**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 127 – LA CHICANA**

1. **Course Number Course Title Semester Units**

ETHN 127 La Chicana 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

A study of Chicanas/Latinas through the written and visual images conveyed by Chicanas/Latinas and non-Chicanas/non-Latinas over time. Myths about Chicanas/Latinas are examined in a variety of contexts. Attention will be given to the evolution of the literary, visual, cultural, political and socio-economic experience of Chicanas and Latinas.

4. **Course Objectives**

The student will:

a. Recognize and discuss women who have made contributions to the Chicano and non-Chicano people in the United States.

b. Examine and assess social and historical obstacles placed in the path of the Chicanas/Latinas by a male-dominated society.

c. Compare gender roles in Chicana/Latina and in mainstream American culture~~s~~.

d. Employ theoretical constructs to analyze Chicana intersectionality and the diverse positions of the Chicana/Latina in today's society.

5. **Instructional Facilities**

Standard classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Popular myths and stereotypes held by non-Chicano people versus the realities of the Chicana/Latina experience.

b. Images of Chicanas/Latinas held by Chicano and non-Chicano males in historical and sociological perspective.

c. Origins of the various images in literature, art, religion, and other cultural media.

d. Diversity and conformity among Chicanas/Latinas

e. The Chicana/Latina and cultural transition.

f. Production of Chicana academic research--ideology, philosophy, history, literature, etc.

g. Production of art and culture as a site of resistance and redefinition of women.

h. Changing gender roles among Chicanas/Latinas today.

i. Images and literature by and of Chicanx as non-binary and non-heteronormative

8. **Method of Instruction**

a. Lectures and visual aids.

b. Panel or student group discussions.

c. Guest speakers.

9. **Methods of Evaluating Student Performance**

a. Individual written and oral reports, such as examining historical connections between religion and gender roles or analyzing representations of the Chicana within the U.S. Chicano Movement.

b. Midterm examination or project on famous Chicanas and Mexican-Americans and their philosophies

c. Quizzes and class discussions on people like Dolores Huerta, Helen Chavez, Sonia Sotomayor

d. Comprehensive final examination, project or portfolio, applying the analytical theories of the course to one or more of the content areas of the course, e.g., changing myths/stereotypes over time or activism of Chicanas/Latinas to gain agency, access and recognition of accomplishment.

10. **Outside Class Assignments**

a Library research on oral and written reports, such as examining historical connections between religion and gender roles, exploring the influence of Judy Baca or *Las Chicanas* in Los Angeles, or representations of the Chicana within the U.S. Chicano Movement.

b. Reading assignments.

c. Trips to view representations of Chicanas/Latinas, such as to Chicano Park in Barrio Logan.

11. **Representative Texts**

a. Representative Texts:

1) Blake, Debra J. *Chicana Sexuality and Gender: Cultural Refiguring in Literature, Oral History, and Art.* Durham, NC: Duke University Press, 2008.

2) Molinary, Rosie. *Hijas Americanas: Beauty, Body Image and Growing Up Latina*. Berkeley, CA: Seal Press, 2007.

3) Perez, Emma. *The Decolonial Imaginary: Writing Chicanas into History (Theories of Representation and Difference).* Bloomington, IN: University of Indiana Press, 1999.

4) Espinoza, Dionne, Maria Eugenia Cotera and Maylei Blackwell, eds. *Chicana Movidas: New Narratives of Actiovism and Feminism in the Movement Era*. Austin: University of Texas Press, 2018.

b. Supplementary texts and workbooks:

None

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Recognize and discuss women who have made contributions to Chicano and non-Chicano people in the United States.
  2. Analyze and assess social and historical obstacles of Chicanas/Latinas in a male dominated society.

Analyze and compare diverse Chicana/Latina gender roles and Chicana intersectionality.