

Course Outline

COURSE: ETHN 2R **DIVISION:** 10 **ALSO LISTED AS:** ENGL 2R

TERM EFFECTIVE: Fall 2022 **CURRICULUM APPROVAL DATE:** 11/7/2022

SHORT TITLE: RACE, POWER, AND RESISTANCE

LONG TITLE: Race, Power, and Resistance

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Students will examine race, racism, and resistance in the context of contemporary American ethnic literature: Black, Latinx, Native American, Asian American, mixed-race, and others. Students will seek to understand this literature using historical, post-colonial, feminist, and other types of literary criticism as well as critical race theory. Emphasis will be placed on understanding the sociological and historical contexts from which each of these texts emerged—particularly the ways in which ethnic communities have navigated their struggles with enslavement, genocide, violence, poverty, education, language, and family in the United States. Works of literature will be analyzed in the context of personal and community empowerment, intersectionality, and their contribution to the development of unique literary traditions.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Examine American ethnic literature as a means to understand historic and contemporary issues of race, racism, and resistance.
2. Analyze American ethnic literature within a critical framework.
3. Understand and analyze the historical, social, and cultural value of American ethnic works of literature

COURSE OBJECTIVE:

By the end of this course, a student should:

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 for the ways in which they shape literature produced by Native American, African American, Asian American, and/or Latina and Latino American communities and are depicted in said literature.
2. Apply Native American, African American, Asian American, and/or Latina and Latino American literature and literary theory to examine the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of these groups with a particular emphasis on agency and group-affirmation.
3. 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 literature produced by Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation are represented in literature produced by Native American, African American, Asian American, and/or Latina and Latino American communities and how these literary works are relevant to current structural issues experienced, enacted, and studied in these groups, such as immigration, reparations, settler-colonialism, multiculturalism, and language policies.
5. 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 American communities and literature to build a just and equitable society

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

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7 Hours - Core Concepts

Students will discuss the concepts and histories of race and racism, eurocentrism and white supremacy, imperialism and settler colonialism, and self-determination and anti-racism as an introduction to Native American, African American, Asian American and/or Latina and Latino literature. Students will examine the oppression of people of color in the US: genocide of Native Americans, colonization of indigenous land/Mexico, enslavement of African Americans, and racialized immigration policies as the context for ethnic American writers as well their struggle to be recognized in the historically white male literary canon.

7 Hours - Applying Literary Theory

Students will discuss and practice applying literary theory and literature produced by Native American, African American, Asian American, and/or Latina and Latino 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. Literary theories--such as postcolonial criticism, culture studies, new historicism, feminist criticism, psychoanalysis, Marxist criticism, and lesbian, gay, and queer criticism—will be examined by students as they apply an intersectional lens to analyze Native American, African American, Asian American, and/or Latina and Latino works of literature.

6 Hours - Genocide and Colonization

Students will explore and problematize the creation of race and racism in the context of Native American genocide and attempted cultural genocide, exploring in literature the themes of colonization, rape, the brutal California mission system, disenfranchisement in reservations and education, and the consequent impact on the collective and individual indigenous psyche as well as the movements toward self-determination and liberation.

6 Hours - Slavery

Through literature, students will explore how enslavement and its legacy have shaped the lives and of African Americans with themes including, but not limited to: personhood and citizenship, exploitation of labor, violence against women, discrimination and racism, identity and fluidity, social inequality, cultural exploitation, criminalization and violence. Students will analyze how African American literature contributed to the struggle for individual and group self-determination and the movements for social justice and liberation.

6 Hours - Family, Gender, and Language

Students will explore themes of acculturation, family, and language within Native American, African American, Asian American and/or Latina and Latino literature and the way writers from immigrant and American-born backgrounds of Native American, African American, Asian American and/or Latina and Latino descent navigate gender roles, economic struggle, and the pressures of American society. Students will examine how intersections of racism classism and sexism, particularly in education and the workplace, influence family dynamics and culture as well as apply this intersectional lens to analyze themes of self-determination and social justice in the literature.

6 Hours - Crime and Punishment

Students will examine the relationship between crime and Native American, African American, Asian American and/or Latina and Latino literature: how writers use poems, plays, and stories about the law to express ideas of humanity and their views of the criminal justice system; and the interplay between law and morality. Students will explore how Latinx authors portray how the systematic and blatant racism of the legal system impacts undocumented immigrants, males in disenfranchised/gang-affiliated communities, and women and children who suffer abuse.

7 Hours - Culture

Students will explore how Native American, African American, Asian American and/or Latina and Latino literature both reflects and creates culture as writers navigate discrimination, internalized oppression, and systematic racism. The role mainstream American pop culture plays in the perpetuation of eurocentrism, white supremacy, exclusion, and the stereotyping of Native American, African American, Asian American and/or Latina and Latino communities will be examined in contrast to Native American, African American, Asian American and/or Latina and Latino literature, pop culture, and the real lives and experiences of people of color.

7 Hours - Identity and Resistance

In response to social movements such as MEChA, feminism, LGBTQ+, and abolishing ICE, students will explore how Native American, African American, Asian American and/or Latina and Latino literature both reflects and advocates for social change, not only transforming a racist society but dismantling internalized oppression in Native American, African American, Asian American and/or Latina and Latino communities. Students will seek to understand how these writers have reimagined Native American, African American, Asian American and/or Latina and Latino identities and claimed a unique and authentic voice in the fight for liberation and social justice.

2 Hours - Final Exam

METHODS OF INSTRUCTION:

Lectures, seminars, textbooks, and class discussions.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description:

Out-of-Class assignments may include literary analysis, annotation assignments, peer responses, reader-response journals, essays, research papers, etc.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 70.00 %

Writing assignments may include essays, journals (short, informal close readings), literary analysis, written responses to exam questions, portfolios, etc.

Other methods of evaluation

Percent of total grade: 30.00 %

Additional methods of evaluation may include seminar participation, recitations, oral presentations based on research, application of literary theory, close readings, and/or personal/cultural reflections and connections, etc.

RECOMMENDED MATERIALS:

Louise Erdrich. Tracks. New York: Harper-Perennial,2004.

ISBN: 0060972459

Reading Level of Text, Grade: 12 Verified by: Christina Salvin

Patrice Vecchione. Ink Knows No Borders: Poems of the Immigrant and Refugee Experience. Oakland: Triangle Square,2019.

ISBN: 1609809076

Reading Level of Text, Grade: 12 Verified by: Christina Salvin

Toni Morrison. The Bluest Eye. New York: Vintage,2007.

This is a classic African-American literary text

ISBN: 0307278841

Reading Level of Text, Grade: 12 Verified by: Christina Salvin

Victor Villasenor. Walking Stars. New York: Dell Publishing,1994.

This is a classic collection of short stories by a Latino author.

ISBN: 0385316542

Reading Level of Text, Grade: 10

Viet Thanh Nguyen. The Sympathizer. New York: Grove Press,2015.

ISBN: 9780802124944

Reading Level of Text, Grade: 14 Verified by: Christina Salvin

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202170

UC TRANSFER:

Transferable UC, effective 202170

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000624000

Sports/Physical Education Course: N

Taxonomy of Program: 220300