

# All Fields Report

Basic Course Information	
College	Cañada College
Discipline	ETHN-Ethnic Studies
Course Number	108
Full Course Title	Rethinking Race, Gender, and Nation
Catalog Course Description	This course introduces students to the theoretical, methodological, and substantive foundations of Ethnic Studies. Through a re-examination of U.S. history, students develop an understanding of the relationships between racial formation and the production of social and economic inequality. Readings focus on the interrelated processes of settler-colonial land expropriation, chattel slavery, multiple forms of migration, overseas imperial expansion, inter- and intra-national circulations of economic value, and the historical development of the U.S. settler legal regime. Particular attention is given to the ways in which race and ethnicity have been historically co-constituted with other socially-constructed identities, such as gender, sexuality, class, and citizenship.
Class Schedule Course Description	This course introduces students to the theoretical, methodological, and substantive foundations of Ethnic Studies. Through a re-examination of U.S. history, students develop an understanding of the relationships between racial formation and the production of social and economic inequality. Particular attention is given to the ways in which race and ethnicity have been historically co-constituted with other socially-constructed identities, such as gender, sexuality, class, and citizenship.
Proposal Information	
Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	01/22/2021
Deadline for submission to Dean's Queue:	12/17/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	12/29/2020
Proposal Origination Date:	12/04/2020
Justification For Board Report OR Curriculum Inventory update:	<p>1. <b>For NEW Courses:</b> Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. <b>For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations):</b> Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>This course is being added to the curriculum in response to California Assembly Bill 1460 (AB 1460). It is being articulated for Ethnic Studies, Area F, and it is a core requirement of the newly created AA Degree in Ethnic Studies.</p>
Honors Course	No
Open Entry/Open Exit	No 0

### Equivalent Courses

<b>Will this course replace an existing course in the catalog, or an experimental course?</b>	No
<b>If yes, identify and explain.</b>	
<b>Similar Courses</b>	
<b>Is there a similar or equivalent course in SMCCCD?</b>	Yes
<b>Added Similar Courses</b>	ETHN 108 (College of San Mateo)

### Units/Hours

<b>Unit Types</b>	Fixed			
<b>Units</b>	Min: 3.00			
<b>Variable Range</b>	Range (or)			
<b>Hours</b>				
<b>Please enter hours as per term values</b>				
<b>Method</b>	<b>Min Hours</b>	<b>Max Hours</b>	<b>Min Faculty Load</b>	<b>Min Units</b>
Lecture	48.00	54.00	3.00	3.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	96.00	108.00	0.00	0.00
<b>Other Hours</b>				
<b>Course Details</b>				
<b>Repeatable for Credit</b>	No			
<b>Grading Methods</b>	Letter Grade Only			
<b>Audit</b>	Yes			

### Materials Fee

<b>Fee Required?</b>	No
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### Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino 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 analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

### Course Objectives

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

1. Explain racialization and gendering as social processes that take place across a range of material and discursive sites, including the law, science, popular culture, labor-capital relations, etc.
2. Discuss specific structures, events, and processes that have formatively contributed to racial formation within the U.S. context.
3. Deconstruct and historicize hegemonic concepts such as the nation-state, borders, and citizenship, in ways that reveal the racialized, gendered, and sexualized processes whereby these categories have been invented and enforced.

### Course Lecture Content

1. Introduction to Ethnic Studies terminology – reconsidering naturalized constructions
  1. The socially-constructed nature of race, gender, ethnicity, and nationality
  2. Relationships between U.S. racial formations and labor-capital relations during the long 19<sup>th</sup> century
2. Indigeneity and settler colonialism
  1. Indigeneity as a political concept, compatible with but not dependent upon notions of autochthony
  2. Distinctions between settler colonialism and franchise colonialism
  3. Early interactions between Indigenous peoples and European settlers in the Americas
3. Chattel slavery and African American resistance
  1. Slavery is not a metaphor (but was used as one by the slave-holding founders of the U.S. settler state)
  2. Orlando Patterson's classic concepts of natal alienation and social death as definitive components of slavery
  3. Slavery and the slave trade as foundational to the 19<sup>th</sup> century market revolution
  4. Gender and sexuality within the context of chattel slavery
  5. Native peoples as both victims and perpetrators of 19<sup>th</sup> century chattel slavery
4. Race and gender on the frontier: Manifest destiny and manifest domesticity
  1. Manifest Destiny as an always-already racialized project
  2. Relationships between the project of Manifest Destiny and the reification of normative gender and sexuality
  3. Changing constructions of race and gender during the period of westward expansion, the Anglo expropriation of Mexican land, and the aftermath of the Treaty of Guadalupe-Hidalgo
  4. Ideologies of gender and sexuality within the construction of the "Chinese problem"
5. Adjudicating whiteness: the racial prerequisite cases
  1. Relationship between the law and popular discourse within processes of racial formation
  2. Studying the racial prerequisite cases – *Ozawa*, *Thind*, *In re Ah Yup*, etc.
  3. "Asian" as a category invented in U.S. law
6. Scientific racism and sexual normativity
  1. 19<sup>th</sup> century scientific racism – racial taxonomy, craniometry, comparative anatomy, etc.
  2. Early sexology as a subfield of scientific racism
  3. Eugenics
  4. Role of scientific racism in U.S. immigration law – e.g. in the Immigration Act of 1924 (Johnson-Reed Act)
7. U.S. empire overseas: the insular cases and non/citizenship at the turn of the century
  1. Race, gender, and differential citizenship as they relate to the acquisition of insular territories in 1898
  2. Establishment of colonial relationships that persist into the present (e.g. Guam, Puerto Rico)
8. Land, labor, and citizenship after the frontier
  1. Allotment and blood quantum as settler-colonial technologies
  2. Racialized and gendered dimensions of labor organizing in the early decades of the 20<sup>th</sup> century
  3. "Repatriation" and the militarization of the U.S.-Mexico border
9. Racial triangulation and the model minority myth

- 1. Race and gender after WWII: The more things change, the more they stay the same.
- 2. Origins and effects of the "model minority" myth
- 10. Seeking solidarity: the politics of coalition
  - 1. Centering intersectional and relational perspectives in the analysis of racial liberation movements
  - 2. Promises and pitfalls of coalition-building in contemporary social movements

**Course Lab Content**

**TBA Hours Content**

**Frequently Recommended Preparation**

<b>Frequently Recommended</b>	<p>Eligibility for ENGL 100.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>1. Use complex sentences as well as correct punctuation and mechanical conventions.</li> <li>2. Demonstrate basic knowledge of essay requirements.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>1. Read material at the 11th grade level applying literal and inferential comprehension skills.</li> <li>2. Determine word meanings of vocabulary used in material at this level.</li> </ul>
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**Justification for Frequently Recommended Preparation**

**Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)**

Students in ETHN 100A will be required to read and comprehend a significant volume of scholarly work every week, and will need to be able to demonstrate their comprehension of this material through a series of formally-written essays. Allowing students to take this course without adequate preparation in college-level English would be a disservice to the students.

**Other Recommended Preparation**

*You have no defined requisites.*

**Prerequisites/Corequisites**

*You have no defined requisites.*

**Content Review**

*You have not defined content review.*

## Mode of Delivery

### Modes of Delivery

Online  
Hybrid  
Lecture

## Representative Instructional Methods

### Methods

Lecture  
Critique  
Discussion  
Guest Speakers

### Other Methods

## Representative Assignments

### Writing Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Research Paper (5-10 pages), 1 semester
- Take-home essays (5-10 pages), 1-3/semester
- Analytical paper (2-5 pages), 1-2/semester
- Full-sentence outline/speech plan for oral presentations (1-2 pages)
- Critical self-identity analysis (3-5 pages), 1/semester

### Reading Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Assigned text readings (30-100 pages/week)
- Current Event Readings (2-5 pages/week)
- Scholarly Journal articles (10-20 pages/semester)
- Links on District-approved LMS (10-20 pages/semester)

### Other Outside Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Conduct appropriate research for essays and/or oral presentations
- Conduct analysis of primary sources

- Apply critical thinking and analysis skills

**To be Arranged Assignments**  
 (List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable.

### Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

**Methods**

- Class Participation
- Class Work
- Exams/Tests
- Homework
- Oral Presentation
- Papers
- Quizzes
- Written examination

### Representative Texts

Textbooks such as the following are appropriate:

**Formatting Style**

MLA

**Textbooks**

1. Burgett, Bruce, and Glenn Hendler, Eds.. *Keywords for American Cultural Studies*, 2nd ed. New York University Press, 2014
2. Lopez, Ian Haney. *White By Law: the legal construction of race*, 10th anniversary ed. New York University Press, 2006
3. Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America*, ed. Princeton University Press, 2004
4. Appiah. *Kwame Anthony*, 1st ed. New York: Liveright, 2019

**Manuals**

*You have no manuals defined.*

**Periodicals**

*You have no periodicals defined.*

**Software**

*You have no software defined.*

**Other**

*You have no other defined.*

**Degree/Certificate Applicability**

<b>Designation</b>	Degree Credit
<b>Proposed For</b>	AA/AS Degree
<b>Course Designation Text</b>	Are there degrees/certificates to which this course applies? Ethnic Studies AA Degree

**General Education/Degree/Transfer Course**

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By Jose Pena

**CSU GE Area D: SOCIAL SCIENCES**

DSI - Social Institutions *Pending*

**CSU GE Area F: ETHNIC STUDIES**

Ethnic Studies *Pending*

**CSU Transfer Course**

Transfers to CSU *Approved*

**Cañada GE Area D: SOCIAL SCIENCES**

Social Institutions: *Pending*

**Cañada GE Area F: ETHNIC STUDIES**

Ethnic Studies *Pending*

**IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES**

Social and Behavioral Sciences *Pending*

**UC Transfer Course**

Transfers to UC *Pending*

**Course Distance Education**

<b>Distance Ed Supplement</b>	New distance education supplement
<b>Distance Education</b>	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have received training through STOT I , STOT II, @One and Cañada's QOLT (Quality Online Training) or equivalent.
<b>Method of Distance Education</b>	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
<b>Online Method Limitations</b>	
<b>Other Methods</b>	
<b>Course Content and Methodology</b>	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient.

	<p>The preparation and training of faculty are sufficient.                  Regular personal contact between students and instructor is sufficient.                  Methods of student evaluation are designed to maintain examination security.                  Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.</p>
<p><b>Instructional Methodologies (How will you deliver the course content?):</b></p>	<p>Announcements/Bulletin Boards                  Chat Rooms                  E-mail                  Electronic Forum                  One-Way Video Conferencing (One-way interactive video and two-way interactive audio)                  Online Presentations                  Resource Links</p>
<p><b>Representative Courseware/Textbooks Materials:</b></p>	
<p><b>Methods of Evaluation of Student Performance:</b></p>	<p>a) Research Paper or Project b) Exam - essay and/or short answer questions c) Online quizzes and exams d) Weekly homework submitted electronically e) Regularly scheduled discussions of class material and current events f) Live Sessions/Conferences for exam review and reading review.</p>
<p><b>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</b></p>	<p>1. Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed with Accessibility Check options in Microsoft Office 7. Course is evaluated using the OEI Rubric (Online Education Initiative) 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)</p>

<p><b>Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."</b></p>	
<b>Announcements/Bulletin Boards</b>	- Weekly
<b>Chat Rooms</b>	- Periodically
<b>Discussion Boards</b>	- Weekly
<b>Email Communication</b>	- Daily (with a frequency of 24-48 hours)
<b>Office hours</b>	- Weekly
<b>Scheduled Face-to-Face Meetings</b>	- As needed
<b>Telephone</b>	- Regularly
<b>Study and/or Review Sessions</b>	- Regularly

<p><b>Resources Needed</b></p>	
<p><b>Adequate Library Resources</b></p>	<p>Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course                  Please Specify:                  Rudolph Lapp Library has sufficient resources.</p>
<p><b>Affected Resources</b></p>	<p>Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.</p> <p>None of the above</p>
<p><b>Explain what effect the areas you have checked will have upon this college:</b></p>	



### Comparable Transfer Course Information

<b>Are there comparable courses?</b>	Yes
<b>Edit/Del</b>	<b>College Info</b>
	UC UC San Diego 2017-19 Introduction to Ethnic Studies: Land and Labor ETHN 1 This course examines key historical events and debates in the field that center around land and labor, including disputes about territory and natural resources, slavery and other forms of unfree labor, labor migration and recruitment, and US and transnational borders.

### Minimum Qualification

No Minimum Qualifications For this Course

### CB Codes

<b>CB03 TOP Code</b>	2203.00 - Ethnic Studies
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	A = Transferable to both UC and CSU
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.
<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

### Codes/Dates

### Entry of Special Dates

<b>Instruction Office Review</b>	01/22/2021
<b>Last Outline Revision</b>	
<b>Content Review</b>	
<b>CC Approval</b>	01/22/2021
<b>DE Approval</b>	01/22/2021
<b>Effective Term</b>	Term: Fall Year: 2021

### Web Catalog

<b>Course Family</b>	
<b>Web Catalog</b>	<input type="checkbox"/> Exclude from Web Catalog

### Instructional Services

<b>Implementation Date</b>	
<b>Originator</b>	Lezlee Ware
<b>Origination Date</b>	12/04/2020
<b>Proposal Type</b>	Cañada New Course
<b>C-ID Numbers</b>	
<b>CB00 State ID</b>	
<b>CB03 TOP Code</b>	2203.00 - Ethnic Studies
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	A = Transferable to both UC and CSU
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.
<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB10 Course COOP Work Exp-ED</b>	N = Not part of Coop Work Exp
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB13-Special Class Status</b>	N - Not Special
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB22 Non Credit Course Category</b>	Y - Not Applicable
<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB24-Program Course Status</b>	1 = Program Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

### Web Catalog Metadata