ETHS 303 : The Politics of Racial Resistance and Protest in the United States

A. Course Description

Credits: 4

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

There have been various efforts by individuals and communities of color as well as Native communities to challenge institutional racism, state oppression, and other intersectional forms of domination along with their devastating impact on the parameters of everyday life, the human psyche, families, and American society. These individual acts of protest and social resistance movements continue to play a central role in the construction of politicized racial/indigenous identities and they also inform our understanding of the histories of these communities as well as the structures of settler colonialism, enslavement, nation building, and white supremacy. This class will read personal acts of resistance alongside modern social movements, paying close attention to their relationships to and impacts on racial, ethnic, and indigenous identity; social consciousness; power and agency; and revolutionary freedom in the United States. Significant focus is given to issues of race and racism.

B. Course Effective Dates: 08/16/2016 - 05/11/2019 05/12/2019 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Analyze the impact of personal protest and social resistance movements of people of color/indigenous people and their impact on social, cultural, and policy development in the United States.
2. Define various structures of oppression implemented in the United States such as settler colonialism, imperialism, white supremacy, and patriarchy while understanding their intersectional contexts; social, economic and political origins; and related developmental factors.
3. Survey and assess specific acts of indigenous/people of color resistance and collective social movements that occurred from the 17th century onward and their relation to structural and intersectional oppression and domination currently in place in the United States today.
4. Identify particular social, economic, and political factors that influence the development of individual and collective resistance with contemporary uprisings and rebellions being used as case studies for further analysis.

E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies

None

Goal 05 - Hist/Soc/Behav Sci

1. Use and critique alternative explanatory systems or theories.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.
3. Examine social institutions and processes across a range of historical periods and cultures.

Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
3. Understand the development of and the changing meanings of group identities in the United States' history and culture.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
G. Special Information

Community Engagement
Racial Issues Graduation Requirement