

**ETHS 10 - Introduction to Chicano Studies****Catalog Description****Transfer Status:** CSU/UC**Unit(s):** 3.00**Lecture:** 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)**Total:** 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: A multi-disciplinary exploration of the cultural and social milieu of Chicanos in the United States. "Chicano" is defined as the first generation of Mexican-Americans born to parents from Mexico. Students will trace the development of a definition and rationale for Chicanismo through a critical and comparative examination of relevant literature. Areas that will be examined will include economics, family and religion, social and political behavior, health, education and prejudice, among others. Also included in this examination will be a specific look at the Chicano movement, its goals, methods, and people.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify the cultural, political, economic, historical and institutional factors affecting Chicano communities.
2. Assess the socio-cultural sciences (e.g. anthropology, political science, history, sociology, etc.) as these assist in an understanding of Chicano studies.
3. Analyze the major works of Chicano authors in relation to the Chicano literary movement.
4. Distinguish between a variety of perspectives within the context of Chicano communities.
5. Differentiate concepts such as prejudice, discrimination, segregation, assimilation and pluralism as it relates to the experience of Chicano people.
6. 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 Latina and Latino American Studies.
7. Apply theory and knowledge produced by Latina and Latino American 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.
8. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Latina and Latino Americans 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.
9. 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 Latina and Latino American communities.
10. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Latina and Latino communities to build a just and equitable society.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Introduction	3.00
The Forgotten Minority	4.00
The Chicano in Subcultural Context	3.00
Sources of Prejudice	3.00
Mexican-American Today	6.00
Family and Religion	5.00
Education, Health and Housing	6.00
Politics and Leaders	8.00
The Mexican-American and Contemporary Issues	7.00
Implications and the Future	6.00
Total Hours: 51.00	

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion

- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Term Project

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Written Assignments
- E. Class Discussion
- F. Written assignments (Each student will be required to write at least 2,500 words for credit in the course. This work will be evaluated on content and syntax).

Examples of Assignments

Reading Assignments

- 1. Read the following article "The Development of Chicana Feminist Discourse, 1970-1980" by Alma Garcia and come to class prepared to discuss the significant contributions Chicanas made to the Chicano Movement.
- 2. Read the following manifesto, "Plan Espiritual de Aztlán" written by Alurista, Gonzales, and Gómez-Quirónes. Come to class prepared to discuss the organizational goals and the significance of the Chicano Movement.

Writing Assignments

- 1. Read the following article "Dolores Huerta: Passionate Defender of La Causa" and in a 2-page essay discuss the important contributions Huerta made to the Farm Workers Movement.
- 2. Please watch the following PBS Documentary, "Chicano! The History of the Mexican American Civil Rights Movement - Episode 3, Taking Back the Schools" chronicling the 1968 East Los Angeles High School blowouts that is one of the influential factors to the Chicano Movement. Complete a 2-page essay reflecting your own educational experience in high school.

Out-of-Class Assignments

- 1. Read the book, "I Am Not Your Perfect Mexican Daughter" by Erika Sanchez. In a 3-page essay, discuss how the intersectionality of the characters plays a role in the formation of their identity.
- 2. Read the book, "You Sound Like a White Girl: The Case for Rejecting Assimilation" by Julissa Arce. In a 3-page essay, respond to the author's reflections on lie of success, legality, whiteness, and English.

Recommended Materials of Instruction

Abrego, L. J. & Negrón-Gonzales, G. (Eds.). (2020). We are not dreamers: Undocumented scholars theorize undocumented life in the United States. *Duke University Press*, 1st. 9781478010838.

Rudolfo Acuna. (2019). Occupied America: A History of Chicanos. *Pearson*, 9th. 9780135719565.

Conchas, G. Q., & Acevedo, N. (2020). The Chicana/o/x dream: Hope, resistance, and educational success. *Harvard Education Press*, 1st. 9781682535110.

Ferrera, America, and Dumont, E. Cayce. (2020). American like me: Reflections on life between cultures. *First Gallery Books, Reprint edition*. 9781501180927.

Zero Cost Textbook

Gutierrez, E. Hund, J., Johnson, S., Ramos, C., Rodriguez, L., & Tshako, J. Race and Ethnic Relations in the U.S.: An Intersectional Approach. Long Beach City College, Cerritos College, & Saddleback College via ASCCC Open Educational Resources Initiative (OERI)

Minimum Qualifications

Sociology (Masters Required)
Ethnic Studies (Masters Required)

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