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## **COURSE SYLLABUS - Introduction to Ethnic Studies**

Winnie Tam Hung

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## COURSE SYLLABUS

# Introduction to Ethnic Studies

### Course Description

This course introduces students to Ethnic Studies and the diverse institutional, cultural, and historical issues relating to the past and present life circumstances and intersectional identities of the four core Ethnic populations of Asian Americans, Chicana/o and Latina/o Americans, African Americans, and Native/Indigenous Americans within the United States.

### Student Learning Outcomes

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

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and antiracism 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.
- 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.
- 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.
- 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.
- Describe and actively engage with antiracist and anticolonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

## Textbook & Course Materials Readings

This is a zero-student cost class (ZTC). There are **NO** textbooks.

## Course Objectives

At the completion of the course, you will be able to:

1. Explain the origins and contemporary dimensions of the field of Ethnic Studies.
2. Compare the historical and contemporary movements of the four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicanxs/Latinxs.
3. Discuss the importance of self-determination, relevant education, decolonization, and serving the community within the field of Ethnic Studies.
4. Connect the academic theories in Ethnic Studies with community engagement.

You will meet these course objectives through a combination of the following activities in this course:

- Complete ALL readings and assignments by due dates.
- Participate in online class activities and complete associated responses.

## Organization of Course

The course is divided by the following topics/themes:

- I. The Origins of Ethnic Studies
- II. Movements and Momentum
- III. Reflections on 50 Years of Ethnic Studies

### UNIT I: ORIGINS OF ETHNIC STUDIES

Week/Topic	Readings	Assignment
Week 1 Course Overview and Introductions	<a href="#">Introduction to Ethnic Studies 2.1- 2.5</a>	Discussion Board Post (Introductions)
Week 2 What is Ethnic Studies?	<a href="#">5 Questions and Answers about Ethnic Studies</a> Sagas, Ernesto. " <a href="#">Why We Need Ethnic Studies Now More Than Ever.</a> " Colorado State University. Accessed April 13, 2024. READ pgs. 1-4 and SKIM the timeline on pgs. 5-9 in <a href="#">Introduction to Ethnic Studies</a> .	Discussion Board Post

Week/Topic	Readings	Assignment
Week 3 Racial Formation & White Supremacy	<p><a href="#">White Supremacy, Racisms, &amp; Racial Formation 7.1-7.5</a></p> <p>Cole, Nicki. 2019. "<a href="#">What is Racial Formation Theory?</a>" ThoughtCo.</p> <p><a href="#">Intersectionality: Centering Women of Color 8.1-8.3</a></p>	Discussion Board Post
Week 4 Third World Liberation Front (TWLF)	<p>Dong, Harvey. 2009. "Third World Liberation Comes to San Francisco State and UC Berkeley" Chinese America: Histories and Perspectives.</p> <p>San Francisco State. 2007. <a href="#">Third World Student Strike</a>. YouTube. (video, 7:50)</p>	Discussion Board Post
Week 5 History of Ethnic Studies	<p>Bates, Karen Grigsby and Shereen Marisol Meraji. 2019. "<a href="#">The Student Strike that Changed Higher Ed Forever.</a>" NPR Code Switch.</p>	Reflection Assignment #1

## UNIT II: MOVEMENTS & MOMENTUM

Week/Topic	Readings	Assignment
Week 6 Black Power Movement	<p><a href="#">Africana/African American/Black Studies 3.1-3.3</a></p> <p>Pruitt, Sarah. 2020. "<a href="#">How the Black Power Movement Influenced the Civil Rights Movement.</a>" History Channel.</p>	Monthly check in
Week 7 Black Lives Matter Movement	<p><a href="#">The State of Human Caging 10.1- 10.5</a></p> <p>Chancellor, Carl. 2016. "<a href="#">#BlackLivesMatter deeply connects to Black Power movement.</a>" USA Today.</p> <p>NBC 5 Chicago. Feb. 2021. "<a href="#">Before Black Lives Matter, the Black Power Movement Called for Freedom from White Supremacy.</a>" (video, 7:57)</p>	Discussion Board Post

Week/Topic	Readings	Assignment
<p>Week 8</p> <p><b>Brown Power &amp; the Chicax Movement</b></p>	<p><a href="#">Chicax &amp; Latinx Studies 6.1- 6.7</a></p> <p>Carillo, Karen Juanita. 2023. "<a href="#">How the Chicano Movement Championed Mexican-American Identity and Fought for Change.</a>" History Channel.</p> <p>Bautista, Christina. 2016. "<a href="#">The Struggles of a Chicana.</a>" Odyssey.</p> <p>Watch Video: <a href="#">Sal Castro and the 1968 East LA Walkouts.</a> 2013. YouTube.</p>	<p>Discussion Board Post</p>
<p>Week 9</p> <p><b>Immigrant Rights &amp; Anti-Deportation Movements</b></p>	<p>Menjívar C. 2021. <a href="#">The Racialization of "Illegality"</a>. <i>Daedalus</i> 150 no. 2 (Spring): 91-105.</p> <p>Vives, Ruben and Andrea Castillo. 2019. "<a href="#">Trump's Policies, As Well As Anti- immigrant Violence, Disturbed These Latinos. Now They're Taking Action.</a>" <i>LA Times</i>.</p> <p>Arteaga, Patty. 2020. "<a href="#">How Young, Undocumented Organizers Fought to Bring DACA into Existence.</a>" <i>Smithsonian</i>.</p>	<p>Discussion Board Post</p>
<p>Week 10</p> <p><b>Yellow Power</b></p>	<p><a href="#">Asian American &amp; Pacific Islander Studies 5.1-5.5</a></p> <p>Kambhampaty, Anna Purna. 2020. "<a href="#">In 1968, These Activists Coined the Term 'Asian American'—and Helped Shape Decades of Advocacy.</a>" <i>Time</i>.</p> <p>Uyematsu, Amy. "<a href="#">The Emergence of Yellow Power.</a>"</p>	<p>Reflection Assignment #2</p>
<p>Week 11</p> <p><b>Anti-Asian Violence</b></p>	<p>Choimorrow, Sung Yeon. 2021. "<a href="#">Stop Treating Violence Against Asian American Women as Just a Racism Problem.</a>" <i>Ms</i>.</p> <p>"<a href="#">Asian Americans Have a Long History of Activism in the U.S.</a>" 2021. AJ+. YouTube. (video, 4:22)</p>	<p>Monthly check in</p>

Week/Topic	Readings	Assignment
Week 12 Red Power	<p><a href="#">American Indian/Native American Studies 4.1-4.4</a></p> <p>Blakemore, Erin. 2020. "<a href="#">The Radical History of the Red Power Movement's Fight for Native American Sovereignty.</a>" <i>National Geographic</i>.</p> <p><a href="#">Storied 1968: American Indian Movement.</a> 2019. Minnesota Historical Society. YouTube. (video, 2:39)</p>	Discussion Board Post
Week 13 #LandBack & Environmental Movement	<p><a href="#">American Indian/Native American Studies Perspectives and Future Directions 4.5</a></p> <p><a href="#">The Red Nation "Indigenous Action to Save Our Earth"</a></p> <p><a href="#">What is the Red Power Movement?</a> (video, 2:58)</p>	Discussion Board Post

### UNIT III: REFLECTIONS ON 50 YEARS OF ETHNIC STUDIES

Week/Topic	Readings	Assignment
Week 14 Next Steps: Ethnic Studies K-12 Movement	<p>Fensterwald, John. October 2021. "<a href="#">CA Becomes First State to Require Ethnic Studies in High School.</a>" EdSource.</p> <p><a href="#">Growth &amp; Expansion of Ethnic Studies Chapter 2.5</a></p>	Community Action Plan Part I
Week 15 ES Movement continues	<p>Sacramento, Jocyl. 2019. "Critical Collective Consciousness: Ethnic Studies Teachers and Professional Development." <i>Excellence &amp; Equity in Education</i>.</p>	Community Action Plan Part II
Week 16 Course Conclusions		Monthly check in
Finals Week		Community Action Plan Part III

## Graded Course Assignments Percentage and Points

<b>30%</b>	<b>Discussion Board Posts (weekly)</b>  Each week beginning in week 2 to week 13, you will reflect on the readings/videos. This is your chance to draw connections between your experiences and the issues we discuss. You will post your weekly response on the discussion board and respond to at least 1 other student's post for full credit.
<b>40%</b>  (2 assignments, 20 pts each)	<b>Two Reflection Assignments</b>  You will complete two (2) reflection assignments (20 pts each). I expect you to synthesize and reflect on readings and lecture material in your response. Upload directly to Canvas. Writing prompts will be provided separately.
<b>30%</b>  (2 parts, 15 points each)	<b>Community Action Plan</b>  Based on activism and community-based research and pedagogy, Ethnic Studies focuses on bridging theory and practice. This project is an opportunity for you to learn about your local communities and how to connect theory and practice, particularly how Ethnic Studies theories and concepts translate into our neighborhoods and schools. This project will help you learn and develop tools and skills for community engagement. This assignment has 2 parts (15 pts each). Separate instructions will be provided.
<b>100%</b>	<b>Total Percentage</b>