

### Course Outline

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

**TERM EFFECTIVE:** Fall 2021                      **CURRICULUM APPROVAL DATE:** 11/7/2022

**SHORT TITLE:** LATINX ROOTS AND REVOLUTION

**LONG TITLE:** Latinx Roots and Revolution

| <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**

P - Pass/No Pass

S - Satisfactory Progress--DNU

**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 Latinx literature as a means to understand historical and contemporary issues of race, racism, and resistance.
2. Analyze Latinx literature within a critical framework.
3. Understand and analyze the historical, social, and cultural value of Latinx works of literature.

## **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 Latinx Literature.
2. Apply theory and knowledge produced by Latinx Literature to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of this group 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 Latinx literature.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation are represented in Latinx literature and are relevant to current structural issues experienced, enacted, and studied in the Latinx community such as immigration, reparations, settler-colonialism, multiculturalism, and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Latinx communities and literature to build a just and equitable society

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

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### **5 Hours - Core Concepts**

Students will examine the history of colonization and concepts of race and racism, racialization, and ethnic identity formation and where Latinx writers emerge within this history. Topics within the literature include property loss, political and economic subordination, and assaults on both cultural and religious practices.

Students will analyze how early Latinx writers in the US context formed a rich literary tradition. The practice of writing/rewriting history from a Chicanx perspective will inform discussion and activities around self-determination, liberation, and decolonization.

### **5 Hours - Applying Literary Theory**

Students will discuss and practice applying literary theories produced and utilized by Latinx literary scholars--such as postcolonial criticism, culture studies, new historicism, feminist criticism, psychoanalysis, Marxist criticism, and lesbian, gay, and queer criticism--to Latinx works of literature. Using these lenses, students will examine how Latinx literature illuminates critical events, histories, and social struggles in the Latinx community as well as how the literature itself plays a role in group formation and affirmation.

### **7 Hours - Borders**

Students will explore and analyze the creation and conceptualizations of the border(lands) in twentieth and twenty-first century Chicanx and Latinx literature in the context of communal, national, transnational and international politics. Students will analyze how a range of genres and cultural expressions including poetry, fiction, memoirs, novels, film, and performance position literature as liberatory practice enacted by the Latinx community.

### 7 Hours - Immigration

Through Latinx literature, students will explore how immigration politics and economics have shaped the lives of Latinx Americans today with themes including, but not limited to: nationalism and citizenship, exploitation of labor, discrimination and racism, identity and fluidity, social inequality, cultural citizenship, border politics and violence.

### 7 Hours - Culture

Students will explore how Latinx literature both reflects and produces culture and literary theory as writers navigate both physical and conceptual borderlands. The role mainstream American pop culture plays in the perpetuation of eurocentrism, white supremacy, exclusion, and the stereotyping of Latinx Americans will be examined in contrast to Latinx literature, Latinx cultural production, and the lived experiences and struggles in the Latinx community.

### 7 Hours - Family, Gender, and Language

Students will explore how race and racism impact the Latinx family experience and identity formation, particularly through literature which addresses themes of acculturation, familismo, machismo, and marianismo. Students will examine the way writers from immigrant and American-born backgrounds navigate gender roles and the pressures of American society. Of particular importance is how Latinx Americans live in two realms--Spanish and English--and have created a space for a third realm (Spanglish). Racism, particularly in education and the workplace, will be examined for its influence on family dynamics, language, and gender.

### 7 Hours - Crime and Punishment

Students will examine the historic and structural racism of the United States legal/justice system through Latinx literature. Students will analyze how writers problematize the criminal justice system and express the interplay between law and morality. Students will explore how the systematic and blatant racism of the legal system impacts undocumented immigrants, males in disenfranchised/gang-affiliated communities, and women and children who suffer abuse.

### 7 Hours - Identity and Resistance

Students will explore how anti-racist, anti-colonial, and political movements such as MEChA, feminism, LGBTQ+, and abolishing ICE impact the Latinx community and are reflected in Latinx literature which advocates for social change, transforms a racist society, and challenges traditionally held beliefs and practices in Latinx culture. Students will analyze how writers have reimagined borders and claimed a unique and authentic voice in the fight for social justice.

### 2 Hours - Final Exam

**METHODS OF INSTRUCTION:**

Lectures, seminars, textbooks, discussion.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 108

Assignment Description:

Readings, Essays, Research Papers and Projects, Seminar Projects

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 60.00 %

Essays, Journals, Discussion Boards

Other methods of evaluation

Percent of total grade: 40.00 %

Presentations, Criticism Projects, Research Projects, Group Projects, Seminar Group Work.

**REPRESENTATIVE TEXTBOOKS:**

Anzaldúa, Gloria. . Borderlands/ La Frontera.. San Francisco, CA: Aunt Lute Books,2012.

This is a classic Latino literary text.

ISBN: 978-1879960855

Reading Level of Text, Grade: 11 Verified by: Christina Salvin

Daisy Hernandez. Cup of Water Under My Bed. Boston, MA: Beacon Press,2015.

This is a classic Latino literary text.

ISBN: 978-0802139474

Reading Level of Text, Grade: 11 Verified by: Christina Salvin

Jimmy Santiago Baca. C-Train and 13 Mexicans. Greenwich Village, New York: Grove Press,2002.

This is a classic Latino literary text.

ISBN: 978-0802139474

Reading Level of Text, Grade: 11 Verified by: Christina Salvin

Stephanie Fetta. The Chicano Latino Literary Prize: An Anthology of Prize Winning Fiction, Poetry, and Drama. Houston: Arte Publico Press,2008.

This text contains classic Latino literature.

ISBN: 9781558855113

Reading Level of Text, Grade: 11 Verified by: Christina Salvin

**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:

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000622773

Sports/Physical Education Course: N

Taxonomy of Program: 220300