

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

**1. COURSE ID:** ETHN 109    **TITLE:** Borders and Crossings

**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

**Recommended Preparation:**

Eligibility for ENGL 100, or Eligibility for ENGL 105

**2. COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

**CSU GE:**

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

**IGETC:**

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

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

Part of a two-course introduction to Ethnic Studies, this course examines how U.S. processes of racial formation and gendering are related to multiple transnational circulations – circulations of commodities, bodies, labor, capital, knowledge, and culture. We interrogate the material and ideological work of borders – particularly nation-state borders, but also the borders and boundaries of racial and ethnic categories, gendered and sexualized identities, languages, forms of labor, and disciplinary categories of knowledge. We also explore the many ways in which such borders are variously resisted, contested, transgressed, transcended, and transformed over time.

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

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

1. Explain how social constructions such as race and gender change as people move across national borders.
2. Explain how racialized categories of difference have been historically co-constructed with borders and citizenship.
3. Discuss some of the complex and nuanced ways in which people's lives are both constrained by borders and transcend them.
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 analyzed in ethnic 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 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, language policies.
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to help build a just and equitable society.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Explain how social constructions such as race and gender change as people move across national borders.
2. Explain how racialized categories of difference have been historically co-constructed with borders and

citizenship.

3. Discuss some of the complex and nuanced ways in which people's lives are both constrained by borders and transcend them.

## 6. COURSE CONTENT:

### Lecture Content:

1. Transnational social and political movements
  - Colored cosmopolitanism -- 1900-1950
  - Black Power beyond borders -- the Polynesian Panthers, Dalit Panthers, etc.
2. The U.S.-Mexico Border, then and now
  - creation of the Border Patrol in 1924
  - racialization and the deportation of U.S. citizens -- 1930 "repatriations"; 1954 Operation Wetback
3. Flexible Citizenship
  - Aihwa Ong's theory of flexible citizenship as it relates to special economic zones, collection of multiple passports, etc.
  - Multiple theories of citizenship -- formal vs. substantive citizenship, etc.
4. New transnational flows of capital and labor
  - Transnational gestational surrogacy (and its relationship to racialized colonialism)
  - Transnational organ trade (within a neocolonial context)
  - Transnational care work
5. The Cold War in Oceania
  - Oceania as remote in the U.S. imagination but central to U.S. Cold War policy
  - Nuclear testing in Micronesia, etc.
6. Critical Refugee Studies
  - The U.S. state as both a producer and recipient of refugees
  - The ideological role of the figure of the refugee in U.S. society
7. Transnational indigenous movements
  - Connections and cooperation between Native American communities and other indigenous communities worldwide
8. Sexuality and borders
  - sexual assault at the U.S.-Mexico border
  - gendered and sexualized categories of identity as changing with the crossing of borders
9. Comparative Border Studies
  - U.S.-Mexico border and the Israeli apartheid wall
10. Afropoliticism
  - Elite African immigrants as the "new model minority"

## 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. Exams/Tests
- C. Field Trips
- D. Group Projects
- E. Papers
- F. Portfolios
- G. Quizzes
- H. Written examination

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

Possible textbooks include:

- A. Slate, Nico (Ed.). *Black Power Beyond Borders: The Global Dimensions of the Black Power Movement*, ed. Palgrave Macmillan, 2012
- B. Horne, G.. *Facing the Rising Sun: African Americans, Japan, and the Rise of Afro-Asian Solidarity*, ed. NYU Press, 2018
- C. Ohg, Aihwa, and Ananya Roy. *Worlding Cities, Asian Experiments and the Art of Being Global*, ed. Routledge, 2011
- D. Pierrette Hondagneu-Sotelo. *Paradise Transplanted: Migration and the Making of California Gardens*, ed. University of California Press, 2014

**Origination Date:** December 2020

**Curriculum Committee Approval Date:** December 2020

**Effective Term:** Fall 2021

**Course Originator:** Malathi Iyengar