

**Course Outline**

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

**TERM EFFECTIVE:** Fall 2021                      **CURRICULUM APPROVAL DATE:** 12/14/2021

**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

**COURSE DESCRIPTION:**

This course examines the origins, evolution, and current status of Chicanx studies. Utilizing historic, political, and economic frameworks, this course develops an understanding of the Chicanx experience as well as examines 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. Analyze the historical creation and liberatory practice of Chicano/a Studies as a political movement and interdisciplinary field of study.
2. Examine the ways in which historic, social, economic, and political forces have shaped the Chicano/a experience.
3. Analyze the historical creation and liberatory practice of Chicano/a Studies as an interdisciplinary political movement.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Demonstrate active engagement with anti-racist issues, practices and movements, particularly in the Chicano community, to build a diverse, just, and equitable society beyond the classroom,
2. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
3. Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by the Chicano community and other communities of color are relevant to current issues.
4. Apply theory to describe critical events in the histories, cultures, and intellectual traditions, lived-experiences and social struggles of Chicano Americans with a particular emphasis on agency and group-affirmation.
5. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.

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

Curriculum Approval Date: 11/9/2021

6 hours: Introduction to the formation and importance of Chicano/a Studies

Introduction to the historical context of the creation of Chicano/a Studies during the Chicano Movement. Students will examine how the Chicano Movement fought for immigration, labor, and educational rights and sought to rewrite their own narrative in a critical and positive way in American History through Chicano/a Studies, which as a discipline has been a vehicle for empowerment and scholarship.

6 hours: Chicanismo: Whose Land?

Students will be introduced to the concept of Chicanismo, which recognizes that Chicano/as are indigenous to the land yet treated as "illegal," by a racist country; it is a political movement that has brought cultural pride and a sense of nationalism to Mexican-Americans. We will explore the term Chicano as an ideology based on a number of important factors that helped shape a social uprising in order to fight for the liberties of Mexican-Americans as well as examine new iterations of Chicanismo.

6 hours: Borderlands

We will explore the literal and metaphoric concept of the Borderlands, which are politically and geographically fluid and important in shaping the immigrant experience and Chicano/a identity. Students will develop an understanding of the politics and economics that have created the US-Mexico border and examine border themes such as immigration, acculturation, and poverty.

6 hours: Racism

Students will analyze how Chicano/as have faced historic and contemporary discrimination, resulting in inequitable educational experiences as well as legal injustice, including but not limited to disproportionate incarceration, racial profiling, and police brutality. Injustice will be examined as connected to media stereotypes of Chicanos throughout history.

6 hours: Chicano/a identity

Students will explore intersectionality in the Chicano/a community--how race, gender, and sexuality create experiences of connectedness, resilience, and challenge. We will analyze Chicana feminism and the Chicana LGBTQ movement as both sources of tension and opportunity within traditional Chicano/a communities. In examining the social forces which create personal and group Chicano/a identity, we will analyze the prevalence of shadeism and colorism both within Chicano/a communities and dominant white society.

6 hours: The Chicano/a Family

We will examine the importance and beauty of the Chicano/a family. Of particular significance are gender roles in the traditional marriage which are historically rooted in machismo and marianismo. We will explore how younger generations face pressure to fit into the dominant society, particularly in the educational system, and how acculturation is a source of tension in the Chicano/a traditional, often religious family.

6 hours: Chicano/a identity

Students will explore intersectionality in the Chicano/a community--how race, gender, and sexuality create experiences of connectedness, resilience, and challenge. We will analyze Chicana feminism and the Chicana LGBTQ movement and their impact on Chicano/a identity. In examining Chicano/a identity, we will also analyze shadeism and colorism both within Chicano/a communities and dominant white society.

5 hours: Cultural Production and Praxis

Students will analyze how different mediums of art, including but not limited to murals, music, and theater, express the struggles and triumphs of the Chicano/a people. Through examining both the creative process and final product, students will explore how art brings the Chicano/a community together in the struggle for empowerment and social justice.

5 hours: Politics and Activism

We will reexamine the Chicano Movement and its legacy of activism so that students can apply what they have learned from the course. From the United Farm Workers to the League of United Latin American Citizens to MEChA, Chicano/a activism continues to play a vital role in American history. Students will analyze the intersection of Chicano/a activism and the LGBTQ+, feminist, and other movements as well as their own lives.

2 hours: Final exam/production

### **METHODS OF INSTRUCTION:**

The course may include the following: lecture, discussion, small group work on conceptual problems, field work, guest speakers, and film and video presentations.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 30

Assignment Description:

Written or Creative Assignments (e.g. response papers, reading reflections, and/or journals)

Required Outside Hours: 50

Assignment Description:

Assigned readings

Required Outside Hours: 28

Assignment Description:

Group Project, Research Paper, or other Creative Work.

**METHODS OF EVALUATION:**

Objective examinations

Percent of total grade: 30.00 %

Exams may include true/false, multiple choice, short answer, and essay questions.

Writing assignments

Percent of total grade: 50.00 %

May include written homework; reading reports; research and term papers, and personal essay or journals.

Skill demonstrations

Percent of total grade: 20.00 %

May include a group project, individual research project, and/or presentation.

**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 Chicano Studies field speaks to the historic and contemporary politics, racism, and resistance in the Chicano 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 Chicano 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 Other Texts and Materials

Mexicans in San Jose (Images of America); July 1, 2009; Nanette Regua and Jose Villarreal Publisher : Arcadia Publishing; 1st edition ISBN-10 : 0738569305 ISBN-13 : 978-0738569307

**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