

# ETHS M01: INTRODUCTION TO CHICANA/O STUDIES

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**Originator**

pcolman

**College**

Moorpark College

**Discipline (CB01A)**

ETHS - Ethnic Studies

**Course Number (CB01B)**

M01

**Course Title (CB02)**

Introduction to Chicana/o Studies

**Banner/Short Title**

Intro to Chicana/o Studies

**Credit Type**

Credit

**Honors**

No

**Start Term**

Fall 2021

**Catalog Course Description**

Provides an interdisciplinary survey of Chicana/o culture and heritage through the centuries with an emphasis on the contemporary experience in the United States. Analyzes the economic, political, social, artistic and intellectual elements of the Chicana/o community, and studies the changing roles of the Chicana/o in American society.

**Taxonomy of Programs (TOP) Code (CB03)**

2203.00 - Ethnic Studies

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Visits to museums, exhibits, lectures, cultural events, and other community activities related to the Chicana/o cultural experience may be required.

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | describe events critical in Chicana/o history, culture and intellectual traditions, with an emphasis on liberation, self-determination and agency. |
| 2 | analyze core concepts of Chicana/o Studies such as race, racialization, Eurocentrism and white supremacy.  |
| 3 | interpret how resistance, social justice, and liberation as experienced by the Chicana/o community are connected to current societal issues.       |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism within the Chicana/o community.   |
| 2 | apply theory and knowledge produced by the Chicana/o community to describe the critical events, cultures, intellectual traditions, contributions, lived-experiences and social struggles of the Chicana/o community with a particular emphasis on agency and group-affirmation.  |
| 3 | critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the Chicana/o community.   |
| 4 | explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation as experienced and enacted by Chicanas/os are relevant to current and structural issues such as communal, national, international and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. |
| 5 | identify methods of active engagement with anti-racist and anti-colonial issues and the practices and movements within the Chicana/o community to build an equitable society.  |

- |   |   |
|---|---|
| 6 | examine Chicana/o artistic expression such as art, music, film and literature and evaluate its impact in the United States. |
|---|---|

## Course Content

### Lecture/Course Content

- 1.(5%) Introduction to the concept of Chicana/o Studies**
  - a. 1968 Third World Liberation Strike and Ethnic Studies
  - b. El Plan de Santa Barbara
  - c. Chicana/o Studies in Southern California
- 2. (30%) The Making of Chicana/o Identity**
  - a. Indigenous heritage: Pre-contact through 17th century
  - b. Spanish colonial experience and racial caste system
  - c. The rise of the Mexican nation: 1800 - 1840
  - d. Mexican-American War, Manifest Destiny and settler colonialism
  - e. Treaty of Guadalupe-Hidalgo, racism and ethnocentrism
  - f. U.S. economic conquest and immigration
  - g. Economic integration and social stratification
- 3. (20%) Chicana/o Cultural Production**
  - a. Language
  - b. Religion and holidays
  - c. Family
  - d. La Chicana
  - e. Artistic expression (art, literature, film, music)
- 4. (20%) The Chicana/o Identity**
  - a. Segregation, exploitation, and racism
  - b. Bilingualism and biculturalism
  - d. Acculturation and assimilation
  - e. Intersectionality (race/gender/sexuality/class)
  - f. Education and labor
- 5. (20%) Resistance and Empowerment**
  - a. Land and civil rights struggles
  - b. Labor unions and political activism and organizations (local, national, transnational)
  - c. Community empowerment, student protest, anti-war movement
  - d. Immigration right movement
- 6. (5%) Community Engagement Issues**
  - a. Chicana/o activism in local communities

### Laboratory or Activity Content

N/A

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Group projects  
Individual projects  
Journals  
Oral analysis/critiques  
Objective exams  
Oral presentations  
Performances  
Problem-solving exams  
Portfolios  
Quizzes  
Reports/papers  
Research papers  
Written creation (poem, screenplay, song)

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Case studies  
 Distance Education  
 Demonstrations  
 Field experience/internship  
 Field trips  
 Group discussions  
 Guest speakers  
 Lecture  
 Small group activities

### Describe specific examples of the methods the instructor will use:

- Instructor will lecture and use PowerPoint and videos to enhance the visual learning process. Students will be put into groups and asked to read sources and answer questions collectively. Students will conduct research projects, gathering information from the library pertaining to Chicano studies and present their research projects to the class.
- Guest speakers: Local Chicana/o/x personalities will speak to the class about their personal and professional experiences and challenges growing up and/or working in Ventura County.

## Representative Course Assignments

### Writing Assignments

- Write a research paper that focuses on a current issue within the local Chicana/o community in Ventura County.
- Evaluate audio, visual, or print sources and write a review of how Chicana/o actors are portrayed in the media.
- Write a take-home essay that highlights one of the main contributions Chicana/o people have made to the United States.

### Critical Thinking Assignments

- Compare and contrast the treatment of Chicana/o people during specific periods in American history such as World War II or the 1990s.
- Participate in small group debates on a topic such as opposing viewpoints on immigration policy in the United States.
- Utilize Chicana/o Methodology and models to interpret Chicana/o culture and their own lived experiences.

### Reading Assignments

- Reading will include course texts, supplemental readings, and handouts.
- Reading and annotating articles from scholarly journals such as *Aztlán: A Journal of Chicano Studies*, published by UCLA.

## Outside Assignments

### Representative Outside Assignments

- Conduct an oral history, attend a lecture or performance.
- Visit a site or museum relevant to Chicana/o culture or history and write a critical analysis.
- Utilize the Library resources to research and write a paper on an assigned topic in Chicana/o Studies.

## Articulation

### Equivalent Courses at 4 year institutions

| University | Course ID  | Course Title                       | Units |
|------------|------------|------------------------------------|-------|
| CSUCI      | CHS 100    | Chicana/os in Contemporary Society | 3     |
| CSUN       | CHS 100    | Chicana/o Culture                  | 3     |
| UCSB       | CHST 1A    | Introduction to Chicana/o Studies  | 3     |
| UCD        | CHICANO 10 | Introduction to Chic Stud          | 3     |

### Comparable Courses within the VCCCD

CHST R101 - Introduction to Chicana/o Studies

## AES V20 - Introduction to Chicano Studies

**Equivalent Courses at other CCCs**

| <b>College</b>             | <b>Course ID</b> | <b>Course Title</b>   | <b>Units</b> |
|----------------------------|------------------|---|--------------|
| Los Angeles City College   | CHICANO 008      | The Mexican-American in the History of the United States II | 3            |
| Santa Barbara City College | CHST 103         | Mexican-American (Chicano) Culture                          | 3            |
| Glendale College           | ETHS 120         | Mexican-American Studies                                    | 3            |

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Proposed

**Date Proposed:**

10/2020

**Effective term:**

Fall 2021

**C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Proposed

**Date Proposed:**

10/2020

**Effective term:**

Fall 2021

**Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

FALL 2021

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Proposed

**Date Proposed:**

12/15/2020

**Effective term:**

Fall 2021

**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Proposed

**Date Proposed:**

6/15/2020

**Effective term:**

Fall 2021

**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Proposed

**Date Proposed:**

12/15/2021

**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**

Noriega, C., editor. *The Chicano Studies Reader: An Anthology of Aztlan, 1970-2010*. 2nd ed., UCLA Chicano Studies Research Center Press, 2011.

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

Yañez, Angélica, editor. *United States History from a Chicano Perspective*. Cognella Academic Publishing, 2019.

**Resource Type**

Other Instructional Materials

**Description**

Grande, Reyna. *The Distance Between Us: A Memoir*. Illustrated Edition, Washington Square Press, 2013.

**Library Resources****Assignments requiring library resources**

Utilize the Library's print and online resources for research.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Utilize the Library's print and online resources to research and write a paper on an assigned topic concerning a social, political, economic, cultural or biographical subject in Chicana/o Studies. Topics might include Chicana authors or rise of the Chicano Movement in Los Angeles. Materials should include primary and secondary sources. Also research using Library monographs on various topics covered in the course. Internet availability in the Library's open access lab.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:****Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)

Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.

E-mail

Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.



|  |  |
|--|--|
| Other DE (e.g., recorded lectures)     | Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.     |
| Synchronous Dialog (e.g., online chat) | Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions. |

**Hybrid (51%–99% online) Modality:**

| Method of Instruction                        | Document typical activities or assignments for each method of instruction  |
|--|--|
| Asynchronous Dialog (e.g., discussion board) | Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas. |
| E-mail                                       | Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.   |
| Other DE (e.g., recorded lectures)           | Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.   |
| Synchronous Dialog (e.g., online chat)       | Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.   |

**100% online Modality:**

| Method of Instruction                        | Document typical activities or assignments for each method of instruction  |
|--|--|
| Asynchronous Dialog (e.g., discussion board) | Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas. |
| E-mail                                       | Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the grade book.   |
| Other DE (e.g., recorded lectures)           | Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.   |
| Synchronous Dialog (e.g., online chat)       | Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.   |

**Examinations****Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

ETHNIC STUDIES

## Review and Approval Dates

### Department Chair

10/21/2020

### Dean

10/26/2020

### Technical Review

11/19/2020

### Curriculum Committee

12/01/2020

### DTRW-I

12/10/2020

### Curriculum Committee

MM/DD/YYYY

### Board

01/19/2021

### CCCCO

MM/DD/YYYY

### DOE/accreditation approval date

MM/DD/YYYY