

Lassen Community College Course Outline

ES-1 Introduction to Ethnic Studies

3.0 Units

I. Catalog Description

A survey course designed to promote academic and professional knowledge of, and sensitivity to, historical and cultural developments important to understanding ethnic groups and their experiences in the United States. Students examine the specific historical and contemporary legacies of race, class, prejudice, diversity, and immigration. The course introduces topics such as multiculturalism, ethnocentrism, cultural relativism, and migration.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to both UC/CSU General Education Area: B CSU GE Area: D3

IGETC GE Area: 4C

51 Hours Lecture, 102 homework Hours, 153 Total Student Learning Hours

Scheduled: Fall, Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass Credit

Type: Credit - Degree Applicable

TOP Code: 220300

III. Course Objectives

1. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

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 analyzed in any one or more of the following: 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 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, language policies.

2. Course Objectives

Upon completion of this course the student will be able to:

1. Critique institutional systems of power including government, labor, education, and family.
2. Understand the impact of historic and modern economic systems upon the work and lives of people of color.
3. Examine causes and responses to immigration and the politics of assimilation and identity for immigrant people.
4. Explore the impact of gender socialization and family functioning upon ethnic people in the United States.
5. Analyze the cause, effect, and experience of marginalization, discrimination, and exclusion against communities of color.
6. Critique popular mass media misconceptions of historically underrepresented groups.
7. Assess the role of sexuality and sexual choice in the lives of people of color.
8. Examine the impact of culture and country of origin on the lived experiences America's immigrant populations.
9. Examine the multiple forms and ideologies of resistance to oppression by people of color in this nation and abroad.
10. Evaluate current strengths and challenges facing the achievement of emancipation for women of color.
11. Explore strategies of unity and mutual respect across socially constructed conceptions of race, class, sexuality, and nation.
12. Explore the origins of the discipline of Ethnic Studies and its significance to communities of color and change in the United States.
13. Students will effectively express and exchange ideas through various modes of communication.

IV. Course Content

1. General Introduction to the History of Ethnic Minority Groups
 - a. Race, Ethnicity, Color, Class
2. Immigration and Settlement: American Diversity
 - a. Intersections of Race, Class, and Gender
 - b. Immigration 1700-1900
 - c. Twentieth Century Immigration
3. Ethnic Identity, Formation, and Functional Roles
 - a. Identity and Immigration
 - b. Politics of Race in the United States
4. Concepts of Racism, Prejudice, and Discrimination
 - a. 19th Century Theories on Prejudice and Discrimination
 - b. 20th Century Theories of Racism, Prejudice, Discrimination
5. The Native American Experience

- a. Cultural Clashes: Native-Americans and Europeans
 - b. Race, Expansion, and the Industrialization of the West
6. The African American Experience
 - a. United States Economic Development and Race Based Slavery
 - b. From Civil War to Civil Rights
 7. Assimilation, Migration, Class
 - a. Migration and Cultural Assimilation in the Age of Industrialization
 8. The Asian American Experience
 - a. 19th Century Asian Migration
 - b. Asia and the Consequences of United States Imperialism
 9. The European Immigrant Experience
 - a. Pre-American Revolution European Migration
 - b. Industrialization and Immigration 1870-1920
 10. The Experiences of Women of Color
 - a. Intersections of Ethnicity and Gender
 - b. Feminism and the Women's Movement
 11. Race, Gender, and Ethnicity in the United States
 - a. Social Darwinism 1870-1920
 - b. Imperialism, Annexation, and Racial Politics in the 20th Century
 12. Consequences of Prejudice and Discrimination/Institutionalized Racism
 - a. Legal Challenges to Discriminatory Legislation
 - b. Ethnicity and Electoral Politics
 13. Dominant Group Responses
 - a. Whiteness, Normality, and Privilege in American History
 - b. American Criminal Justice and Ethnicity
 14. Race and Gender in the Global Context
 - a. The Development of the Third World
 - b. Ethnicity in a Globalized World: Culture, Class, and Mobility
 15. 20th Century Immigration and Changing Perspectives on Race and Ethnicity
 - a. Challenges to America's Changing Ethnic Landscape

V. Assignments

1. Appropriate Readings

Standard college level texts will be the primary source of course readings. Additionally, selected readings and materials may be selected

from the following sources, or other related supplemental readings:

My Slipper Floated Away: New American Memoirs by Justine Hope Blau (Editor) © 2020 Nabeela Van. This is an open access work distributed under the terms of the Creative Commons Attribution.

Taking Sides: Clashing Views in Race and Ethnicity, (2020)
Raymond D'Angelo; ISBN: 1260497666 9781260497663

Racism Without Racists: Color Blind Racism and the Persistence of Racial Inequality in America, (2022) ISBN: 9781538151426 1538151421
E. Bonilla Silva

2. Writing Assignments

These will include mixed format essays and exams, and at least one term paper, on a topic of interest germane to the course content.

Example #1

Written critique(s) of article(s) exploring cultural and institutional factors involved in race and ethnic relations.

Example #2

Written research paper about the experience of specific ethnic groups that have been marginalized that explores factors such as immigration trends, cultural practices, and discrimination.

Example #3

Essay contrasting 19th Century and 20th Century American concepts of racism, prejudice and discrimination. Students will be evaluated on the extent of information provided, critical thinking and understanding of the issues.

Example #4

Research paper examining the nature of institutionalized racism in the United States in the 20th and 21st centuries. Students will be evaluated on the basis of information literacy and critical thinking.

3. Expected Outside Assignments

Supplemental readings.

4. Specific Assignments that Demonstrate Critical Thinking

Race and minority relations have been major issues in the development of American society and thought. This course causes students to contemporary issues relative to race, ethnicity, and culture. Students will explore the problems of assimilation, prejudice, and discrimination in a culturally plural society and examine DEI (Diversity, Equity and Inclusion) and anti-racism efforts.

VI. Methods of Evaluation

1. Traditional Classroom Instruction

Students must demonstrate mastery of content through evaluations using a mixed format. Students will be evaluated on:

1. Mixed format examinations
2. Objective multiple choice and matching
3. Essay
4. Writing critiques or discussion responses

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous discussions (chat/forum), online quizzes and exams, postings to online website, and email communications.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum /Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery
 Hybrid Delivery Online Delivery

Instruction

Lecture: this course will consist of lectures, student presentations, class discussions, media presentations, and research papers.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Online Delivery

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

VIII. Representative Texts and Supplies

Schaefer, Richard T., *Racial and Ethnic Groups*, 15th edition, 2019, Pearson

Publishing, ISBN 9780135193280.

IX. Discipline/s Assignment

Ethnic Studies, Sociology, Anthropology

X. Course Status

Current Status: Active

Original Approval Date: 3/27/1990

Revised By: Lisa Gardiner

Curriculum/Academic Standards Committee Revision Date: 05/17/2022