

ETHS-160: FILIPINA/X/O AMERICAN STUDIES

Effective Term

Fall 2022

BOT Approval

12/09/2021

SECTION A - Course Data Elements
CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Ethnic Studies (Master's Degree)	

Subject Code

ETHS - Ethnic Studies

Course Number

160

Department

Ethnic Studies (ETHS)

Division

Arts and Humanities (ARAH)

Full Course Title

Filipina/x/o American Studies

Short Title

Filipina/x/o American Studies

CB03 TOP Code

2203.00 - Ethnic Studies

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Revision to Huma 160 to meet the AB 1460 CSU Ethnic Studies graduation requirement.

SECTION B - Course Description
Catalog Course Description

This course provides an interdisciplinary survey of Filipina/x/o Americans from the 1500s to the present. Drawing upon artistic, philosophical, religious, social, historical, and political perspectives, this course analyzes core concepts of Filipina/x/o American Studies, explores the intersection of race, ethnicity, gender, sexuality, religion, class, and ability, emphasizes resistance and liberation, and examines the impact of Filipina/x/o Americans on the development of the United States.

SECTION C - Conditions on Enrollment
Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Analyze core concepts of Filipina/x/o American Studies including but not limited to race, ethnicity, racialization, oppression, equity, white supremacy, and eurocentrism, liberation, self-determination, and agency.
2.	Interpret how resistance, social justice, civil rights as experienced by Filipina/x/o Americans are connected to current issues and experiences.
3.	Critically assess the significant impact of Filipina/x/o Americans on the development of the United States.
4.	Examine and demonstrate critical understanding of the intersection of (social categories including but not limited to) race, ethnicity, gender, sexuality, religion, class, and ability within the Filipina/x/o American community.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
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, Othering, colorism, assimilation, acculturation, and anti-racism as understood within Filipina/x/o American Studies.
2.	Apply theory and knowledge produced by Filipina/x/o Americans 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 those 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, language, and/or age in Filipina/x/o American community.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Filipina/x/o 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.
5. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in the Filipina/x/o American community; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
6. Examine and demonstrate an understanding of the significance of Filipina/x/o American racial and ethnic identity 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.
7. Demonstrate an understanding of precolonial Filipino belief systems, values, practices, languages, philosophies, and epistemologies and how they inform and influence Filipina/x/o American experience(s) and cultural production.

Course Content

The following outlined topics will be used to:

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, Othering, colorism, assimilation, acculturation, and anti-racism as understood within Filipina/x/o American Studies.
2. Apply theory and knowledge produced by Filipina/x/o Americans 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 those 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, language, and/or age in Filipina/x/o American community.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Filipina/x/o 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.
5. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in the Filipina/x/o American community; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.

Course Topics:

1. Introduction to Filipina/x/o American Studies
 - a. Origin of Ethnic Studies
 - b. Origin of Filipina/x/o American Studies
 - c. Filipino Postcolonial Theoretical Frameworks: Virgilio Enriquez, Leny Strobel
 - d. Community Participatory Action Research
 - e. Community Responsive Pedagogy
 - f. Pinayism: Allyson Tintiangco-Cubales
2. Critical Race Theory
3. Key concepts relevant to Filipina/x/o American Studies: including race, ethnicity, equity, white supremacy, eurocentrism, privilege, hegemony, racialization, racism, anti-Black racism, anti-Asian racism, internalized racism, colorblind racism, intersectionality, microaggressions, colorism, anti-racism, power, agency, self-determination, decolonization, and liberation.
4. Additional concepts relevant to Filipina/x/o American Studies: collectivity, acculturation, assimilation, cultural appropriation, Othering
5. Key concepts including patriarchy, sexism, heterosexism, homophobia, transphobia, classism, religious oppression (i.e., Islamophobia), able-ism, and ageism.
6. Affirmative framing of Filipina/x/o Americans with regards to contributions (i.e., artistic, philosophical, religious, literary, social, and scientific), cultural assets, group empowerment, decolonization, and community cultural wealth.
7. Filipino core cultural values: kapwa, loob, pakiramdam, pakikisama, utang na loob, hiya.
8. Indigenous roots of Filipina/x/os: Aetas, Proto-Malays, Deuteron-Malays
 - a. Barangay
9. Cultural influences shaping the Philippines: East Indian, Arab, Chinese, Spanish, American
10. Filipino folklore: mythologies, folktales, legends, proverbs
11. Indigenous religions
 - a. Role of the babaylan
 - b. Healing practices
12. Precolonial Filipino culture (including but not restricted to):
 - a. Martial arts
 - b. Musical instruments
 - c. Dances

- d. Baybayin (script)
- e. Tattoos
- 13. Spanish Colonization
 - a. Friarocracy; colonial strategies: encomienda system and reducciones system
 - b. Spanish galleon trade
 - c. Impact of colonization
 - d. First Filipinos landed in US: Morro Bay, CA (1587)
- 14. Resistance to Spanish colonization
- 15. Independence from Spain
- 16. Louisiana Bayous
 - a. First Filipino settlement: St. Malo, LA (1763)
- 17. Resistance to Spanish colonization
- 18. American Imperialism
 - a. Manifest Destiny
 - b. Philippine American War
 - i. Solidarity: Buffalo soldiers and Filipinos
 - c. Benevolent Assimilation Proclamation
 - d. Portrayal of Filipinos in political cartoons
 - e. Pensionados
 - f. Americanization of Philippine educational system
 - i. Thomasites
 - g. Resistance to American imperialism
 - h. Impact of American imperialism
 - i. Independence from U.S.
- 19. Filipinos and World War II
 - a. Japanese military occupation
 - b. Bataan Death March
 - c. Guerilla warfare
- 20. Filipino American Experience in the United States 1900-1970s
 - a. Little Manila, Stockton
 - i. Research of Dawn Mabalon
 - b. Farmworkers, alaskeros, sakadas, pensionados
 - c. Origin/Evolution of term: Pinay/oy
 - d. Discrimination
 - e. Manilatown, San Francisco
 - i. International Hotel Eviction
- 21. Farm Labor Movement and Solidarity
 - a. Filipino Federation of Labor: Pablo Manlapit
 - b. Filipino Farm Labor Union & Agricultural Workers Organizing Committee: Larry Itliong
 - c. United Farmworkers: Philip Vera Cruz
 - d. United Farmworkers: Agricultural Workers Organizing Committee and National Farmworkers Association
- 22. Philippine American Collegiate Endeavor
- 23. Filipino Veterans Equity Movement
- 24. Pina/x/oy Educational Partnerships
- 25. Interracial Marriage and Multiracial Americans of Filipino descent: past and present
- 26. Solidarity with #BlackLivesMatter Movement
 - a. Tatlong Bagsak for Black Lives: Combatting Anti-Blackness in the Filipina/x/o Communities
- 27. Role of decolonial and liberatory strategies in relation to social struggles, resistance, and racial and social justice: reclamation of precolonial Filipino culture as a vehicle for Filipina/x/o American liberation and wellness:
 - a. Filipino folklore
 - b. Indigenous religions
 - c. Indigenous healing practices
 - d. Languages
 - e. Martial arts
 - f. Musical instruments
 - g. Dances
 - h. Baybayin
 - i. Tattoos
- 28. Contributions: Contemporary Popular Culture reflecting Filipina/x/o American critical consciousness

- a. Visual Arts
 - b. Theater/Cinema/television
 - c. Comedy
 - d. Music
 - e. Literature
 - f. Dance
29. Intersection of race and racism with (other forms of difference affecting hierarchy and oppression including but not restricted to) gender, sexuality, class, religion, spirituality, national origin, immigration status, ability, language, and/or age within Filipina/x/o American community.
30. LGBTQ experiences in Filipina/x/o-American community: past and present
31. Additional topics including but not restricted to anti-immigrant policies, anti-Black racism, anti-Asian racism; police brutality; family and kinship; access to education, housing, and healthcare; self-determination, generation gap, suicide rates, generational wealth, collectivity, and wellness.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Group Projects/Presentations, Small/large group activities, Collaborative group work.
Discussion	Small and Large group discussion.
Lecture	Lecture w/ slide presentation.
Other	Film/Documentaries; Audio/Visual Media, Audio-visual presentations.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions). Final Exam: Counterhegemonic Product (see below in 'Other Assignments').
Quizzes	Daily reading response quiz and/or quiz on weekly material.
Essays/Papers	Reflection and research papers.
Oral Presentations	Individual or Group presentations.
Projects	Final Project.

Assignments

Reading Assignments

Reading Assignments are based on textbook reading, open educational resources, online sources, or instructor-generated handouts. For example:

Please read pp. 251-259, *A Road to Authenticity & Trusting the Process: A Brown Pinay Queer Woman's Journey* in *Filipino American Psychology: A Collection of*

Personal Narratives by Kevin Nadal.

Please read pp. 29-45 in *America is in the Heart* by Carlos Bulosan which explores Bulosan's experience as a Filipino American man working in the Alaskan canneries.

Writing Assignments

Based on *Brown Skin, White Minds* by E.J.R. David, please write a 6–10-page paper that includes:

- 1) a summary of the main concepts discussed in the text, and
- 2) how you relate to the text, and

3) possible decolonial strategies for Filipino Americans today.

For 2 minutes, please do a free-write on the term 'cultural wealth'. Reflect upon your free-write responses, and then write a 1–2-page reflection paper expanding on the concept of cultural wealth as it relates to Filipina/x/o Americans. Propose strategies for improving the representation, focus, and/or visibility of the various forms of cultural wealth within the community.

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 Filipina/o/x American community,
- 2) raises consciousness about the complex reality of these communities, and
- 3) positively impacts/serves these Filipina/o/x American.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Leny Strobel

Title

Coming Full Circle-The Process of Decolonization among Post-1965 Filipino Americans

Edition/Version

2nd

Publisher

Center for Babaylan Studies

Year

2016

Material Type

Textbook

Author

Kevin Nadal

Title

Filipino American Psychology: A Handbook of Theory, Research, and Clinical Practice

Edition/Version

2nd

Publisher

Wiley

Year

2020

Material Type

Textbook

Author

Dawn Mabalon

Title

Little Manila is in the Heart: The Making of the Filipina/o American Community in Stockton, CA

Edition/Version

1st

Publisher

Duke University Press

Year

2013

Material Type

Textbook

Author

Virgilio Enriquez

Title

From Colonial to Liberation Psychology: The Philippine Experience

Edition/Version

2nd

Publisher

UP Press

Year

2010

Material Type

Other required materials/supplies

Description

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

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)

ASSIST Update

No

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No