

ETST 101 - Introduction to Ethnic Studies

Office:
Office hrs:
Office Ph:
E-mail:

Course Description & Format

Through an interdisciplinary approach this course introduces students to the field of Ethnic Studies, focusing on the historical and contemporary experiences of people of color, and systems of oppression foregrounding race/ethnicity. In addition, students will be introduced to the activism of those groups in the struggle for social justice. Informed by multiple disciplines, students will learn concepts and methods used in the study of race and ethnic relations in the United States. This course provides students with a better understanding of U.S. society through an examination of contemporary social issues from multiple perspectives and how historical, social, political, and structural forces impact and are impacted by conceptions of race, racism and ethnicity that lead to the inequalities across racial groups.

Course Expectations

This course is designed to introduce students to the various stories and concerns of racially marginalized peoples in the United States and to understand historical, social, cultural, economic, and legal forces that impinge on everyday life. Although we all live our lives to the best of our individual abilities, we also have social histories and structures that burden our lives. And in the case of the U.S. history, people of color have shouldered most of this burden for U.S. society. In order to engage in these topics, I expect you to come prepared with the readings completed. This will allow us to come to understand different experiences and histories from a shared educational background. From this background, we can explore our differences and similarities.

Student Learning Objectives

Upon successful completion of the course, students will:

- #1: **List** terminology specific to the study of race and racism.
 - *Demonstrated via contributions to in-class discussions & reading responses for Section 1 – Notions of Race*
- #2: Comprehend the historical construction of race and systems of oppressions related to race.
 - *Demonstrated via contributions to in-class discussions & reading quizzes via Section 2 – Land, History, and Migration*
- #3: Utilize ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.
 - *Demonstrated in “Article Review – Popular Press” assignment*
- #4: Identify forces that create and sustain inequality of people of color.
 - *Demonstrated via Section 2 – Land, History, and Migration & Section 3 – Cultural Oppression/Cultural Resistance*
- #5: **State** how communities of color navigate racism and struggle for liberation.

- *Demonstrated via Section 4 - Activism*

Program SLO's & Student Learning Outcomes

Upon successful completion of the course, students will have demonstrated five program student learning outcomes:

- PSLO #1: Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.
 - *Demonstrated in two ways: 1) reading quizzes and 2) exams*
- PSLO #2: Evaluate social constructions of race in a domestic and/or international context.
 - *Demonstrated in two ways: 1) class discussion of assigned readings and 2) reading quizzes or responses*
- PSLO #3: Demonstrate understanding of historical racial-ethnic conflicts and the strategies used by members of diverse racial, ethnic, or national groups to secure justice.
 - *Addressed in Section 4: Activism. Demonstrated in Scholarly Article Review*
- PSLO #4: Discuss the production of and responses to social inequities and forms of discrimination experienced by racial and ethnic groups.
 - *Addressed in Section 3 & 4. Demonstrated in Popular Press Article Review*
- PSLO #5: Describe ways representations and cultural practices are means to construct or sustain cultural identities.
 - *Addressed in Section 3. Demonstrated in discussions following film screenings.*

Required Texts

Gallagher, C.A. (2012) *Rethinking the Color Line: Readings in Race and Ethnicity*. 5th Edition. McGraw Hill.

Assignments

More detailed assignments are posted to Cougar Courses in "Assignments" folder

5% - Racial Biography (2-3 pages) – Write a 2-3 self-reflective paper that answers this question: When did you first recognize "race?" Explore this question from your own perspective, recalling what was the context it came up, who or what taught you about race, and how this has changed or stayed the same.

10% Engagement – Covers activities on in class, such as in-class writing assignments, quizzes, dialogues, etc. Participation assignments allow students to demonstrate acquired skills, contribute to class discussions, and reflect comprehension of course material.

15% Reading Quizzes and Postings – Weekly reading quizzes on Cougar Courses.

20% Exam 1 - Covers material leading up to the day of the exam. "Exam material" refers to course readings, in-class lectures, examples of speeches, and/or video material.

20% Exam 2 -- Covers material leading up to the day of the exam. "Exam material" refers to course readings, in-class lectures, examples of speeches, and/or video material.

10% - Scholarly Article Review (3-4 pages) – Find a scholarly article that utilizes an Ethnic Studies perspective – summarize and respond to it *as if you were speaking to the author*.

10% - Popular Press article Review (3-4 pages) - Find a popular press article that talks about race. Respond to it *as if you were writing a letter to the author*. Length – 3-4pgs

10% - Student Presentation (2-3 pages presentation outline) - You will present on your two articles to the class, connect it to class concepts, and share your response with your classmates.

University Writing Requirement:

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. The All-University Writing Requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways

(<http://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>). **In this course the requirement will be met through exams and three review papers.**

Course Schedule

Subject to revision by instructor (each red arrow represents a class meeting)

Week 1: Introduction to Course

- ➔ Syllabus & course information
- ➔ Film viewing: *Race: The Power of Illusion*
 - Assignment: Racial biography

Section 1: Notions of Race

Week 2: Race & Ethnicity: Sociohistorical Constructions

- ➔ Read:
 - #1- How Our Skins Got Their Color *Marvin Harris*
 - #2 - Drawing the Color Line *Howard Zinn*
- ➔ Read
 - #3 – Racial Formations *Michael Omi and Howard Winant*
 - #4 - Defining Race and Ethnicity *C. Matthew Snipp*

Week 3: Race as Chameleon: How the idea of Race changes over Time & Place

- ➔ Read
 - #8 – Defining Race: Comparative Perspectives *F. James Davis*
 - #10 - Asian American Panethnicity: Contemporary National and Transnational Possibilities *Yen Le Espiritu*
- ➔ Read #11 – Lee & Bean; “Seeing the Big Picture – The Institutionalization of Mixed Race Identity”

Week 4: Color-blind America

- ➔ Read #12 – Gallagher; #13 – Guinier & Torres
- ➔ Read #14 – Gans; Additional Goldberg reading on CougarCourse

Section 2: Land, History, and Migration

Week 5: Race, Ethnicity, & Immigration

- ➔ Read #41 - Steinberg
- ➔ Film Viewing: *Roots in the Sand*

Week 6: Race, Ethnicity, & Immigration (continued)

- ➔ Read
 - #42 - Who Are the Other African Americans? Contemporary African and Caribbean Immigrants in the United States *John R. Logan*
- ➔ Read
 - #43 - The Arab Immigrant Experience *Michael W. Suleiman*

Week 7: Labor and location

- ➔ Read
 - #34 - Sweatshops in Sunset Park: A Variation of the Late-Twentieth-Century Chinese Garment Shops in New York City- *Xiaolan Bao*
- ➔ Read
 - Hispanics in the American South and the Transformation of the Poultry Industry *William Kandel and Emilio A. Parrado*

Week 8: Midterm Week

- ➔ Exam 1
- ➔ Exam 1 Debrief; Introduction to Section 3 & 4

Section 3: Cultural Oppression / Cultural Production

Week 9: Race and Social Institutions

- ➔ Read:
 - #27 - The New Jim Crow *Michelle Alexande*
- ➔ Read
 - #28. Racialized Mass Incarceration: Rounding Up the Usual Suspects *Lawrence D. Bobo, Victor Thompson and Michele Alexander* Film Screening: *Reel Bad Arabs*

Week 10: Race, Representations and the Media

- ➔ Read:
 - #36 - Racism and Popular Culture *Danielle Dirks and Jennifer Mueller*
 - #37 - The Media as a System of Racialization: Exploring Images of African American Women and the New Racism *Marci Bounds Littlefield*
- ➔ Film Screening: *Reel Bad Arabs*

Week 11: Stereotypes

- ➔ Read
 - #39 - Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising and Brands *Debra Merskin*
- ➔ Read
 - #40 - Sport in America: The New Racial Stereotypes *Richard E. Lapchick*

Week 12: Independent Media

- ➔ Read

- TBD on Ethnic Media
- ➡ Read
 - Gong – Moving Media

Week 13: Activism

- ➡ Film Screening: *American Revolutionary*
- ➡ Read:
 - Sections from Morris's *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*.
 -

Week 14: Activism

- ➡ Read:
 - #49 - Policy Steps toward Closing the Gap *Meizhu Lui, Bárbara J. Robles, Betsy Leonard-Wright, Rose M. Brewer, and Rebecca Adamson*
- ➡ Read:
 - #50 - Ten Things You Can Do to Improve Race Relations *Charles A. Gallagher*

Weeks 14 & 15

- ➡ Student Presentations of Article Reviews

Week: Final Exam Period

- ➡ Exam 2