, Ronald*. A Different Mirror: A History of Multicultural America*. Back Bay Books, 2008.
	1. Supplemental texts and workbooks:
5. Blackpast.org Primary Sources (OER),

https://www.blackpast.org/african-american-history/primary-documents- african-americanhistory/ (2007-2022)

1. Locke, Joseph and Ben Wright. *American Yawp Reader: A Documentary Companion to the American Yawp, Vol I & Vol II*. (OER), [www.americanyawp.com/reader.html](http://www.americanyawp.com/reader.html), 2010.
2. Markus, Hazel Rose, and Paula Moya*. Doing Race: 21 Essays For the 21st Century.* W.W. Norton & Company, 2010.
3. Mintz, Steven*. Mexican American Voices: A Documentary Reader*. 2nd ed., Wiley-Blackwell, 2009.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

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.