



SOCI-115: CONTEMPORARY CHICANO IN SOCIETY

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

SOCI - Sociology

Course Number

115

Course Title

Contemporary Chicano in Society

Short Title

Contemp Chicano in Society

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 sociological constructs of contemporary Chicanos/as in the United States from the 1930s to present. The sociopolitical, sociocultural and general sociological relationships between Chicanos/as and social institutions in addition to intra/interethnic dynamics are explored using established sociological concepts, theories and methodologies. An in-depth evaluation of social movements, gender roles, racial identity, identity formation, social class, and socialization agents allows students to develop sociological interpretations of Chicano/a experiences in the United States.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the relationship between Chicanos/as, modern American society, sociological concepts and theories.
2. Compare and contrast the depiction of Chicanos/as in various mass media and citizen journalist genres.
3. Compare, contrast and interpret various social, institutional, and multicultural perspectives on Chicanos/as.
4. Evaluate the historical and contemporary contributions of Chicanos/as in contemporary American Society.
5. Examine and differentiate between various Chicanos/as value systems and American core values.
6. Distinguish between and analyze the relationship between the economy, politics, mass media, gender roles and race as they relate to Chicanos/as in the United States.
7. Examine various social institutions as sites for the perpetuation of inequalities based on membership in the Chicano/a community through content analysis of various literary and media artifacts.
8. Analyze the effects of unequal representation of Chicanos/as in various social institutions.
9. Evaluate the roles of various agents of socialization (i.e., the family, education, peers, religion, the media, government) as they reflect, resist, and reproduce beliefs and stereotypes about Chicanos/as.
10. Assess the ways in which individuals play a part in the social construction of our understanding of the Chicano/a experience.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Explain and analyze the relationships between Chicano/a experiences, demographic characteristics (race, gender, social class), social institutions and sociopolitical constructs.
2. Sociologically evaluate the depiction of Chicanos/as and Chicano/a social movements in various media genres utilizing established sociological theory.
3. Interpret and apply various conceptual and theoretical perspectives on the sociological study of race/ethnicity in relationship to contemporary Chicano/a experiences in the United States.

Program Learning Outcomes

Learning Outcome

1. Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.
2. Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.
3. Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
4. Explore connections between institutional and societal (domestic and globally) developments in Sociology.
5. Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

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.

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

Defining Chicano/a

1. Defining the Mexican American
2. Understanding Chicano History
 - a. Chicanas and El Movimiento
 - i. The Chicana Movement and Chicana Feminism
 - b. Chicano Population and the Economy
 - i. Changing demographics of Chicano/a populations
 - c. Urban and Rural Chicano/a Communities
 - i. History of urban and rural poverty and socioeconomic status
3. Chicanos/as in media
 - a. The perpetuation of ideologies and stereotypes as they are presented in various forms of mass media
 - b. Historical and modern changes in the representation of Chicanos/as in mass media
 - c. Independent and citizen journalism as a form of Chicano/a activism
 - d. Chicanos/as influence on the mass media

Sociocultural and Institutional Theoretical Perspectives on Chicano/a Experiences

1. Functionalist perspectives
2. Conflict perspectives
3. Symbolic Interactionist perspectives
4. Anzaldua's Bordlerlands/La Frontera
5. Racial Formation Theory
6. Chicana Feminism

Cultural Differentiation

1. Dominant cultural norms and Chicano/a group norms
2. American core values and intracultural Chicano/a values
 - a. Economic indicators influencing Chicano/a norms and values
3. Early patterns and current patterns
4. Marginalization, exclusion, assimilation and pluralism
 - a. Multilingualism including Spanish and Indigenous languages

Gender Roles

1. Gender roles and expectations of Chicanos/as
2. Feminism and Chicanismo
3. Machismo
4. Queer Chicano/a/x Identity

Prejudice and Discrimination

1. Historical factors that contribute to discrimination experienced by Chicanos/as
2. Intra group relations and the factors that contribute to intra group prejudice and discrimination and the effects on groups and individuals
 - a. Racism and colorism

Perspectives on migration and immigration

1. Undocumented experiences
 - a. Undocumented Youth Activism

Education

1. Educational attainment and Chicano/a identity
2. Education and income attainment
3. Education and Chicano/a activism

a. Chicano/a Student Activism

4. Rural and urban work and Chicano/a activism

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Contemporary Chicano in Society course content as they relate to groups and institutions in society to demonstrate, explain, and reinforce critical thinking, sociological concepts and theories. Students may demonstrate public speaking, critical thinking and integration of course content to classroom discussions. For example, students may be asked to discuss their understanding of the sociohistorical development of the term and usage of “Chicana/o” as it relates to Mexican American persons. This may be accomplished in small or large groups, synchronously or asynchronously, through the use of closed captioned videos, journals, prerecorded audio/visual media, or discussion board forums, through the use of discussion boards, journals, discussion forums or other CMS function.

DE Adaptations for MOI

Online and/or hybrid discussions will be facilitated through the CMS or video conferencing software. The discussions will ask students to engage with the course content as they relate to the experiences of Chicanos/as and social institutions through a thoughtful reflection, asking students to incorporate sociological concepts into their discussion posts. Students will be asked to engage with each other through responding to peers. Instructors may engage with students by offering clarity on the usage of sociological concepts or the application of sociological theory, encouraging students to revisit course content as necessary, while also offering alternative material (such as external links to videos or articles within the CMS) that will reinforce learning. All course content must meet accessibility guidelines.

Method

Lecture

Integration

Lecture in which presentations of Contemporary Chicano in Society course content to illustrate, explain and reinforce sociological concepts and theories as they relate to the experiences of Chicanos/as using audio/visual aids, print material, closed captioned videos, and/or digital slide presentations. For example, lectures can include an overview of sociological theories relevant to studying Chicanos/as including functionalist, conflict, symbolic interactionist, Anzaldua’s Borderlands/La Frontera, racial formation, and Chicana Feminism which may incorporate audio/visual aids, print material, streaming services, closed captioned videos, and/or digital slide presentation.

DE Adaptations for MOI

Online and/or hybrid courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS and meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers may speak and/or offer a presentation on a topic covered in the Contemporary Chicano in Society course content. Guest speakers in the field of activism, grassroots organizing, Chicano/a cultural group liaison, ethnographers, or other content specialists may offer presentations face-to-face or through CMS or other video conferencing platform (ex. Google Hangouts, Skype Video, Zoom or other live streaming platform). Presenters should provide information on the type of services offered by their organization, what its missions and visions are, and how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and sociological concepts and theories (encompassing but not limited to functionalism, conflict, symbolic interactionism, Anzaldua’s Borderlands/La Frontera, racial formation, and/or Chicana Feminism). Post-presentation debriefing may be administered face-to-face or through CMS or video conference software.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Contemporary Chicano in Society course content (including but not limited to sociological theory, racism, ethnocentrism, education and/or community formation) through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available to students in the CMS. Faculty may facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS. Any visiting lecturer material must meet accessibility guidelines.

Methods of Evaluation**Method**

Papers

Integration

Papers serve as exercises in which students apply sociological concepts and theories related to race/ethnicity, social class, and gender to a particular aspect of Chicano/a culture. For example, students may be asked to explore how the Lemon Grove Incident served as a platform towards desegregation of schools for Mexican American students in Southern California. Papers will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological concepts to societal groups and/or institutions.

DE Adaptations for MOE

Papers/essays should be evaluated based on the identification of social issues related to Chicano/a peoples, understanding of sociological theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in course content. Papers/essays administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of paper/essays will be provided for students within one-to-two weeks using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS. All papers/essays, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Exams/Tests

Integration

Exams and/or tests should cover the major sociological themes of Contemporary Chicano in Society. A combination of multiple choice, short answer, and/or essay questions may be included. Exams/tests will be evaluated based on demonstration of identification, understanding and application of various components related to societal groups and institutions related to Contemporary Chicano in Society such as, but not limited to, sex, gender, sex work, economy, education, and violence. For example, exams/tests may be used to assess students' ability to apply a racial formation theory analysis of the challenges posed by internalized racism and the effects of colorism on the lived experiences of Chicanos/as.

DE Adaptations for MOE

Exams and/or tests should formatively cover the major sociological themes of Contemporary Chicano in Society and align with learning objectives. Exams and/or tests administered fully online will be administered and evaluated through CMS. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content and in alignment with learning objectives. All exams/tests must meet accessibility guidelines and feedback should be provided within one-to-two weeks of submission.

Method

Group Projects

Integration

Students will demonstrate their ability to synthesize research and knowledge gained from other scholarly sources through the completion of a comprehensive group project. The topic should reflect a contemporary challenge within the Chicano community such as poverty, education, or colorism. Students will produce an accurate and detailed description of the scientific study of Chicano/a lived experiences, evaluating research methods that are adopted to study race, ethnicity, economy, and education inequality and apply sociological theories and concepts to their own lived experiences. Group projects will be evaluated based on students' ability

to demonstrate organization and clarity, critical thinking, identification, understanding and application of sociological concepts to societal groups and/or institutions.

DE Adaptations for MOE

Research projects will be used to assess the ability to analyze current social issues facing the Chicano community and trends and apply sociological theories and concepts to their own lived experiences. Students will be evaluated on their understanding of sociological concepts, accuracy of their application of theory, and strength of their analysis of current Chicano/a issues in relation to theories such as conflict, functionalist, symbolic interactionist, racial formation, Anzaldua's Borderlands/La Frontera, and/or Chicana Feminism. Details of these assignments will be posted within the CMS and students will upload their completed assignments through the CMS. Feedback will be provided through the grading tools section of the CMS, within one-to-two weeks, and must meet accessibility guidelines.

Method

Quizzes

Integration

Quizzes may be given periodically to ensure that students are learning course concepts and theories. Quizzes should cover the topics outlined in course content. For example, a quiz may ask students to recall details of the East Los Angeles Walkouts as a social movement organized by middle and high school students. Quizzes will be evaluated based on the following criteria: demonstration of identification, understanding and/or application of topics outlined in course content.

DE Adaptations for MOE

Quizzes should cover the topics of Contemporary Chicano in Society and align with learning objectives. Quizzes administered fully online will be administered and evaluated through CMS. Quizzes will be evaluated based on the demonstration of identification of important topics as described in course content in alignment with learning objectives. All quizzes must meet accessibility guidelines and any feedback should be provided within one-to-two weeks.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Analyzing Ethnic Stereotypes in the Media: Watch three different programs with Chicano/a performers on television, online (ex. Hulu, Netflix, indie web series), DVDs, MSJC Library Film/Video databases or other digital media. As a class, discuss and create a list of the ethnic stereotypes that you will identify and evaluate in your individual media observations. Keep a viewing log/journal showing the programs/films, dates watched, and a brief plot description. When watching the programs, take note of the scene(s) that illustrate the stereotype(s) on your list and record the comparisons of ethnic stereotypes. Write an essay describing your findings (use scholarly sources to support or challenge your observations) and the ways in which groups and individuals may be influenced by the depictions of Chicano/a ethnic stereotypes observed. This assignment is a written essay that incorporates socio-historical examination of racism and its influence on Chicano/a experiences in the United States. Compile archival data in the areas of racism in the United States and Chicano/a contemporary culture. Explain your position based on your research; do you believe that racial/ethnic stereotypes and racism in the United States has improved, remained the same, or worsened for Chicanos/as over time? Support your observations and interpretations with current literary findings using scholarly sources acquired (electronically or in-person) through MSJC library.

How assignment will be adapted in online format

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

**Assignment Type**

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Organize into small discussion groups to address/discuss white privilege. Groups will be provided with articles, closed captioned videos, or other appropriate material to read. Prepare group notes and begin by discussing the sociological definition white privilege. Discuss and distinguish between the sociological definitions of race and ethnicity. Next, discuss the ways in which white Americans, regardless of class, gender, or other characteristics, experience privilege, and/or benefit from racial/ethnic discrimination and prejudice. Discuss whether white privilege, colorism, racism and ethnocentrism among Chicanos/as leads to intra-group discrimination and prejudice. Explain any additional ways in which the concept of white privilege affects or influences the experiences of Chicano/a cultural groups. Use your group notes to construct a summary of your group's conclusions.

How assignment will be adapted in online format

Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students may engage with each other through discussion board forums or video conferencing platforms, both of which may be used synchronously or asynchronously. Instructors should provide feedback through the grade book function, messaging, or other form of confidential communication. Any material for students and communications must meet accessibility guidelines.

Course Materials**Textbooks**

Textbooks:

Bixler-Marquez, D., C. Ortega (2015). Chicana/o Studies: Survey and Analysis Kendall Hunt Publishing. ISBN: 978-1465225665

Msu Denver Chicana/O Studies Department. (2019). Introduction to Chicana and Chicano Studies: An Interdisciplinary Approach to the Colorado/New Mexico Region. 1st/e. Kendall Hunt Publishing. ISBN: 978-1524984793

Rodolfo, A., F. (2015). Occupied America: A History of Chicanos Pearson. ISBN: 978-0205880843 (OER - Available through Z Library)

Readers:

Espinoza, Dionne., Cotera, M.E., Blackwell, M., (2018). Chicana Movidas: New Narratives of Activism and Feminism in the Movement Era. University of Texas Press. ISBN: 978-1477315590 (OER - Available through Z Library)

Noriega, C., C. Sandoval, E. Avila, K. M. Davalos, R. Perez-Torres. (2020). The Chicano Studies Reader: An Anthology of Aztlan 1970-2019. 4th/e UCLA Chicano Studies Research Center Press. ISBN: 978-0895511720 (OER - Available through Z Library)

Other Resources

Films:

"Chicano! History of the Mexican-American Civil Rights Movement." Dir. Hector Galan. Galán Incorporated, 1995. Available through Kanopy

"Chicano! Mexican Civil Rights Movement Quest For A Homeland." You Tube, uploaded by NELA TV. <https://youtu.be/YrEEukxuMxs>

"Prejudice and Pride." Dir. David Belton, Sonia Fritz. PBS, 2013. Available through Kanopy

"SOLDADOS: Chicanos in Vietnam." 2003. POV Short Documentary: Latino Public Broadcasting co-presentation. A Diverse Voices Project Selection.

"The Chicano Collection / La Colección Chicana Documentary Film." YouTube, uploaded by CauseConnect. https://youtu.be/dLXq_ALR9Fk

Numerous films and reference materials for supplemental reading, research and activities are available through the following library databases:

- Academic Video Online (30+ videos on topics related to Chicano/a culture)
- African-American History Online
- American History in Video
- American Indian History
- Black Life in America
- Civil Rights and Social Justice
- EBSCO
- Films on Demand (Numerous videos on Chicano/a culture, social movement and leadership)
- Gale Literature Resource Center
- Issues & Controversies (Hot Topics)
- JSTOR
- Kanopy Streaming Video:
- Latin America in Video
- Latino American Experience
- Nineteenth Century U.S. Newspapers
- Opposing Viewpoints (Hot Topics)
- Psychology & Behavioral Sciences Collection

Open Educational Resources

Textbook:

Rodolfo, A., F. (2015). *Occupied America: A History of Chicanos* Pearson. ISBN: 978-0205880843 (OER - Available through Z Library)

Readers:

Espinoza, Dionne., Cotera, M.E., Blackwell, M., (2018). *Chicana Movidas: New Narratives of Activism and Feminism in the Movement Era*. University of Texas Press. ISBN: 978-1477315590 (OER - Available through Z Library)

Noriega, C., C. Sandoval, E. Avila, K. M. Davalos, R. Perez-Torres. (2020). *The Chicano Studies Reader: An Anthology of Aztlan 1970-2019*. 4th/e UCLA Chicano Studies Research Center Press. ISBN: 978-0895511720 (OER - Available through Z Library)

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.

The sociological study of Chicanos/as in Contemporary Society is a perspective that necessarily includes the intersectional understanding of the inclusion of diverse identities in understanding lived experiences. This course incorporates diversity and inclusion by requiring students to become familiar with the challenges and issues facing a community that encompasses a large population of Southern California, therefore imprinting on students the importance of exploring the contributions made to our society by this historically marginalized group.

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

All assignments, instruction, course content, and interactions will be delivered to students in a variety of visual and auditory formats. This includes formal presentation of instructional material as well as the use of CMS to disseminate course material and communicate with students. Any material used will be accessible. Discussions, class activities, and lectures are spaces in which the classroom community can bring in their own cultural experiences in addition to practicing the application of new concepts from diverse socio-cultural perspectives, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. The methods of evaluation feature the necessity of formative and summative assessments that align with the course objectives. The course has been written so that the texts that have historically been marginalized become centered in the students' academic pursuits. Engagement from instructors-to-students and students-to-students will prompt students to consider equitable treatment of each other and their communities.

Interactions

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

Students will engage in a variety of collaborative activities such as break-out rooms, small groups, and/or discussion posts so that they will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience the impact of building community in the classroom. Students might also work in small groups online or in-class to create presentations on theoretical perspectives, critical sociological approaches to the study of Chicanos/as, and/or socio-historical contexts of Chicano/a concepts such as social movements. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on group quizzes covering Contemporary Chicano in Society terms, critical approaches, and/or the application of Chicano/a concepts as formative activities to build understanding and fluency and to form community.

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

Faculty may deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives, and providing examples for the application of course material to society and individual lived experiences. Faculty should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the world in order to help students understand their learning process. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

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

Students may engage with course content and supplemental material to support their interaction with course topics. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical sociological theoretical lenses, clarify concepts, pose questions, and/or encourage students to make connections between course concepts and larger societal concerns. Examples include but are not limited to video/audio recorded lectures, written lectures, digital slide presentations, multimedia content, mass media publications, graphics/images (charts/tables), and text resources. Student completion of assignments and participation in class discussions, synchronously and asynchronously, will provide them with the opportunity to deepen their understanding of course content. Faculty will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives.

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

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse perspectives founded in the sociological study of Chicanos/as. Students are asked to reflect on where they're struggling and succeeding with analysis, interpretation, and understanding of challenges in Chicano/a communities, and we ask students to assess what kind of peer and instructor feedback to apply in the work submitted. Through assignments such as weekly discussion posts in an online course or through in-class discussion, this course will repeatedly give students time to reflect on their own thoughts, biases, values, and feelings. We also emphasize that the analytical and critical thinking skills they hone by analyzing Chicano/a communities in various contexts have broad applications in other communities and beyond the classroom.

Key: 2759