

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ETHN 108    **TITLE:** Rethinking Race, Gender, and Nation    **C-ID:** SJS 110  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only

2. **COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E1b. Ethnic Studies

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

CSU GE Area F: ETHNIC STUDIES: Ethnic Studies

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**

**Catalog Description:**

This course introduces students to the theoretical, methodological, and substantive foundations of Ethnic Studies. Through a re-examination of U.S. history, students will develop an understanding of the relationships between racial formation and the production of social and economic inequality. Readings will 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. We will pay particular attention 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.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

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

1. Define ethnic studies and explain the context of its origins in the United States.
2. Identify and utilize the major theoretical and methodological frameworks of comparative-relational ethnic studies.
3. Discuss the development and dynamics of racialization and gendering as they have been impacted by law, science, labor-capital relations, and other social processes.
4. 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.
5. 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.
6. 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.
7. 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.

5. **SPECIFIC INSTRUCTIONAL 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.
4. 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.
5. 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.
6. 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.
7. 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.

## 6. COURSE CONTENT:

### Lecture Content:

1. Introduction to Ethnic Studies terminology – reconsidering naturalized constructions
  - A. The socially-constructed nature of race, gender, ethnicity, and nationality
  - B. Relationships between U.S. racial formations and labor-capital relations during the long 19<sup>th</sup> century
2. Indigeneity and settler colonialism
  - A. Indigeneity as a political concept, compatible with but not dependent upon notions of autochthony
  - B. Distinctions between settler colonialism and franchise colonialism
  - C. Early interactions between Indigenous peoples and European settlers in the Americas
3. Chattel slavery and African American resistance
  - A. Slavery is not a metaphor (but was used as one by the slave-holding founders of the U.S. settler state)
  - B. Orlando Patterson’s classic concepts of natal alienation and social death as definitive components of slavery
  - C. Slavery and the slave trade as foundational to the 19<sup>th</sup> century market revolution
  - D. Gender and sexuality within the context of chattel slavery
  - E. 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
  - A. Manifest Destiny as an always-already racialized project
  - B. Relationships between the project of Manifest Destiny and the reification of normative gender and sexuality
  - C. 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
  - D. Ideologies of gender and sexuality within the construction of the “Chinese problem”
5. Adjudicating whiteness: the racial prerequisite cases
  - A. Relationship between the law and popular discourse within processes of racial formation
  - B. Studying the racial prerequisite cases – *Ozawa*, *Thind*, *In re Ah Yup*, etc.
  - C. “Asian” as a category invented in U.S. law
6. Scientific racism and sexual normativity
  - A. 19<sup>th</sup> century scientific racism – racial taxonomy, craniometry, comparative anatomy, etc.
  - B. Early sexology as a subfield of scientific racism
  - C. Eugenics
  - D. 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
  - A. Race, gender, and differential citizenship as they relate to the acquisition of insular territories in 1898
  - B. Establishment of colonial relationships that persist into the present (e.g. Guam, Puerto Rico)
8. Land, labor, and citizenship after the frontier

- A. Allotment and blood quantum as settler-colonial technologies
- B. Racialized and gendered dimensions of labor organizing in the early decades of the 20<sup>th</sup> century
- C. “Repatriation” and the militarization of the U.S.-Mexico border
- 9. Racial triangulation and the model minority myth
  - A. Race and gender after WWII: The more things change, the more they stay the same.
  - B. Origins and effects of the “model minority” myth
- 10. Seeking solidarity: the politics of coalition
  - A. Centering intersectional and relational perspectives in the analysis of racial liberation movements
  - B. Promises and pitfalls of coalition-building in contemporary social movements

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

Students will complete written assignments in which they analyze, synthesize, and critique readings and other course materials.

**Reading Assignments:**

Weekly readings from peer-reviewed Ethnic Studies texts, along with selections of Ethnic American and transnational fiction, poetry, memoirs, etc.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Homework
- E. Oral Presentation
- F. Papers
- G. Quizzes
- H. Written examination

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Burgett, Bruce, and Glenn Hendler, Eds.. *Keywords for American Cultural Studies*, 2nd ed. New York University Press, 2014
- B. Lopez, Ian Haney. *White By Law: the legal construction of race*, 10th anniversary ed. New York University Press, 2006
- C. Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America*, ed. Princeton University Press, 2004

**Origination Date:** December 2020

**Curriculum Committee Approval Date:** December 2020

**Effective Term:** Fall 2021

**Course Originator:** Malathi Iyengar