

### Course Outline

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

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 05/27/2023

**SHORT TITLE:** INTRO TO CHICANX STUDY

**LONG TITLE:** Introduction to Chicanx Studies

<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
		Total Learning Hrs:	162	

**COURSE DESCRIPTION:**

This course examines the social, political, economic and historic aspects of the Chicanx experience in the United States. Utilizing an interdisciplinary and comparative study of historical, political, and economic frameworks, this course develops both a theoretical and experiential understanding of the lived and evolving Chicanx experience through an examination of community activism and cultural praxis.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**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 the construction of race and racial identity for Chicanx Americans from a historical, theoretical, and structural perspective.
2. Assess historical roots and contemporary consequences (legal, educational, political, etc.) of prejudice, discrimination, and institutional racism for Chicanx communities with an intersectional perspective.
3. Identify and evaluate cultural and social movements and policy debates for liberation and racial justice for Chicanx communities.

## **COURSE OBJECTIVES:**

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 as analyzed in Chicanx studies.
2. Apply theory and knowledge produced by Chicanx 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.
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 Chicanx communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Chicanx communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Chicanx communities to build a just and equitable society.

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

Curriculum Approval Date: 05/27/2023

6 hours: Introduction to the formation and importance of Chicanx Studies

Students will examine the historical context of the creation of Chicanx Studies during the Chicano Movement and its relationship to immigration, labor, and educational rights. Students will explore how the cultural and theoretical production of Chicano Studies/Ethnic Studies provides a framework for understanding race, racism, colonization/decolonization, and liberatory practice in the struggle for self-determination.

A. Critically analyze the historic and contemporary circumstances and movements leading to the development of Ethnic Studies and Chicanx/Latinx Studies programs and departments including the Third World Liberation Front at San Francisco State and UC Berkeley.

B. Examine the social constructs of race; specifically, Latinx/Chicanx racialization and critically analyze and review how Latinx/Chicanx agency and self-affirmation apply to the anti-racist struggle, resistance, social justice, and liberation within Chicanx/Latinx urban communities.

C. Examine the impact Chicanx/Latinx Studies has had on other disciplines.

#### 6 hours: History and Chicanismo

Students will explore the history of land occupation of North America prior to European contact and how settler colonialism shaped indigenous experiences and territory. Students will identify and explore the connections to practices and ideologies such as: Western expansion, Manifest destiny, Mexican American War, Spanish colonization, the California Mission system, Texas/Alamo, Homestead Act, and the California Land Act. Students will explore how these factors contributed to the formation of Chicanismo.

A. Critically review pre-colonial history and traditions of representative indigenous cultures of North America, with a focus on Mesoamerica, to describe the critical events, histories, cultures, intellectual traditions, and contributions to American society including the following: -Meso-American Indigeneity -Major societies, such as: Tainos, Incas, Olmec, Mexica, Mayan -Erasure of major societies, indigeneity, and Blackness through frameworks such as the Spanish Casta System -Influence of Africans in the Americas -Colonial roots and genocide -Columbus -The Spanish conquest and empire -The Portuguese conquest and empire -The Atlantic Slave Trade -Independence

B. Examine and critically analyze key historical events including the Spanish Colonization, the Mexican War of Independence, the Mexican American war, and Treaty of Guadalupe-Hidalgo, which changed territory, resulted in land dispossession, impacted communities, and stripped rights and ultimately spurred resistance and the formation of the Chicano movement.

C. Examine Chicanismo as it embraces the concept of mestizaje, recognizing the blending of indigenous, European, and African heritage within the Mexican population. Describe the how mixed ancestry and cultural hybridity is central to Chicana/Latina identity formation, which includes reclaiming and celebrating Mexican and indigenous cultural practices, traditions, language, art, music, and cuisine. Analyze the ways in which cultural pride serves as a means of resistance against assimilation and a reclamation of historical and ancestral roots.

#### 6 hours: Borderlands and Immigration

Students will explore the literal and metaphoric concept of the -Borderlands- and describe how they are important, both politically and geographically, in shaping the immigrant experience and Chicana identities. Students will develop an understanding of the politics and economics that have created the modern US-Mexico border through examination of concepts, theories, and policies such as: acculturation, amnesty, construction of legality, INS/ICE, deportation, detention centers, the Bracero Program, Operation Wetback, and so forth.

A. Identify and analyze the concepts of the Borderlands and Borderland Consciousness, terms which have both literal and metaphoric meaning as they refer to the experience of living in the borderlands, the region along the U.S.-Mexico border, as well as the ways in which Chicana individuals navigate the complexities of dual cultural and national identities, contributing to a distinctive borderland consciousness.

B. Examine language and the history and construction of Spanglish, a blend of Spanish and English, which is often used as a linguistic expression of Chicana identity, reflecting the experience of navigating between multiple cultures and languages.

C. Analyze the social, cultural, and political forces, particularly immigration policy and racism, which shape the Latina/Chicana experience in the Borderlands and thus identity.

#### 8 hours: Race, Racial Identity, and Structural Racism

Students will examine historical and contemporary definitions of race and analyze theoretical perspectives on racial formation and racialization. Students will analyze how Latina/Chicana communities have faced historic and contemporary discrimination, resulting in inequitable educational experiences, segregated and under resourced neighborhoods as well as legal injustice, including but not limited to housing and labor discrimination, disproportionate incarceration, racial profiling, and police brutality. Injustice will be examined as connected to media stereotypes of Chicanos throughout history.

A. Critically review how systemic and violent racism have influenced the Latina/Chicana experiences of education, immigration, housing, and work that may include the following concepts, theories, or topics: -Lynchings of Mexican Americans -Texas Rangers and annexation -Segregated schools -California Land Act of 1851 -Bracero Program -Cesar Chavez and Dolores Huerta -United Farm Workers -Operation Wetback -Mexican Repatriation -Zoot Suit Riots -Proposition 187 -Arizona's SB 1070 -Efforts to end birthright citizenship and "anchor babies" -Obama administration's fast track to deportation and detention -Trump's Zero Tolerance Policy and separation of families at the border -Proliferation of for-profit detention centers

B. Identify and understand how oppression, resistance to racist practices, and identity formation intersect, and how each of these is experienced by Chicana people living within the United States.

C. Critically analyze the ongoing role of the media in perpetuating stereotypes and promoting structural racism.

#### 6 hours: Latinx/Chicanx Families and Communities

Students will examine and analyze the impact of political, economic, social, and cultural forces such as immigration policy, voter suppression, redlining, and the prison industrial complex on the Chicanx community and family structure. Students will explore the role of traditional and contemporary gender ideologies such as machismo and marianismo in shaping family dynamics including parenting/childrearing, division of labor, and employment. Issues of generational change and conflict will be discussed including conflict from segmented assimilation and changes in the importance of religion.

A. Critically analyze the various forms of economic life and achievement experienced by Latinx/Chicanx people as they relate to critical events that have been impacted by race and racism, social class, gender, sexuality, immigration status, ability, self determination and political agency.

B. Critically analyze America's immigration policies and how such programs such as DACA (Deferred Actions for Childhood Arrivals), family separations, and deportations have caused fear, stress, economic hardships, and instability for immigrant families.

C. Critically analyze the intersection of the role of religion and spirituality within Latinx/Chicanx communities as shaped by colonization, Catholicism, and white male supremacy in the US.

D. Describe and analyze how Latinx/Chicanx involvement in educational institutions has impacted the communities? conceptions of social integration, academic success and economic mobility, and how knowledge produced in this institution has shaped intellectual traditions, contributions and lived experiences with self-determination, liberation, anti-racism and anti-colonial issues.

#### 6 hours: Intersectional Latinx/Chicanx Identity

Students will explore intersectionality in the Latinx/Chicanx community--how race, gender, and sexuality create experiences of connectedness, resilience, and challenge. Students will analyze Chicanx feminism and the Chicanx LGBTQ movement and their impact on Latinx/Chicanx identity. In examining Chicanx identity, students will also analyze shadeism and colorism both within Chicanx communities and the context of white supremacy.

A. Critically analyze and discuss Latinx/Chicanx multiple identities that intersect and interact with each other, which include race, ethnicity, gender, sexuality, immigration status, socioeconomic status, and more. Intersectionality acknowledges that these identities are not separate but interconnected, and they shape individuals' experiences, opportunities, and sense of community.

B. Critically analyze the tension between traditional, colonial gender identities and Latinx/Chicanx feminist and LGBTQ identities within families, communities, organizations, and politics.

C. Identify and analyze historic, social, and cultural impacts related to intersectionality of race, gender, sexuality, and identity of Latinx/Chicanx people and the application of anti-racist theory to various institutions linked to racist behaviors within the United States.

#### 6 hours: Cultural Production and Praxis

Students will analyze how different mediums of art, including but not limited to murals, music, poetry and theater, express the struggles and triumphs of the Chicanx people and contribute to group identity formation and affirmation. Through examining both the creative process and final product, students will explore how art and aesthetics bring the Chicanx community together in the struggle for empowerment and social justice.

A. Apply theory and knowledge produced by Chicanx communities to describe and critically analyze the histories, culture, and intellectual traditions within Chicanx literature, storytelling, and language.

B. Describe and actively engage with Latinx/Chicanx culture, performing arts, and cultural production including theater, film, art, music, dance, religion, and folklore.

C. Critically analyze and describe the importance of how Latinx/Chicanx artists, writers, musicians, and performers have enriched American arts and culture and shaped the Chicanx identity. Figures like Frida Kahlo, Carlos Santana, Gloria Anzaldua, and Luis Valdez have made significant contributions to visual arts, music, literature, theater, and film, bringing Chicanx/Latinx perspectives and cultural expressions to a broader audience.

D. Analyze self-determined representations of culture and race as liberatory practice of Chicanx communities, particularly in contrast to mainstream depictions, utilizing anti-racist and anti-colonialist theory.

## 6 hours: Contemporary Politics and Activism

Students will reexamine the Chicana Movement and its legacy of activism and anti-racism within education, immigration, politics, the justice system, and communities. From the United Farm Workers to the League of United Latin American Citizens to MEChA to Chicana Studies, students will analyze how Chicana activism continues to play a vital role in contemporary American society. Students will explore the intersection of Chicana activism and the LGBTQ+, feminist, and other movements as well as their own lives.

A. Describe and analyze the anti-racist and anti-colonial practices of Latinx/Chicana communities and communities of color such as the history of Ethnic Studies movement to actively engage students in contemporary practices, politics, and movements designed to build a just and equitable society beyond the classroom.

B. Describe and actively engage with Latinx/Chicana self-determination, activism, cultural resistance, and social movements such as: -Language, code-switching, and cultural impact/influence in the arts, journalism, literature, music, etc. -Education and student-organized movements (e.g., East LA Walkouts, Ethnic Studies, Dreamers, DACA, etc.) -Undocumented and Unafraid - coming out as undocumented movement -Chicana movement from 1960s to present -Labor organizing and the United Farm Worker movement -Immigration and human rights activism -Intersectional feminism and queer activism in the Latinx community -Political leadership -Important legal cases

C. Evaluate the academic, economic, and systematic challenges faced by the discipline of Chicana Studies to actively engage with anti-racist practices and movements that facilitate commitment to social change.

2 Hours - Final Exam.

### **METHODS OF INSTRUCTION:**

Instructional methods and activities include: lectures, readings, hands-on and interactive activities, speeches, small and large group discussions, writing, guest speakers, and audio-visual materials (e.g., film/documentary, internet resources, and computer aided presentation methods). Other political, artistic, and cultural information will also be utilized to drive class discussions and critical thinking activities that allow for the application of Ethnic Studies concepts, terms, and/or definitions. As a class, we will have lengthy discussions and activities to access the information presented, thus examining many viewpoints as well as our individual socio-cultural perspectives. There may be opportunities to integrate civic engagement into the course as a vehicle for learning, critically analyzing, and producing cultural content.

## **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 40

Assignment Description

Written Assignments

Examples of assignments include but are not limited to the following examples:

**Critical Analysis:** Students write critical response papers, addressing key themes, arguments, or connections to their own experiences based on readings and research from contemporary Chicana authors, scholars, or activists.

**Current Events Analysis:** Students research and analyze current events or news articles related to Chicana issues or activism to present summaries, discuss implications, and explore potential solutions or actions.

**Personal Reflections:** Students write personal reflection journals expressing thoughts, emotions, and insights related to the class topics such as Chicana identity, discrimination, activism, and cultural pride.

**Visual Analysis:** Students choose a Chicana artwork, photograph, or mural and conduct a visual analysis. They can explore the symbolism, themes, and historical context of the piece and present their interpretations to the class.

Required Outside Hours 40

Assignment Description

Engagement with assigned readings which may include primary documents, scholarly journals, oral histories, textbooks, and literature.

Students will engage with reading via activities such as but not limited to the following: class seminars, individual and small group presentations, annotation activities, quote journals, discussion boards, and individual and group quizzes/exams.

Required Outside Hours 28

Assignment Description

Experiential Learning and Presentation of Such Learning

Assignments may include but are not limited to the following:

1. **Oral History Project:** Assign students to conduct oral history interviews with individuals from the Chicana Community. They can explore topics such as migration, cultural heritage, activism, or firsthand experiences. Students can present their findings through written reports, podcasts, or multimedia presentations.
2. **Community-Based Research:** Engage students in community-based research project focused on a specific issue or concern affecting the Chicana community. Students can collaborate with local organizations or community members to gather data, analyze findings, and propose recommendations for addressing the issue.
3. **Cultural Expression Showcase:** Organize a cultural experience highlight where students can share their artistic talents or creative works inspired by Chicana culture. This can include poetry readings, art exhibitions, musical performances, film, or theatrical presentations. Encourage Students to reflect on the significance of their creations.
4. **Service learning or civic engagement project** related to or within the Chicana community.

## **METHODS OF EVALUATION:**

Evaluation Percent

100

Evaluation Description

Evaluation and assessment methods may include but are not limited to papers, essays, exams, research projects, weekly discussions, individual and/or group projects, presentations, creative production, and self-evaluations. Writing, research, and individual and/or group projects will include rubrics which will be used by the instructor to evaluate the assignment, and will be given to the students as part of the assignment to show what is expected. Students will be expected to show connections to social structures and processes, and will be expected to support writing, research, and arguments with evidence from both academic and community-based sources.

### **REPRESENTATIVE TEXTBOOKS:**

Chon Noriega, et. al. *The Chicano Studies Reader: An Anthology of Aztlan, 1970-2019*. Seattle, WA: University of Washington Press, 2020.

This comprehensive collection of essays from scholars and activists in the Chicana Studies field speaks to the historic and contemporary politics, racism, and resistance in the Chicana experience.

ISBN: 089551172X

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

James Diego Vigil. *From Indians to Chicanos: The Dynamics of Mexican-American Culture* 3rd Edition. Long Grove, IL: Waveland Press, Inc, 2011.

This seminal text is used by the majority of Chicana Studies classes across the country and lays the foundation for the course.

ISBN: 1-57766-740-9

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

### **RECOMMENDED TEXT AND MATERIALS:**

Lopez, Ian Haney. *White By Law: the legal construction of race*, 10th anniversary ed. New York University Press, 2006

Dunbar-Ortiz, Roxanne (2015). *An Indigenous Peoples' History of the United States (ReVisioning American History)*. Boston: Beacon Press. [ISBN: 978-0807057834]

Freire, Paulo (2018). *Pedagogy of the Oppressed* (4th ed.). (Classic Text). New York: Bloomsbury Academic. [ISBN: 978-1501314131]

Garcia, Mario T. (2014). *Blowout!: Sal Castro and the Chicano Struggle for Educational Justice*. (Classic Text). New Haven: Yale University Press. [ISBN: 978-1469618982]

Gates, Henry Louis and Burton, Jennifer (2011). *Call and Response: Key Debates in African American Studies* (2nd ed.). (Classic Text). New York: W.W. Norton & Company. [ISBN: 978-0-3939-7578-9]

Gates, Henry Louis and Burton, Jennifer (2011). *Call and Response: Key Debates in African American Studies* (2nd ed.). (Classic Text). New York: W.W. Norton & Company. [ISBN: 978-0-3939-7578-9]

hooks, bell (2015). *Talking Back: Thinking Feminist Thinking Black*. (Classic Text). New York: Routledge. [ISBN: 978-1138821736]

Kendi, Ibram X. (2019). *How to be an Anti-Racist*. New York: One World. [ISBN: 978-0525509288]

Lobo, Sandra and Talbot, Steve (2018). *Native American Voices, A Reader* (3rd ed.). New Jersey: Prentice Hall. [ISBN: 978-1138356887]

Mark, Gregory Yee (2020). *Our Stories in Our Voices*. Dubuque: Kendall Hunt. [ISBN: 978-1524923471]

Mosupyo, Boatamo, Mark Yee, Julie Figueroa, Brian Baker (2020). *Introduction to Ethnic Studies*. Dubuque: Kendall Hunt. [ISBN: 978-0-7575-9412-0]

Rodriguez, Robyn and Diane Fujino (eds) (2022). *Contemporary Asian American Activism: Building Movements for Liberation*. Washington: University of Washington Press. [ISBN: 978-0295749808]

Shigematsu, Setsu and Keith L. Camacho (eds) (2010). *Militarized Currents: Towards a Decolonized Future in Asia and the Pacific*. Minneapolis: University of Minnesota Press. [ISBN: 978-0816665051]

**RECOMMENDED TEXT AND MATERIALS (Continued):**

Woo, David, David Yoo, Pamela Grieman, Charlene Villasenor Black, Danielle Dupuy, and Arnold Ling-Chuang Pan (eds) (2021). Knowledge for Justice: an Ethnic Studies Reader. Los Angeles: UCLA Chicano Studies Research Center Press. [ISBN: 978-0935626704]

**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: CCC000625655

Sports/Physical Education Course: N

Taxonomy of Program: 220300