



ETHS-112: INTRODUCTION TO CHICANA/O/X STUDIES

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

ETHS - Ethnic Studies

Course Number

112

Course Title

Introduction to Chicana/o/x Studies

Short Title

Intro to Chicana/o/x Studies

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course examines the cultural, educational, economic, artistic, and sociopolitical issues that have affected the ChicanX/LatinX experience in the U.S. It applies an interdisciplinary perspective to racial and social justice issues related to the intersectional ChicanX/LatinX experience to empower students with resources for self and community advocacy. It will also provide students with the opportunity to actively engage with anti-racist and anti-colonial issues and the practices and movement in the Chicana community in order to build a more just and equitable society.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2203.00 - Ethnic Studies

CIP Code

05.0203 - Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS F - Ethnic Studies

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

AREA-6

Learning Objectives**Learning Objectives****Learning Objective**

1. Critically analyze and engage in a self-examination of how race and racism impacts the intersectionalities of class, gender, sexuality, religion/spirituality, indigeneity, immigrant status, language varieties, national origin, etc.
2. Examine and apply the theory and knowledge produced in the ChicanX Studies community and apply/describe cultural and ancestral knowledge, historical and intellectual traditions, artistic contributions, lived-experiences and social struggles with a particular emphasis on empathy, agency and group-affirmation.
3. Demonstrate a comprehensive knowledge and understanding of the dynamic, ever changing nature of ChicanX artistic expression found in culture, arts, music, film, and literature and the impact this has on Chicanx/ Latinx cultural consciousness.
4. Critique and pose questions about relevant concepts such as race and racism, racialization, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti racism as analyzed in ChicanX Studies.
5. Examine and explain how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by ChicanX/LatinX contribute to the transformation of structural inequality in communal, national, international, and transnational politics and in areas like immigration, reparations, settler colonialism, language policies and education.
6. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movement in the Chicanx community in order to build a more just and equitable society.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Critically examine and pose questions about relevant concepts such as race and racism, racialization, equity, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in ChicanX Studies and articulate and describe impact on Latinx cultural consciousness.
2. Listen to others with understanding and empathy through the study and examination of theory and knowledge produced by ChicanX/LatinX 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.
3. Apply flexible thinking and creative problem-solving with regard to the intersection of race and racism as they relate to class, gender, sexuality, religion/spirituality, national origin, immigration status, ability, indigeneity and tribal citizenship, sovereignty, language, and/or age in ChicanX/LatinX communities.
4. Create, imagine, and innovate through the study and examination of struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by ChicanX/Latinx communities and that are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, settler-colonialism, educational, environmental, and language policies.
5. Apply past knowledge to new situations through the examination and active engagement with anti-racist and anti-colonial issues and the practices and movements in LatinX/ChicanX communities and a just and equitable society.

Program Learning Outcomes**Learning Outcome**

1. Critically analyze historical and contemporary issues based on social location/identities, including the power structure, oppression, and privilege components as they relate to one intersectional identity.
2. Develop an understanding of major sources of inequality, injustice, and violence and how these sources may serve as a benefit or detriment to individuals or institutions.
3. Analyze and identify social justice movements, and practice strategies toward equity, empowerment, transformation, and social change.
4. Work and communicate effectively with peers and diverse perspectives to build solidarity within and outside the college community.

5. Apply strategies and interdisciplinary understanding of systems of power, privilege, and domination including the personal, social, cultural, economic, and political consequences to develop a student driven project

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. What is Chicana/o/x Studies?
 - a. Introduction to the interdisciplinary field of Chicana/o/x Studies (Activist Scholarship)
 - i. East LA High School Walkouts
 - ii. Third World Liberation Strike (SFSU)
 - iii. El Plan de Santa Bárbara
 - iv. Solidarity: Puerto Rican Studies, Latinx Studies, etc.
 - v. Where are we today? Tucson, Ethnic Studies Now, AB 1460
2. Review of Research Methodologies, Models, and Scholarship associated with CHS/LS Studies
 - a. Origins of CHS: Review of early works and scholarship and their significance to the origins of Chicana/o Studies as a discipline (i.e., Sanchez, Galarza, Paredes, McWilliams, Acuna, Barrera).
 - b. Examination of Critical Race Theory and its relevance to Chicana/o/x Studies
 - c. Review of feminist scholarship (Anzaldúa, Moraga, La Trenz, etc)
 - d. Review of LatCrit and discussion on racialization of the Chicana/o/x (Solorzano, Haney Lopez, Delgado, Bonilla)
 - e. Community participatory action research and barrio pedagogy
 - f. Critical Ethnography: testimonios, insider/outsider lens
 - g. Other Relevant Research Methods and Approaches to scholarship within the field of Chicana/o/x Studies and Ethnic Studies.
3. Chicana/o/x Identity and Latinx cultural consciousness
 - a. Racialization and Latino cultural consciousness
 - i. Racialization of the Chicana/o/x (i.e. Rodriguez case, Hernandez vs. Texas)
 - b. What is a Chicana/o/x?
 - i. Viewing of Corky Gonzalez' I am Joaquin and other relevant materials such as Armando Rendon, Chicano Manifesto, etc.
 - ii. The making of Chicana/o/x Identity (Indigeneity and settler colonialism)
 - iii. The dynamic, hybrid, and fluid nature of the Chicana/o/x identity
 - c. Puerto Rico & Latinx cultural consciousness
 - d. What's in a name (Chicano, Chicana, Chicana/x)?
 - e. Political, social, and cultural consciousness within the Chicana/o/x identity
 - f. Intersection with other social identities including race, gender, sex, economic class, nationality, ability, language, etc.
4. Historical Influence of National origin: Mexican political identity

- a. Mexican-American War, 1846-1848
 - b. Treaty of Guadalupe Hidalgo
 - c. United States imperialism (Connections to Puerto Rico, Central America, etc.
 - d. Review concept of Settler Colonialism & Indigeneity.
5. Becoming Mexican-American: Stories of Chicana/x survival in the US.
 - a. Mexican Revolution: First wave of Mexican immigration (migration)
 - b. World War I and the Depression
 - i. LULAC
 - ii. Jovita Idar
 - iii. Solidarity: Mutualistas (connections to Black mutual aid groups)
 - c. Mexican "Repatriation"
 - d. World War II
 - i. American GI Forum
 - ii. Pachucos & Zoot Suit Riots
6. Community Responsiveness and Community Cultural Wealth
 - a. Critical Race Theory & Community Cultural Wealth
 - b. Community Cultural Wealth (Yosso)
 - c. The Chicana/o counter narrative: Who am I? How do people see me?
 - d. cursory review of Chicana/o/x poetry and art on self.
7. Role of the Arts in Mexican-American and Chicana(o) Culture
 - a. The Pachuco
 - b. Lalo Guerrero, Richie Valens
 - c. El Teatro Campesino
 - d. Chicana/o/x Art (i.e. Frida Kahlo, etc.)
 - e. Chicana/o/x Music (i.e. Tex Mex, Selena, Doo wop, Santa Ana, Ozomatli, Quetzal, Las Cafeteras, etc.)
 - f. Chicana/o/x Literature: (i.e. Gloria Anzaldua, Cherri Moraga, Sandra Cisneros, Ana Castillo, etc.)
8. Chicanas/os/x in the Labor Movement
 - a. Viewing of "Salt of the Earth"
 - b. The United Farmworkers (i.e. Cesar Chavez, etc.)
 - c. Women in Labor (i.e. Emma Tenayuca, Linda Chavez, Dolores Huerta, Maria Elena Durazo)
 - d. Chicana/x-Latinx Labor today: Hotel workers, Janitors, and Teachers
 - e. Other contemporary and local labor issues relevant to the Chicana/o/x community
9. The Chicano Movement (El Movimiento)
 - a. The Chicana/o Moratorium
 - b. Cultural Nationalism and the Chicana/o Movement (Alurista)
 - c. The Black Panthers, The Brown Berets, & the Young Lords
 - d. Mecha, Aztlan, Denver Youth Conference
 - e. The internal colony (Munoz, Barrera, etc) and the Chicano Nation
 - f. The Chicana/o Left (August 29th Movement, CASA)
 - g. Women in the movement (through poetry and spoken word)
 - h. Solidarity: (i.e. International, Third World Movement, and other Latinx cultures)
10. Challenging Patriarchy and Heterosexism: Las mujeres
 - a. La Chicana and gender stratification
 - b. Challenging Machismo and Marianaismo
 - c. Chicana feminist authors/academics (i.e. Chela Sandoval, Maylei Blackwell, Alicia Gaspar de Alba, Yolanda Broyles-González, Maria Herrera-Sobek, Theresa Delgadillo, etc.)
 - d. Chicana feminist literary authors (i.e. Jovita Gonzales, Ylce Irizarry, etc.)
11. Joteria culture (Queer LGBTQ+ Studies)

- a. Joteria authors: Anita Tijerina Revilla, Deborah R. Vargas, Maya Chinchilla, Victor Guiza, Jaime Cobian, Ramon Garcia
 - b. Joteria in the arts
 - c. Intersection of Chicana/o/x identities with other social identities including LGBTQ+, Queer, and other Gender Expansive identities
12. Educational Justice, Immigrant Rights, Language Rights and Representation
- a. Educational Segregation and Educational Inequity (Segregation, Mendez vs. Westminster; Bilingual Education, etc)
 - b. Electoral Politics and representation (MAPA, AMAE, etc)
 - c. Repressive Propositions and Elections: Proposition 63, 187 and 227
 - d. Barrio Pedagogy and other relevant educational approaches that represent and empower Chicana/o/x scholarship
 - e. Ethnic Studies Now (Tucson, LA, etc)
13. Social Movements and Contemporary Struggles
- a. Identify past and present movements
 - b. Define concept of activist scholarship, agency, and resistance
14. Radical Healing and Indigenous practices

Methods of Instruction

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understanding the everchanging nature of LatinX/ChicanX culture, arts, education and other sociopolitical issues, and their connection to cultural citizenship. Lectures will also engage students in discussion, expand upon information provided in the assigned reading and visual materials, and provide the students with an organizational scheme with which to analyze and understand the development of LatinX/ChicanX communities.

DE Adaptations for MOI

All Lectures will be accessible in digital format and uploaded in the CMS along with any requisite reading and visual materials. Online lectures will be conducted asynchronously and synchronously through the online CMS. Synchronous meetings will be conducted through video conferencing and accessed through the online course management system.

Method

Role Playing/Simulation

Integration

Student and faculty led groups will create simulated dialogue and role-play realistic scenarios that examine the themes of struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by LatinX/ChicanX cultures. These presentations will allow students to imagine and enact these themes by utilizing flexible thinking and creative problem-solving to raise awareness, stimulate discussion, and encourage empathy.

DE Adaptations for MOI

Role Playing and Simulation activities would be conducted via video conferencing and other electronic interfaces, using appropriate closed-captioning and other accessibility features within the CMS.

Method

Film/video Viewing and Discussion

Integration

Consistent with the learning objective aimed at critiquing and posing questions about relevant concepts, students will analyze a representation of Latinx-Chicanx in the media. In groups, student will analyze, discuss, and critique the cultural representation of selected films or videos depicting Latinx-Chicanx in the media. Student watch parties will be encouraged.

DE Adaptations for MOI

Accessible videos, films, and websites will be used to analyze and discuss the lived experience of various LatinX\ChicanX communities, keep students informed on current issues and trends as they impact these communities. Videos, films, and websites will be shared and viewed via the CMS. Discussions of film as they relate to course reading and lectures will also be conducted through the CMS discussion boards or during synchronous course meetings on video conferencing accessed through the CMS.

Method

Homework

Integration

Reflective Papers: Weekly 1–2 page reflection papers on the weekly readings will require students to think critically when analyzing themes, concepts or scholarship found in LatinX-ChicanX Studies. Reflective papers will also require students to apply past knowledge to new situations in order to create, imagine, and address current and structural issues

DE Adaptations for MOI

The assignment will be explained via a video conference meeting or a recording and all of the reading materials will be provided within the CMS using an accessible format.

All papers will be submitted in an electronic format and uploaded through an assignment link within the CMS.

Method

In-class Exercises

Integration

Students will experience group processes and dynamics, engage in problem solving activities, and work with meaningful and relevant topics in LatinX-ChicanX Studies. These discussions will focus on the role of race, gender, ethnicity and cultural identity as related to sociopolitical issues, community concerns, and topics in popular culture. This will help students examine struggle, resistance, solidarity, liberation, and social justice as experienced and enacted by LatinX/ChicanX communities.

DE Adaptations for MOI

All in class exercises would be conducted via video conferencing and other electronic interfaces, using appropriate closed-captioning and other accessibility features within the CMS.

Method

Observation and Demonstration

Integration

Students will apply principles, theories, and concepts contained in the literature, lectures and scholarship to the realities facing the LatinX-ChicanX community by visiting, volunteering, or attending a Latinx-Chicanx cultural event and preparing an individual response to that event. These observations will take the form of a journal, essay, or visual presentation. Observations of community events and activities are particularly relevant to helping students apply past knowledge to new situations through the examination and active engagement with anti-racist and anti-colonial practices and movements in LatinX/ChicanX communities.

DE Adaptations for MOI

The instructor will guide students throughout the creation of their project via meetings and discussions conducted through the group discussion boards function of the CMS. Students will be assessed on their understanding and analysis of how these cultural events manifest course concepts. Feedback will be provided through the grading tools section of the CMS. Students will present their final observations and analyses of the cultural events in a digital format and submit them through an assignment link in the CMS.

Method

Individual Projects

Integration

Student Presentations: Students will apply principles, theories, and concepts contained in the literature, lectures and scholarship to the realities facing the LatinX-ChicanX community by visiting, volunteering, or attending LatinX-ChicanX cultural events and preparing

an individual response to the LatinX-ChicanX Cultural/Community Event form. Presentations are critical to helping students examine the theory and knowledge produced in the LatinX/ChicanX Studies community and apply/describe cultural and ancestral knowledge, intellectual traditions, artistic contributions, lived-experiences and social struggles with a particular emphasis on empathy, agency and group-affirmation.

DE Adaptations for MOI

Students will submit all papers and projects in digital format and upload into the CMS. Closed captioning and other accessibility features will be utilized as needed.

Methods of Evaluation**Method**

Class Participation

Integration

Class time will be spent in whole and small group dialogues, instructor and student-led activities, and work sessions. Student growth and learning is inextricably linked to class participation. Each class will include time to reflect on readings, discuss critical concepts or dialogue on the topics listed in the course content. Students will be assessed according to level of engagement, responses to critical questions, etc. Large and small group class discussions and activities allow students to examine the theory and knowledge produced in the LatinX/ChicanX Studies community and apply/describe cultural and ancestral knowledge, intellectual traditions, artistic contributions, lived-experiences and social struggles with a particular emphasis on empathy, agency and group-affirmation.

Demonstrate a comprehensive knowledge and understanding of the dynamic, everchanging nature of LatinX/ChicanX culture, arts, education and other sociopolitical issues, and their connection to Latinx cultural citizenship.

DE Adaptations for MOE

Class Participation will be facilitated through Discussions within the CMS or using some other digital technology allowing students to interact with the course content and submit their recorded response. Feedback will be provided through discussion comments and/or grading comment features within the CMS, within a reasonable timeframe.

Method

Papers

Integration

Student Reflective Papers (Pensamientos): Students will submit papers demonstrating their ability to critically examine and apply appropriate research concepts and terminology in LatinX/ChicanX Studies. Papers allow students to demonstrate a comprehensive knowledge and understanding as well as critically examine theory and knowledge related to LatinX/ChicanX Studies, as well as apply that knowledge in order to emphasize empathy, agency and group-affirmation for these communities.

DE Adaptations for MOE

All papers will be submitted in electronic format within the CMS. Grading comments will be provided through the gradebook within the CMS for all paper submission within a timely manner.

Method

Other

Integration

Community/Cultural Events: Students will be assessed according how detailed the report of the event attended. Student will be assessed for depth of understanding, critical thought, and critique of event. Students will be required to make connections to the readings, lectures, or scholarship, and must provide evidence of the event (pictures, flyers, handouts, etc.). Evaluation of students' ability to critically examine and apply appropriate research concepts and terminology in LatinX/ChicanX popular culture, community struggles and sociopolitical events (past and present) will also be a factor. Observations and participation in community events and activities are particularly relevant to helping students apply past knowledge to new situations through the examination and active engagement with anti-racist and anti-colonial practices and movements in LatinX/ChicanX communities and a just and equitable society.

DE Adaptations for MOE

Students will present their final observations and analyses of the cultural events in a digital format and submit into the CMS. Grading comments will be provided through the gradebook within the CMS, or within Discussion Forum comments when applicable. All comments should be provided to students within a timely manner.

Method

Group Projects

Integration

LatinX-ChicanX in Popular Culture (Artistic Performance, MediaDepiction): Working in teams, students will research, analyze, and critique the portrayal of LatinX/ChicanX in a selected genre of LatinX/ChicanX Popular Culture (music, art, literature, television, film, visual or performing arts). Students will be required to identify and analyze sources for stereotypes, micro and macro aggressions, accurate portrayals, effective use of LatinX/ChicanX cultural knowledge, etc. Student projects will be evaluated according to depth of research (at least 3 scholarly citations), explanation of the analysis, use of factual evidence, etc. The use of critical concepts like cultural appropriation, power dynamics, intersectionality, hegemony, etc. will be considered in the final grade. The group presentation is required to be informative, interesting and thought provoking, and creative. This project will be peer evaluation against an instructor-developed rubric. Group projects will allow students to address all learning objectives of the course including demonstrating a comprehensive knowledge and understanding, critiquing and posing critical questions, examining theory and knowledge, examining struggle, resistance, and racial justice, and applying flexibly thinking, creativity, and past knowledge to new situation as it relates to ChicanX/LatinX Studies.

DE Adaptations for MOE

Projects will be submitted as either an assignment or within discussion forums within the CMS. Rubrics will be provided. Grading comments will be provided through the gradebook within the CMS, or within Discussion Forum comments when applicable. All comments should be provided to students within a timely manner.

Method

Role-playing/Simulation

Integration

Community Action Plan: Students will work together to analyze a particular sociocultural, educational, or sociopolitical concern related to topics, concepts, or theories of LatinX-ChicanX studies. Students will design a strategic plan of action with a budget for improving the social conditions of the community. Students will creatively present their findings by simulating a presentation to a key policy board for funding and implementation. This work will be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the theories and concepts of LatinX-ChicanX studies. Role playing and simulations will be utilized in order to help students develop and apply flexible thinking and creative problem-solving to the intersection of race and examine the struggles, resistance, and other related racial justice issues. Questions will be posed weekly in discussion forums. These questions will be posed for thoughtful reflection, to initiate dialogue on a critical topic or to assess student knowledge of a concept, or practice. All the questions will be based on the readings, lectures, or films. Students will be required to complete an individual short reflection paper, post individual responses in a discussion forum, or construct a collective group response.

DE Adaptations for MOE

Projects will be submitted as either a written assignment or in discussion forums within the CMS. Grading rubrics will be provided and feedback will be provided through the grading tools section of the online course management system.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

**Assignment**

You will observe/visit/attend 2-3 celebrations/exhibits/community events/meetings of your own choosing and complete a community/cultural event reflection for each event. Your total attendance for all events combined should be no less than 10 hours. Within your reflection, report whether the event was an affirmation or appropriation of culture, a celebration of LatinX/ChicanX cultural, ancestral knowledge, or an effective vehicle for addressing critical issues of interest to the community. You may also choose to do a presentation to summarize your collective response to the events. Papers and presentations should outline key terms and concepts that apply. With your assigned group, please identify a historical or contemporary artist, performance, cultural artwork, or other media depicting members of the LatinX/ChicanX community. As a team research and analyze the historical context of the work and the cultural accuracy and relevance of the work. Then prepare a presentation to share your critique of either the work itself or the depiction of the LatinX/ChicanX community. Be sure your analysis reflects your critical understanding of LatinX/ChicanX communities, intersectionality and other related concepts, theories, and scholarship discussed within the course.

How assignment will be adapted in online format

All analyses will be submitted in an electronic format and submitted through the CMS. Feedback will be provided in a timely manner, within the discussion comments and/or grading comments within the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Popular Culture Group Project

Working in teams, you will research and analyze the depiction of LatinX/ChicanX individuals in a chosen aspect of Popular Culture (music, art, literature, television, film, visual or performing arts). You will analyze the group's selected through the concept of ChicanX/LatinX intersectionality and analyze, discuss, and critique the work for its inaccurate/accurate representation of ChicanX/LatinX culture. As a group, you will create a class presentation to portray your findings (dramatic simulation, PowerPoint Presentation, video, posters/artwork) according to a ChicanX/LatinX Studies perspective and incorporating at least 3 concepts from the class.

How assignment will be adapted in online format

Students will be assigned to groups using the people features of the CMS in order to provide group collaboration space and all final assignments and projects will be submitted using the Assignments or Discussions feature within the CMS. Grading rubrics will be provided and feedback will be provided in a timely manner through the grading tools section of the CMS.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

For this Cajita Project you will create a Cajita, or sacred box, representing your identity and/or ancestry. This assignment requires you to deeply analyze your story of racialization and identity development and the intersectionalities that comprise it. It is essential that you choose a theme or concept that captures your story, or the stories of previous generations, and the final product should be a box or container that is essentially a work of art that reflects your journey. The box can have a door or lid or one or more compartments or sections. Sometimes the kind of box you select will inspire some ideas in the way you decorate the inside and the outside. Examples : OLD JEWELRY BOXES, SEWING BOXES, BREAD BOX, BASKETS, OLD SUITCASE OR MAKE-UP CASE, or even a METAL TOOLBOX that you can spray paint, anything you find interesting that meets the criteria: Durable and Sturdy. Whatever box-container you pick make

sure you can glue on it, paint it, or (if you need to) nail on it, etc. REMEMBER THAT YOU NEED TO WORK ON BOTH THE INSIDE AND THE OUTSIDE OF THE BOX. SIZE: The cajita should be larger than a shoe box, nothing too small, a medium size or larger.

How assignment will be adapted in online format

Students will use Discussion Forums to upload digital images and items that would be included in their La Cajita with a narrative explanation of each item and its corresponding significance to their own identities, history, and lived experiences. Feedback will be provided in a timely manner, within the discussion comments and/or grading comments within the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Subject: Chicano Nationalism

Source Reading: The Plan Espiritual de Aztlán

Context: This was a pro-indigenist manifesto advocating for Chicano nationalism and self-determination for Mexican Americans. It was adopted at the First National Chicano Liberation Youth Conference, a March 1969 convention hosted by Rodolfo "Corky" Gonzalez's Crusade for Justice in Denver, Colorado. In it Gonzalez states: "The publication of a revolutionary paper is equal to the taking of a city. The proclamation of a political plan is the same as the bloodiest combat. . . they form equal parts of a rebellion and are inherent in it. . . I have never seen, nor will I ever see a revolution without the propagation of ideas as a preliminary, and the shedding of blood, as the inevitable means of deciding the outcome"

Instructions: In a minimum 1500 word, analytical essay, respond to these questions.

How does Gonzalez use history to argue for the necessity of Chicano Nationalism and self-determination for Mexican Americans?

In Gonzalez's revolutionary "propagation of ideas", how does he suggest cultural and political mobilization can be achieved?

Why does he believe the shedding of blood will be necessary?

Your essay will be graded on how well you analyze the document and interpret it; using the terminology, ideologies, and concepts we have studied and how they are manifested by historical events.

How assignment will be adapted in online format

All readings will be facilitated through textbook and other required readings as provided through the CMS. Grading rubrics will be provided and feedback will be provided through the grading tools section of the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will read an article or story as a "resistance reading" and respond to it through counter narratives. Using what you have discovered during resistance reading, you will craft a response to the text following one of three patterns:

Option 1: A rebuttal to the author or the text calling out what is questionable, exclusionary, inflammatory, or oppressive. You can write this as a letter to the author, as an essay, or in the style of an "op-ed" article.

Option 2: You can choose to tell your own story as a member of the historically marginalized identity of this course and critically analyze the ways in which you resist dominant narratives.

Option 3: You may choose to find an individual who identifies with an historically marginalized and oppressed ethnic group and critically analyze the ways in which they resist dominant narratives.

Feel free to produce a creative work using poems, spoken word, and or lyrics, or other artistic expression that allows you to share your story, and/or analyze the artwork of others that may serve as a counter narrative.



How assignment will be adapted in online format

Students will upload their final work product in the CMS as an electronic submission ensuring that it meets accessibility guidelines. Feedback will be provided in a timely manner and the assignment will be graded using the feedback and grading tools in the CMS.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will visit the Cheech Marin Center for Chicano Art and Culture or another culturally relevant museum. You will then submit a written or video analysis of a specific art piece or exhibit, connecting relevant themes, concepts, and/or theories from the course.

How assignment will be adapted in online format

Students will upload their written analysis or video recording electronically to the CMS. Grading rubrics will be provided and feedback will be provided through the grading tools section of the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Every community has assets; facilities, libraries, community centers, valued businesses, parks and forests, etc.. But most importantly the people and their capacities; organized community groups or individuals who have skills and talents. All of these things can be mapped to create a picture of the community which shows its capacity and its potential. This assignment will require you to analyze the resources and assets of a local ChicanX community. Take care to highlight the various means of artistic expression and engagement within your community and how those mediums may also be reflective of resistance, cultural pride, and community support. Also, address formal and informal representatives to the community that serve as advocates and leaders within and for the community. After researching the various assets within your chosen community, please prepare a presentation that provides a visual map of these assets along with appropriate narrative descriptors of the substance and value of those resources.

How assignment will be adapted in online format

Students will submit their digital presentations electronically through the CMS and must meet accessibility guidelines. Grading rubrics will be provided and feedback will be provided through the grading tools section of the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

YPAR (Youth-led Participatory Action Research) is an innovative approach to positive youth and community development based in social justice principles in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them. Using YPAR, you will examine and critically analyze an issue affecting a historically marginalized ethnic group within the campus community or surrounding community. You will analyze policies, practices, programs, and resources within the college and/or surrounding community that impact the ChicanX community. You will prepare a presentation and/or paper advocating for changes or improvements that could be implemented to better serve the community.

How assignment will be adapted in online format

Students will submit their digital presentations and/or papers electronically through the CMS and must meet accessibility guidelines. Grading rubrics will be provided and feedback will be provided through the grading tools section of the CMS.

Course Materials

Textbooks

The Chicana/O/X Drama: Hope Resistance, and Educational Success Gilberto Q. Conchas and Nancy Acevedo

(2020) Harvard Education Press, ISBN-13: 978-1-68253-511-0

Introduction to Chicana and Chicano Studies-Preliminary Edition 1st Edition

by MSU Denver Chicana/O Studies Department (Author), ISBN-13: 978-1524962548

Mark A. Burkholder, Exploitation, Inequality, and Resistance: A History of Latin America Since Columbus Oxford University Press, 2018

Morales, Ed. Latinx: The New Force in American Politics, 2018

Montoya, Maceo. Chicano Movement for Beginners, 2016

Anzaldúa, G. (1987) Borderlands La Frontera: The New Mestiza. San Francisco: Aunt Lute Books

Other Resources

Articles:

Alurista. (1969) El Plan Espiritual de Aztlán. In Anaya, R., Lomeli, F., & Lamadrid, E. Aztlán: Essays on the Chicano Homeland. Revised and Expanded Edition. New Mexico: University of New Mexico Press.

Benjamin, J. (2019) Latin Music Is Now More Popular Than Country & EDM In America. Forbes. Retrieved from: <https://www.forbes.com/sites/jeffbenjamin/2019/01/04/latin-music-in-2018-album-song-salesconsumption-buzzangle-report/#5c822dd55add>

Case, A., Choueiti, M., Clark, H., Hernandez, K., Lopez, B., Martinez, J., Mota, M., Pieper, K., and Smith, S. (2019) Latinos in Film: Erasure on Screen and Behind the Camera Across 1,200 Popular Movies. Retrieved from USC (University of Southern California), School of Annenberg website: <http://assets.uscannenberg.org/docs/aai-study-latinos-in-film-2019.pdf>

Cesena, M. (2009) Creating Agency and Identity in Danza Azteca. In Cantu, N. Najera-Ramirez, O. & Romero, B. (ed) Dancing Across Borders: Danzas y Bailes Mexicanos (pp. 80-94) Chicago: University of Illinois Press.

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Esposito, J. (2012) Is Ugly Betty a Real Woman? Representations of Chicana Femininity Inscribed as a Site of (Transformative) Difference. In Aldama, A., Garcia, P., and Sandoval, C. Performing the US Latina and Latino Borderlands. (pp. 328-361) Bloomington & Indianapolis: Indiana University Press.

Field, K. (2018) More Hispanics are Going to College And Graduating, But Disparity Persists. In PBS. Retrieved from: <https://www.pbs.org/newshour/education/more-hispanics-are-going-to-college-and-graduating-but-disparity-persists>

Garcia, E. (2019) Respectful Tribute, or 'Obviously Cultural Appropriation'? New York Times. Retrieved from: <https://www.nytimes.com/2019/09/11/us/dia-de-muertos-barbie-mattel.html>

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- Hayes-Bautista, D. (2004) *La Nueva California: Latinos in the Golden State*. Berkeley & Los Angeles: University of California Press.
- Herrera-Sobek, M. (2002) Danger! Children at Play: Patriarchal Ideology and the Construction of Gender in Spanish Language Hispanic/Chicano Children's Songs and Games. In Cantu, N. and Najera-Ramirez, O. (Ed) *Chicana Traditions: Continuity and Change* (pp. 81-99) Chicago: University of Illinois Press.
- Holson, L. (2019) Latinos Are Underrepresented in Hollywood, Study Finds. New York Times. Retrieved from: <https://www.nytimes.com/2019/08/26/movies/latinos-hollywood-underrepresented.html>
- Howe, A. (2017) Young, Bilingual, Bicultural: Latinas Gaining Consumer Power. In NBC News. Retrieved from: <https://www.nbcnews.com/news/latino/new-purchasing-power-latinas-n800366>
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- Leight, E. (2018) Latin Music Is Reaching More Listeners Than Ever – But Who Is Represented? Rolling Stones. Retrieved from: <https://www.rollingstone.com/music/music-latin/latin-pop-urban-reggaeton-trap-755772/>
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- Perez-Torres, R. (2006) Popular Music and Postmodern Mestizaje. In *Mestizaje: Critical Uses of Race in Chicano Culture*. (pp. 85-113) Minneapolis: University of Minnesota Press.
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- Said, E. (1978) *The Scope of Orientalism*. In *Orientalism* (pp. 30-110) New York: Vintage Books.
- Scaffold, S. (2005) The Commodification of Culture. In *Who Owns Culture? Appropriation and Authenticity in American Law* (pp. 5 – 12) Retrieved from: https://www.jstor.org/stable/j.ctt5hj7k9?turn_away=true
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Valladares, M. (2019) Hispanics, Not Trump, Are the Biggest Engine of U.S. Economic Growth. In *Forbes*. Retrieved from: <https://www.forbes.com/sites/mayrarodriguezvalladares/2019/02/11/hispanics-not-trump-are-the-biggestengine-of-u-s-economic-growth/#7e0c27176e5e>

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Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course explicitly focuses on a non-dominant group: LatinX and ChicanX communities, their unique and complex culture histories, and presents economic, social, and political issues from their perspectives. This class is designed to center the voices of LatinX and ChicanX community members in order to place their unique perspectives and contributions at the forefront of their own stories. By explicitly focusing on a non-dominant group, students will gain a more deep understanding and appreciation of diversity and the value of examining historical events, global economies, and structural issues from a perspective that is often marginalized. By doing so, the focus is shifted away from an Eurocentric lens; as a result, we examine historical processes and Eurocentric concepts such as racialization, sovereignty, imperialism, and settler colonialism from new angles. Instead of a narrative of dominance and insubordination, this class interjects with themes of agency, group affirmation, self-determination, liberation, decolonization, anti-racism, and more. Through the unique focus and design of this course, students come to understand and appreciate the range of human experiences, and the value that diverse voices add to an understanding of what is possible in the world.

Examining LatinX/ChicanX cultures and perspectives also requires a more inclusive understanding of gender and sexuality. Central themes examined in this class are the constructions of masculinity and femininity in contemporary LatinX and ChicanX cultures, as well as sexual orientation in pre-Colombian Mexico. These constructions require a critical assessment of normative sexual orientations and gender roles and the extent to which any description of 'normative' behavior is interconnected with the objectives of predominant social institutions for a specific time period and history.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Because this course is interdisciplinary in nature, is being proposed under the requirements for CSU Area F, and students may be attending the course from a range of majors, it is imperative that the course incorporate scaffolding and small stakes assignments to help students with less familiarity in the social sciences, literature, or critical analysis become adept at developing skills in these areas. As a result, the course includes both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with discussing sociopolitical concepts, analyzing literature and academic texts, and applying theories, concepts, and knowledge from LatinX/ChicanX Studies. This course prioritizes student growth and learning by facilitating student participation, student-led discussions, and critical assessment of contemporary representations of LatinX/ChicanX community members in popular culture, film, social media, visual or performing arts, and other modern platforms, which students from outside the social sciences may be more comfortable accessing and critiquing. This course is also organized by themes rather than by historical progression, a format that encourages students to draw connections between social issues, events in

different historical periods, topics in popular culture, and through practice to become more adept at identifying and assessing critical concepts like cultural appropriation, power dynamics, intersectionality, hegemony, and more.

Further, the methods of instruction, evaluation, and sample assignments include a range of instructional methods, from interactive lecture to group work to self-reflection. In each of these instructional methods, student voices are incorporated: lecture is interactive, involving technological tools; both individual and group projects incorporate film, social media, or other accessible and engaging technologies. The range of instructional methods also incorporates a range of student learning experiences, from experiential learning (role playing, volunteering, or attending community and cultural events) to collaborative learning (interactive dialogue in lecture, group projects, group discussions, and group critique in watch parties) to individual reflection (critical analysis, close reading, and research projects).

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class student-led discussions and collaborative student activities and assignments outside of class. In the instructional methods, student voices are incorporated. For example, in groups, student will analyze, discuss, and critique the cultural representation of selected films or videos depicting LatinX-ChicanX people and culture in the media. Student watch parties outside of class will also be encouraged. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central cultural tenants prominent within LatinX/ChicanX Studies and the various cultures it entails.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of LatinX/ChicanX histories, struggles, theories, scholarship, and methodologies used by LatinX/ChicanX Communities, with particular emphasis on understanding empathy, agency, and group affirmation for these communities. Specifically interactive lectures will be utilized to guide the conversation and learning on topics such as critical race and other relevant theoretical perspectives. Instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content that emphasizes the various ways in which the LatinX/ChicanX community has contributed to the academic, political, and social landscapes of today. Additionally, the instructor will guide the students through both individual and group projects, in order to scaffold the learning of the content to better understand the diverse lived experiences that exist within the LatinX/ChicanX communities and the various strategies employed in the ChicanX movement to promote human rights. Student and faculty-led groups will create simulated dialogue and role-play realistic scenarios to raise awareness, stimulate discussion, encourage empathy on key issues, readings, research and scholarship in LatinX-ChicanX studies including issues that better reflect the intersectional identities of these communities and how that impacts their social experiences. Finally, students will be able to better understand the socio-historical and cultural contexts of these events and experiences when engaging directly with the community through service learning and other instructor-led community projects.

Explain how the course will incorporate student-to-content interaction.

Students will be required to analyze and reflect on how cultural forms (art, music, film) and socioeconomic patterns and institutions can provide insight into the struggles, resistance, racialization, and liberation of LatinX/ChicanX communities. Reflection papers will critically analyze readings. Students will be required to think critically when analyzing themes, critical concepts or scholarship found in Latinx-Chicanx Studies. Student essays and projects will also reflect their understanding of content, clarity of thought and opinions, and voice any remaining questions or concerns.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course provides opportunities to reflect on the importance of race and ethnicity and the ways in which it intersects with other social identities which contributes to varying degrees of privilege and oppression that may shape our development and social interactions. The concepts, theories, scholarship, historical and contemporary experiences of racialized Latinx/ChicanX groups explored in this class will offer students the opportunity to reflect upon how the material may reflect their own lived experiences, or how they may gain a greater understanding of, and appreciation for the experiences of others from these communities. Students will also be called upon to reflect on their previous knowledge, or experience of, the historical challenges and concerns of the LatinX/ChicanX communities, as well as improve their understanding of the current realities facing them, and foster a desire to take action to improve them.