

ETH S166 : Race and the Law

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis Torres, Fabiola
Course Code (CB01) :	ETH S166
Course Title (CB02) :	Race and the Law
Department:	ETH S
Proposal Start:	Winter 2025
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000583605
Curriculum Committee Approval Date:	04/10/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	ETH S 166 will explore the historical and contemporary treatment of race in the United States by both the courts and the legislature. The course employs an interdisciplinary approach to examining the social forces that have and continue to shape the legal system and its impact on American Indians, African Americans, Latinos/as, Asian Americans, Muslims, and other social minority groups. We examine race from a multiracial and multiethnic perspective. Students from all backgrounds are invited to participate in this course.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit
Author:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Ethnic Studies
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grading Basis
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> Grade with Pass / No-Pass Option

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Not applicable.

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	08/28/2017	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Approved	08/28/2017	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	

Studio Hours

0

0

Lecture

54

Laboratory

0

Studio

0

Total

54

Course Out-of-Class Hours

Lecture

108

Laboratory

0

Studio

0

Total

108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name

Type

In Class

Out of Class

No Value

No Value

No Value

No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Discussion

Methods of Instruction Lecture

Methods of Instruction Multimedia

Methods of Instruction Presentations

Out of Class Assignments

- Written essays (e.g., write a 3-page essay on the connection between race and the law considering how our understanding of race has been socially constructed by the legal system)
- Conduct out-of-class research both as individual or group projects (e.g., locate and analyze primary source documents and secondary source documents for essays)
- Online communications as a supplement to in-class activity

Methods of Evaluation

Exam/Quiz/Test

Exam/Quiz/Test

Presentation (group or individual)

Rationale

Two to three essay exams

Final exam

A mock trial where students will work in teams to present their case on a topic the class has selected as relevant and important

Textbook Rationale

The Yoshino source from the Harvard Law Review is a seminal work in the field that introduces students to legal debate and critique in journal form, not book-length form.

Textbooks

Author	Title	Publisher	Date	ISBN
Alexander, Michelle	New Jim Crow: Mass Incarceration in the Age of Colorblindness	The New Press	2020	978-1620971932

Other Instructional Materials (i.e. OER, handouts)

Description	A new birth of freedom?: Obergefell V. Hodges
Author	Yoshino, Kenji
Citation	Harvard Law Review, 129, 1, 147-179
Online Resource(s)	https://www.jstor.org/stable/24643920

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Define race and explain how it is socially constructed.

Explain the connection between the construction of race and the development of the colonial and American legal system.

Analyze how the law is influenced by social, political, and ideological forces.

Evaluate how the legal system affords or denies human and civil rights to racial and ethnic minorities.

Analyze the ways in which racial and ethnic minorities have advocated for their rights in the legal system and the impact of their actions.

SLOs

Construct an argument and analyze material using supportive and appropriate data from diverse academic sources.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Recognize an information need and develop a research question or topic; strategically explore information in context using library and other resources; investigate the authority of information sources and the credibility of claims; locate, evaluate, and use information to create new knowledge in an ethical and legal manner.
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
SOC Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.
ILOs General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
Formulate critical and reflective responses addressing the impact that the legal system has had on racial and ethnic minorities as well as other marginalized populations. Expected Outcome Performance: 70.0	
ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
ILOs General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions
Analyze the ways in which racial and ethnic minorities have advocated for their judicial rights and explain the impact of their actions on the legal system. Expected Outcome Performance: 70.0	
ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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SOC Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

ILOs
General Education

apply methodologies used by social and behavioral scientists

list examples of cultural and social organizations

recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Intro to Ethnic Studies & Restorative Justice Frameworks (5 Hours)

- The academic and social value of ethnic studies
- Restorative Justice and the law
- History of race as a social and legal construction

Native Americans and the Law (9 Hours)

- The intersection of race and the law during colonization
- Creating a colonial settler society
- Genocide, displacement, and tribal treaties
- Reservations and Relocation -1851 Indian Appropriations Act
- 1877 Dawes Act Indigenous movements for legal sovereignty
- The limits of sovereignty

African Americans and the Law (9 Hours)

- The creation of blackness- Virginia Slave Codes
- From human to property- development of chattel slavery
- The 13th Amendment- possibilities and limitations
- Reconstruction and the rise of Black politics
- Dred Scott Decision 1857
- From Plessy v. Ferguson to Brown v. Board of Education 1954
- From Jim Crow to Mass Incarceration

Latinos and the Law (9 Hours)

- Borderlands- 1848 Treaty of Guadalupe Hidalgo
- 1942 Bracero Program
- Colonization of Puerto Rico- 1900 Foraker Act
- Mendez v. Westminster 1946
- US Cuban Refugee program and readjustment act
- 1980 Refugee Act, INS v. Cardoza-Fonesca 1987

Asian Americans and the Law (9 Hours)

- 1882 Chinese Exclusion Act
- 1898 Treaty of Paris
- Alien Land Laws 1917
- 1934 Tydings-McDuffie Act
- Ozawa v. United States

- United States v. Bhagat Singh
- Executive Order 9066- Japanese Internment

Arab Americans and the Law (9 Hours)

- Post 9/11- USA Patriot Act
- 2002 Alien Absconder Initiative
- Hate Crimes Statistics Act (HCSA) of 1990
- Geneva Conventions of 1949
- National Defense Authorization Act (NDAA)
- Guantanamo Bay- Rasul v. Bush, Boumediene v. Bush, Hamdi v. Rumsfeld, and Hamdan v. Rumsfeld
- Racial profiling and discrimination- EEOC v. Poggenpohl, No. 03-CV-6190

Comparative Analysis (4 Hours)

- 14th Amendment and Birthright Citizenship
- Nationality act 1940
- Segregated cities
- Civil Rights Acts 1964, 1965, 1968
- Welfare Reform
- DOMA and Marriage Equality
- Current topics and issues

Total Hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value