



ETHS 113 - Chicax 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 Chicax 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

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides an interdisciplinary survey of the Chicax community from the pre-Cuauhtemoc period to the present. Drawing upon artistic, philosophical, religious, social, historical, and political perspectives, this course: analyzes core concepts of Chicax Studies; explores the intersection of race, ethnicity, gender, sexuality, religion, class, and ability; emphasizes resistance and liberation; and examines the impact of the Chicax community on the development of the United States.

Schedule Description

SECTION D

Condition on Enrollment

- 1a. **Prerequisite(s):** *None*
- 1b. **Corequisite(s):** *None*
- 1c. **Recommended:** *None*
- 1d. **Limitation on Enrollment:** *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze contemporary issues using Chicax Studies theoretical frameworks and methodology.
- B. Analyze core concepts of Chicax Studies including but not limited to: race, ethnicity, racialization, oppression, equity, white supremacy, and eurocentrism, liberation, self-determination, and agency.
- C. Interpret how resistance, social justice, civil rights as experienced by the Chicax community are connected to current issues and experiences.
- D. Critically assess the significant impact of Mexican American and Chicax culture on the development of the United States.
- E. Examine and demonstrate critical understanding of the intersection of (social categories including but not limited to) race, ethnicity, gender, sexuality, religion, class, and ability within the Chicax community.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. 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, self-determination, resistance, decolonization, indigenization, liberation, Chicana/o Nationalism, and Chicana/o Power by using Chicax Studies theoretical frameworks.

- B. Apply theory and knowledge produced by the Chicana/x 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/x 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/x 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/x 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/x community.
- G. Examine and demonstrate an understanding of the significance of Chicana/x 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/x 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/x 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, self-determination, resistance, decolonization, indigenization, liberation, Chicana/o Nationalism, and Chicana/o Power by using Chicana/x Studies theoretical frameworks.
- Apply theory and knowledge produced by the Chicana/x 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.
- Critically analyze the intersection of Mexican American and Chicana/x 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.

- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the Chicana/x 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 Chicana/x community; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society beyond the classroom.

Course topics:

- A. Introduction to interdisciplinary field of Chicana/x Studies
 - a. Origin of Ethnic Studies
 - b. Origin of Chicana/x Studies
 - a. History of community engagement leading to establishment in higher education
 - c. Community Participatory Action Research
 - d. Community Responsive Pedagogy
 - e. Critical Race Theory
 - f. Affirmative framing of Chicana/x contributions, social upliftment, group empowerment, decolonization, cultural assets, community cultural wealth
 - g. Key concepts including: 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, self-determination, resistance, decolonization, indigenization, liberation, Chicana/o Nationalism, and Chicana/o Power.
 - h. Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of Chicana/xs including class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language and/or age.
 - i. Chicana/x-centered perspectives on human, civil, labor, land, and immigration rights, and other Chicana/x movements for liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society.
- B. Pre-Cuauhtemoc history and traditions of representative Native cultures of North America with focus on Mesoamerica
 - a. Folklore
 - b. Cultural beliefs and values
 - c. Epistemologies,
 - d. Art (visual, literary, performing)
 - e. Language(s)
 - f. Ethnicities
 - g. Religions
- C. Theory and knowledge produced by Mexican-American and Chicana/x communities emphasizing agency and group affirmation on critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social,

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 Chicax 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 Chicax critical consciousness
 - a. Visual Arts
 - b. Theater/Cinema/Television
 - c. Comedy
 - d. Music
 - e. Literature

- f. Sports
- H. Religion and Philosophy reflecting Chicana critical consciousness
 - a. Indigenous Religions of Mexico
 - b. Folk Religion
 - c. Christianity
 - d. Interplay between religion, philosophy, and social movements
- I. Role of Education in Chicana culture in relation to struggle, resistance, racial and social justice, solidarity, and liberation.
 - a. Bilingualism
 - b. Biculturalism
 - c. Mexican American Studies and HB 2281
- J. Intersection of Chicana culture with Gender and Sexuality in relation to struggle, resistance, racial and social justice, solidarity, and liberation.
 - a. Pre-Columbian Mexico
 - a. Roles of Women and Men
 - b. Casta Paintings during Spanish Colonial Era in Mexico
 - a. Female and Male Depictions
- K. Historical and Contemporary Constructions of Femininity and Masculinity
 - a. Machismo
 - b. Marianismo
 - c. Nonbinary
- L. Chicana Feminism: Experiences, narratives, and contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions)
- M. LGBTQ experiences, narratives and contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions)
- N. Additional topics including but not restricted to: solidarity, anti-immigrant policies, immigration status, family separation; model minority; anti-Black racism, anti-Asian racism; police brutality; family and kinship; interracial relationships and multiracial identity; intergenerational relationships, access to education, housing, and healthcare; self-determination, generational wealth, collectivity, and wellness.
- O.

4. Methods of Instruction:

Activity: Group Projects/Presentations, Collaborative group work, Small/large group activities

Discussion: Small and Large group discussion

Lecture: Lecture w/ slide presentation

Other: Film/Documentaries, Audio/Visual Media, Audio-visual presentations

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).

Quizzes -- Reading Responses and/or Quizzes Reading responses and/or quizzes will be assigned in order to assess the student's reading/lecture comprehension.

Papers -- Reflection Papers: Sample prompt: Please write a 1-2 page reflection paper about the film Salt of the Earth.

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 page paper describing what type of impact watching these dances had on you.

3) Based on Part 1 of the documentary "Chicano", please write a 1-2 page reflection paper answering the following prompt: Please describe the significance of the poem "Yo Soy Joaquin" had during the Chicano Movement.

C. Other Assignments

1) Final Project: Counterhegemonic Product - Drawing upon topics discussed in class, student creates a workshop, visual/literary/performing arts piece, film, or community program/service that challenges dominant discourse and/or representation of the Chicana community, raises consciousness about the complex reality of Chicana life, and positively impacts/serves the Chicana community.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Maceo Montoya
Title: Chicano Movement for Beginners
Publisher: For Beginners, LLC
Date of Publication: 2016
Edition: 1st edition

Book #2:

Author: Gloria Anzaldua
Title: Borderlands/La Frontera: the New Mestiza
Publisher: Aunt Lute Books
Date of Publication: 2012

Edition: 4th edition
Book #3:
Author: Rodolfo Acuna
Title: Occupied America
Publisher: Pearson
Date of Publication: 2020
Edition: 9th edition

B. Other required materials/supplies.