



ETHS 113 - Chicanx Studies Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000525334

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 113

Course Title Chicanx Studies

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies,
Other / E - Non-Occupational

Rationale for adding this course to the curriculum Course modification to satisfy the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

- B. Apply theory and knowledge produced by the Chicana community to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- C. Critically analyze the intersection of Mexican American and Chicana racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
- D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the Chicana community are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
- E. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in the Chicana community; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society beyond the classroom.
- F. Examine and analyze the factors influencing colonization and other forms of institutionalized oppression and their impact on the Chicana community.
- G. Examine and demonstrate an understanding of the significance of Chicana racial and ethnic identity in the creation of artistic expressions (i.e. visual, performing, and literary) having an emphasis on liberation and social justice movements and evaluating their impact in the United States.
- H. Examine and demonstrate an understanding of the interethnic and racial relations between the Chicana community and other historically marginalized ethnic groups in the United States.
- I. Demonstrate an understanding of precolonial belief systems, values, practices, languages, philosophies, and epistemologies of various African civilizations and how they inform and influence Chicana experience(s) and cultural production.
- J.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

Analyze and articulate concepts such as race, ethnicity, equity, white supremacy, eurocentrism, privilege, hegemony, assimilation, acculturation, colorism, racism, anti-black racism, anti-indigeneity, internalized racism, colorblind racism, intersectionality, prejudice, bias, microaggressions, anti-racism, power, agency, and culture.

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Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the Chicax community are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in the Chicax community; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society beyond the classroom.

and scientific contributions), lived-experiences and social struggles with emphasis on agency and group affirmation.

- D. Socio-Political Influences and/or Social Movements
 - a. Indigeneity
 - b. Spanish Colonial Era
 - a. African and Asian Presence
 - b. Colonization
 - c. Enslavement
 - c. Mexican Independence 1810-1821
 - d. Mexican-American War 1846-1848
 - e. Mexican Revolution 1910-1921
 - f. U.S. Colonialism
 - g. Immigration to the U.S.
 - h. The Great Depression and the New Deal
 - a. Mexican "Repatriation"
 - b. Pachuco of Southwest
 - i. World War II
 - j. Immigration Policies
 - k. Free Trade Agreements and Zapatismo
 - l. Civil Rights for Latinos
 - m. Chicano Movement and Aztlan
 - n. Chicana Feminism
 - o. La Raza Unida Party
 - p. Solidarity in Farm Labor Movement: Cesar Chavez, Dolores Huerta, and Larry Itliong
 - a. United Farmworkers: National Farmworkers Association and Agricultural Workers Organizing Committee
- E. Social and/or Scientific Contributions in U.S.
 - a. Inventions
 - b. Braceros
 - c. Women in the Workforce
 - d. Armed Forces
- F. Role/function of the arts and folklore in Chicana culture in relation to struggle, resistance, racial and social justice, solidarity, and liberation.
 - a. Liberatory, decolonizing strategies
 - b. Critical analysis of the function of Casta Paintings during Spanish colonial era in Mexico
 - c. Mexican Folk Culture
 - a. Music
 - b. Dance
 - c. Art
 - d. Folklore
 - d. Mexican Muralists in the U.S.
 - e. Latinx Cultural Renaissance
 - a. Teatro Campesino
- G. Cultural Production and Popular Culture reflecting Chicana critical consciousness
 - a. Visual Arts
 - b. Theater/Cinema/Television
 - c. Comedy
 - d. Music
 - e. Literature

Class Participation -- Each student will be assessed based on participation in small and/or large group discussions, ask questions, and actively listens to others.

Final Exam -- Final Project

Mid Term -- Midterm may include an objective section as well as an essay question section.

Sample essay question: Please explain what function corridos served during the Mexican Revolution and how this is relevant to the United Farm Workers.

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Reading assignments are based on textbook reading, open educational resources, online sources, or instructor-generated handouts

For example:

1) Please read pages 1-16 in *Occupied America* which describes the indigenous cultures in Pre-Columbian Mexico.

2) Please read pages 104-113 in *Voicing Chicana Feminisms* which explores the role of religion and spirituality in the lives of Mexican-American women.

B. Writing Assignments

For example:

1) Based on the documentary *Precious Knowledge*, please write a 1-2 page reflection paper in response to the following prompt: Please describe the benefits of Mexican American Studies education at the K-12 level.

2) Based on the video clips of Mexican folk dances shown during class, please write a 1

