



ETHS 115 - Critical Mixed Race Studies Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632752

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 115

Course Title Critical Mixed Race Studies

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies, Other / E
- Non-Occupational

Rationale for adding this course to the curriculum New course to address the needs of multiracial students and entire student population, satisfying the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

Distance Education On-Campus
Mode of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description Critical Mixed Race Studies provides an interdisciplinary survey of the experiences of multiracial Americans. As the core concepts of Critical Mixed Race Studies are analyzed, this course: explores the intersection of mixed race identity as they relate to gender, sexuality, religion, class, and ability; examines racial formations in the U.S. that shaped the experiences of racial and ethnic groups in relation to each other as well as the experiences of mixed race people; assesses the representation of mixed race people; and explores liberatory strategies embraced by multiracial Americans.

Schedule Description

SECTION D

Condition on Enrollment

1a. **Prerequisite(s):** *None*

1b. **Corequisite(s):** *None*

1c. **Recommended:** *None*

1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Assess how U.S. racial formations have shaped the experiences of racial and ethnic groups in relation to each other and the experiences of mixed race people.
- B. Critically examine and compare how African American, Asian Pacific Islander American, Chicax/Latinx, and indigenous communities have accepted and/or rejected those who claim multiple ancestries.
- C. Demonstrate an understanding of how interracial relationships are celebrated and/or contested within African American, Asian Pacific Islander American, Chicax/Latinx, and indigenous communities.
- D. Critically examine the use of media representations, music, and poetry (or other visual, performing, and literary arts) as a tool for objectification or affirmation of mixed race people.
- E. Identify liberatory strategies for occupying racial/ethnic liminal spaces and/or sites of multiplicity.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Analyze and articulate concepts such race, ethnicity, equity, white supremacy, eurocentrism, white and light skin privilege, hegemony, racialization, exoticization, essentialism, racism, anti-Black racism, anti-Asian racism, internalized racism, colorblind racism, intersectionality, microaggressions, colorism, anti-racism, power, agency,

sovereignty, indigeneity, self-determination, decolonization, and liberation as understood within Critical Mixed Race Studies.

- B. Apply theory and knowledge produced by multiracial Americans (i.e. mixed race people in the U.S.) to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of multiracial Americans with a particular emphasis on agency and group-affirmation.
- C. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, transracial adoption, national origin, immigration status, ability, language, and/or age among multiracial Americans.
- D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by multiracial Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler-colonialism, reparations, multiculturalism, and language policies.
- E. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements among multiracial Americans; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
- F. Examine and demonstrate an understanding of the significance of multiracial Americans? racial and ethnic identities in artistic expression (i.e. visual, performing, and literary), having an emphasis on liberation and social justice movements and evaluating their impact in the United States.
- G.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

- Analyze and articulate concepts such race, ethnicity, equity, white supremacy, eurocentrism, white and light skin privilege, hegemony, racialization, exoticization, essentialism, racism, anti-Black racism, anti-Asian racism, internalized racism, colorblind racism, intersectionality, microaggressions, colorism, anti-racism, power, agency, sovereignty, indigeneity, self-determination, decolonization, and liberation as understood within Critical Mixed Race Studies.
- Apply theory and knowledge produced by multiracial Americans (i.e. mixed race people in the U.S.) to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of multiracial Americans 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, transracial adoption, national origin, immigration status, ability, language, and/or age among multiracial Americans.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by multiracial Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler-colonialism, reparations, multiculturalism, and language policies.
- Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements among multiracial Americans; and engage in

transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.

- Examine and demonstrate an understanding of the significance of multiracial Americans' racial and ethnic identities in artistic expression (i.e. visual, performing, and literary), having an emphasis on liberation and social justice movements and evaluating their impact in the United States.

Course topics:

- A. Introduction to Critical Mixed Race Studies
 - a. Theoretical frameworks
 - a. Racial Formations
 - b. Critical Race Theory
 - c. Key theorists: Maria P.P. Root, G. Reginald Daniel, Andrew Jolivette, Wei Ming Dariotis, Rudy Guevarra
 - b. Critical Mixed Race Pedagogy: 4 Components
 - a. Social justice
 - b. Self-determination
 - c. Cross-ethnic and transnational solidarity
 - d. Radical love
- B. Key concepts relevant to Critical Mixed Race Studies, including: race, ethnicity, equity, white supremacy, eurocentrism, white and light skin privilege, hegemony, racialization, racism, anti-Black racism, anti-Asian racism, internalized racism, colorblind racism, intersectionality, microaggressions, colorism, anti-racism, power, agency, sovereignty, indigeneity, self-determination, decolonization, and liberation.
- C. Additional concepts relevant to Critical Mixed Race Studies: exoticization, essentialism, racial binaries, multiplicity, hybridity, liminality, and psychosynthesis.
- D. Affirmative framing of multiracial Americans with regards to contributions (i.e. artistic, philosophical, religious, literary, social, and scientific), cultural assets, group empowerment, decolonization, and community cultural wealth.
- E. U.S. legislation, racial categories, and mixed race people
 - a. Law of hypodescent
 - b. U.S. Census
- F. Interracial intimacy and the African American community
- G. Mixed race / Multiracial African Americans: colorism and racial passing
- H. Prohibition of interracial intimacy
 - a. Anti-miscegenation laws
 - b. Loving v. Virginia
 - c. Resistance to prohibition
- I. Mestizaje and mixed race Chicanx and Latinx identities
 - a. Nepantla
- J. Mixed race / Multiracial Asian Pacific Islander Americans
 - a. Pacific Islanders and Hawai'i: sites for multiplicity
- K. Indigenous peoples and multiplicity
- L. Multiraciality: Single "Minority" v. Double "Minority"
- M. White presenting multiraciality
- N. Intersectionality: mixed race, gender, and sexuality
- O. Transracial adoptees
- P. Multiracial children
- Q. Decolonial and liberatory strategies

- a. Challenging racial binaries, authenticity, and essentialism
- b. Blended terms
- c. Psychosynthesis applied to multiraciality
- d. Relevant concepts: multiplicity, hybridity, liminality, fluidity, both/and/and
- e. Mixed race and anti-racism
- R. Media representations, music, and poetry (and other visual, literary, and performing arts) of and by mixed race people
 - a. Objectifying or contested representation
 - b. Decolonial, liberatory, and/or affirming representation
- S. Key Contributions in popular culture, reflecting critical consciousness of multiracial Americans
 - a. Visual Arts
 - b. Theater/Cinema/television
 - c. Comedy
 - d. Music
 - e. Literature
 - f. Dance

4. Methods of Instruction:

Activity: Group Projects/Presentations, Collaborative group work, Small/large group activities.

Discussion: Small and Large group discussion.

Lecture: Lecture w/ slide presentation.

Other: Film/Documentaries; Audio/Visual Media, Audio-visual presentations.

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).

Quizzes -- Daily reading response quiz and/or quiz on weekly material.

Papers -- Reflection and research papers.

Oral Presentation -- Individual or Group presentation.

Projects -- Final Project.

Final Exam -- Counterhegemonic Product (see below in ?Other Assignments?).

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

are based on textbook reading, open educational resources, online sources, or instructor-generated handouts

For example:

1. Please read the article ?Critical Mixed Race Studies: New Direction in the Politics of Race and Representation? by Andrew Jolivette which covers the four main components of Critical Mixed Race Studies.

1. Please read chapter 1-3 of Black Indian: A Memoir by Shonda Buchanan which

explores Buchanan's experience as a multiracial woman of Black and indigenous heritage.

B. Writing Assignments

1. Based on the article "Critical Mixed Race Studies: New Direction in the Politics of Race and Representation" by Andrew Jolivette, please write a 5-10 page paper that includes: 1) a summary of the main components of Critical Mixed Race Studies, and 2) how these components relate to your experience.

2. For 2 minutes, please do a free-write on the term "authenticity." Reflect upon your free-write responses, and then write a 1-2 page reflection paper expanding on the concept of authenticity and how this relates to the experience of multiracial Americans (i.e. the meaning of being considered a "real Black person" or a "real Chicano?"). Propose potential decolonial strategies for embracing a both/and/and mentality while challenging the notion of authenticity.

C. Other Assignments

- Final Project: Counterhegemonic Product - Drawing upon topics discussed during lecture, student has the option to create a workshop, visual/literary/performing arts piece, film, or community program/service that: 1) demonstrates anti-racist engagement by challenging dominant discourse and/or representation of the mixed race / multiracial people, 2) raises consciousness about the complex reality of mixed race / multiracial people, and 3) positively impacts/serves mixed race people.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: J. Rondilla, R. Guevarra, and P. Spickard
Title: Red and Yellow, Black and Brown: Decentering Whiteness in Mixed Race Studies
Publisher: Rutgers University Press
Date of Publication: 2017
Edition: 1st Edition

Book #2:

Author: Rudy Guevarra, Jr.
Title: Becoming Mexipino: Multiethnic Identities and Communities in San Diego
Publisher: Rutgers University Press
Date of Publication: 2012
Edition: 1st Edition

Book #3:

Author: Shonda Buchanan
Title: Black Indian: A Memoir
Publisher: Wayne State University Press
Date of Publication: 2019
Edition: 1st Edition

Book #4:

Author: Farzana Nayani
Title: Raising Multiracial Children: Tools for Nurturing Identity in a Racialized World
Publisher: North Atlantic Books
Date of Publication: 2020
Edition: 1st Edition

Book #5:
Author: G. Reginald Daniel and Hettie Williams
Title: Race and the Obama Phenomenon: The Vision of a More Perfect Multiracial Union
Publisher: University Press of Mississippi
Date of Publication: 2014
Edition: 1st Edition

Book #6:
Author: Janet Stickmon
Title: Crushing Soft Rubies: A Memoir
Publisher: Broken Shackle Publishing, Intl
Date of Publication: 2014
Edition: 2nd Edition

B. Other required materials/supplies.

- Reading assignments are based on textbook reading, open educational resources, online sources, or instructor-generated handouts.