**GROSSMONT COLLEGE**

**Course Outline of Record**

 Curriculum Committee Approval: 03/16/2021

 GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 128 – INTRODUCTION TO CHICANA/O STUDIES**

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

 ETHN 128 Introduction to Chicana/o Studies 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**

 This course is an introduction to Mexicana/o-Chicana/o culture and identity in the United States viewed through the lens of the origins, evolution, and current status of Chicana/o studies. Explores the research, theories, methods and debates in, and impact of, the field. Examines current intellectual trends, scholar activism, societal developments and the issues affecting Mexicana/o-Chicana/o communities. The course is taught from a multidisciplinary approach using the scholarship of Chicano Studies, the social sciences, visual arts, drama, history, literature, and music.

 4. **Course Objectives**

 The student will:

1. Examine the multidimensional socio-political and cultural patterns of the Mexicana/o-Chicana/o people in the U.S.
2. Examine the diverse cultural heritage and evolving identities in Chicana/o societies.
3. Examine the social issues affecting Mexicana/o-Chicana/o-Latina/o communities in the U.S.
4. Identify the history and development of key Chicana/o Movement organizations and individuals.
5. Define the origins and development of the field of Chicana/o Studies.
6. Evaluate Chicana and feminist contributions to the Movement and to Chicano Studies.
7. Describe the intellectual history of various Chicana/o Studies theories and paradigms.
8. Analyze current relevance and relationships between the Chicana/o Movement, Chicana/o Studies’ intellectual production and society at large.
9. Examine the role of students in the Movement and in the context of Chicana/o Studies
10. Analyze race relation cycles within the Chicano/Chicana context.

5. **Instructional Facilities**

 Standard Classroom

6. **Special Materials Required of Student**

 None

7. **Course Content**

 a. Historical context

 i. Cultural and political roots: Mestizaje and Indigenismo

 ii. Mexicana/os and Latina/os before the Chicano Movement

b. Colonialism

c. Politics, Civil Rights, and Scholarship before *El Movimiento*

d. *El Movimiento*

e. Impact of social and economic change upon changing personal identity, family

f. The first Chicana/o Studies – scholar/activism, mentorship and student activism

g. Grassroots leadership and grassroots scholarship

h. Internal debates and internal colonialism

i. Chicana feminist scholarship and activism

j. Chicanx and Xicanx – reframing, naming and identity

k. LGBT critiques and contributions

l. Politics of the Arts

m. The Chicano Movement in San Diego

n. Chicanx Studies today:

 i. the academy

 ii. politics

 iii. community

 iv. mentorship

o. Current debates and the future of Chicano Studies

 p. Theorizing Chicana/o culture and identity today.

 8. **Method of Instruction**

 a. Lecture.

 b. Group discussion.

 c. Guest lecturers.

 d. Field trips.

 e. Study guides or examination reviews

 f. Multi-media presentations

 g. Collaborative projects

 9. **Methods of Evaluating Student Performance**

a. Quizzes, exams, and/or journaling

b. Final exam

c. Oral and written reports about material covered in class, viewed online or at a campus event.

d. Research assignments, as for a paper or annotated bibliography focusing on a theme in Chicana/o Studies either showing evolution of the theme over time or reflecting on debates about that theme during a particular period.

e. Graded discussion activities

10. **Outside Class Assignments**

a. Library and internet research using multiple sources, such as develop an annotated bibliography focusing on one theme in Chicana/o Studies scholarship in the last five years; or prepare for an in-class essay comparing and contrasting two feminist Chicanx scholars.

b. Reading assignments from the textbook and from current and past scholarship in Chicana/o Studies

c. Visits (physically or virtually) to local sites of Chicana/o culture or history, such as an exhibit of Chicana/o art or Chicano Park; then write a reflection paper comparing the visit with the scholarship about the significance of the arts for Chicana/o identity and culture.

11. **Representative Texts**

 a. Representative Texts:

 1) Noriega, Chon A., et al. *The Chicano Studies Reader: An Anthology of Aztlán 1970-2015.* 3rd ed. Seattle: University of Washington Press, 2016.

 2) Acuna, Rodolfo F. *Occupied America: A History of Chicanos*. 8th ed. New York: Pearson, 2014

 3) Vargas, Zaragosa. *Crucible of Struggle: A History of Mexican Americans from Colonial Times to*

 *the Present Era*. 2nd ed. New York: Oxford University Press, 2017.

 b. Supplementary texts and workbooks:

1) Goldman, Shifra M. *Tradition and Transformation: Chicana/o Art from the 1970s through the 1990s.* Seattle: University of Washington Press, 2015.

2) Moraga, Cherríe L. *A Xicana Codex of Changing Consciousness. Writings, 2000-2010.*

 Durham: Duke University Press, 2011.

 **Addendum: Student Learning Outcomes**

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

1. Demonstrate and understanding of the rich and diverse cultural heritage which envelops

 Chicano/Chicana culture.

1. Analyze the creation, practice, and significance of Chicana/o Studies