

CHST R101: INTRODUCTION TO CHICANA/O STUDIES

Originator

Ichaparro

College

Oxnard College

Discipline (CB01A)

CHST - Chicano Studies

Course Number (CB01B)

R101

Course Title (CB02)

Introduction to Chicana/o Studies

Banner/Short Title

Intro to Chicana/o Studies

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This is an introductory interdisciplinary course designed to familiarize students with various historical, cultural, sociological, and political issues affecting the Chicana/o experience in the United States. The course introduces students to research and publications in related disciplines and familiarizes them with the interdisciplinary aspects of Chicano/o studies. The course also includes themes and methodologies from related disciplines (history, anthropology, sociology, the arts and sciences, psychology, and political science).

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

Will not be required

Grading method

Letter Graded

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 | Students will define and describe Chicana/o culture. |
| 2 | Students will recognize the demographics of the Chicana/o population. |
| 3 | Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism. |
| 4 | Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of Latina/o Americans emphasizing agency and group-affirmation. |
| 5 | Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age. |
| 6 | Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues. |
| 7 | Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom. |

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

- | | |
|----|---|
| 1 | Define and describe Chicana/o and Chicana/o culture. |
| 2 | Identify the basic framework, chronology, and significant aspects of the Chicana/o experience in the United States, past and present. |
| 3 | Describe the interdisciplinary literature of the Chicana/o experience. |
| 4 | Apply critical thinking and writing skills through written and oral presentations. |
| 5 | Integrate humanities and social science approaches to understand the Chicana/o experience in the United States. |
| 6 | Identify and comprehend the analytical perspectives about the historical and cultural life of Chicana/o people. |
| 7 | Identify and evaluate significant contributions of the Mexican-Chicana/o people to the history and culture of the United States. |
| 8 | Describe political and social issues influencing the Chicana/o population. |
| 9 | Describe the demographics of the Chicana/o population. |
| 10 | Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism. |

- | | |
|----|---|
| 11 | Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of Latina/o Americans and emphasizing agency and group-affirmation. |
| 12 | Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age. |
| 13 | Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues. |
| 14 | Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom. |

Course Content

Lecture/Course Content

1. Introduction to Class
 - a. Course overview/student requirements
 - b. Purpose and objectives of course
2. Definitions and the Identity Question: What is Chicana/o Studies
 - a. Statistical overview and population trends
 - b. Occupation of Greater Mexico (American Southwest)
 - c. Migration and immigration patterns
3. Key Concepts: Definitions of Terminologies
 - a. Basic terms and interrelationships
 - b. Race, class, ethnicity, culture, folklore, gender, patriarchy
4. The Mexican Heritage and Chicana/o Historical Experience
 - a. Native American background: Aztlan and Pre-Columbian past
 - b. Spanish conquest and colonization
 - c. Mexican-American War: violent birth of the Chicana/o
 - d. Migration and immigration: 19th and 20th Century issues
 - e. Impact of Mexican Revolution of 1910. Mexican Americans in the Depression and WWII Years
5. Chicana/o Politics: Historical and Contemporary Issues
 - a. Labor and union organization-20th Century
 - b. Politics of accommodation: social action groups and mutualistas
 - c. Politics of social change: post WWII organizations
 - d. Politics of protest: 1960's Chicano movement
6. Social-Political Institutions and the Chicana/o: Case Studies from the following
 - a. Education issues: A history of segregation and exclusion
 - b. The justice System: law and the Chicana/o
 - c. Religion as an aspect of Chicana/o culture
 - d. Chicano/as and the United States military
7. Chicano Cultural Expressions
 - a. Literary traditions: key poets and writers
 - b. Chicana/o theater, music, and dance
 - c. Chicana/os in the media, film, sports.
8. Health and the Chicana/o community
 - a. Disease
 - b. Health practices
 - c. Access to medical care and insurance
 - d. 9. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
 - e. 9. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
 10. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
 11. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
 12. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

Laboratory or Activity Content

None

Methods of Evaluation

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

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

Essays

Group projects

Individual projects

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

Instructional Methodology

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

Computer-aided presentations

Collaborative group work

Class activities

Class discussions

Case studies

Distance Education

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Internet research

Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will lecture on the definition of Chicana/o culture.
2. In small groups, students will construct/examine a timeline of Chicano/a history, participation in the military/armed services or Chicano/a literature.
3. Students will prepare a literature review on the contributions: historical, anthropological, geographical, sociological, psychological, artistic, economic, etc to the development of the Chicano/a person in the United States

Representative Course Assignments**Writing Assignments**

1. Students will take exams, primarily essay, short answer, and objective in nature seeking for definition of the following: the Chicano Movement, the Brown Berets, Joaquin Murrieta, Rodolfo "Corky" Gonzales, Reies Lopez Tijerina, La Raza Unida Party, The Chicano Moratorium, Ruben Salazar, Yo Soy Joaquin, La Malinche, race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Students will write responses to study questions based on lecture and reading material such as on the San Patricios, the Mexican Revolution, Frida Kahlo, Diego Rivera.
3. Students may submit written reviews of movies shown in class for credit. Sample films include, "The Aztec Empire," "Mexico: From Independence to the Alamo," "Songs of the Homeland," "Chicano: History of the Mexican American Civil Rights Movement," "the Salt of the Earth" or "La Huelga."
4. Students may write a research paper on a topic related to Chicana/o Studies such identity of the La Chicana or Education in the Chicano/a Community such as in Oxnard California, and the educational racist practices in that community
5. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
6. . Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.

7. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

Critical Thinking Assignments

1. The student will examine the Treaty of Guadalupe Hidalgo, (1848) compare and contrast with other such international treaties and assess the repercussions of this treaty between the US and Mexico
2. The student will examine acculturation or assimilation patterns of Chicanos/as and compare to the experience of other cultural groups in the US such as Japanese Americans. They will explore the repercussion on culture of Chicano/a people their experience in the US, economically, politically or etc.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

Reading Assignments

1. Students are required to read textbook chapters reviewing historical and contemporary experiences of Chicana/os in the United States. For example, reading chapter seven, "Breakup and Transformation of the Social Order," in James Diego Vigil, From Indians to Chicanos.
2. Outside reading of Chicana/o fiction and novels such as *The House on Mango Street*, by Sandra Cisneros.
3. Students required to read articles from internet websites on Mexican and Chicana/o issues. Including the "Ethnic Watch" data base at the OC library.
4. Abstracts from the U.S. Census Bureau.

Other assignments (if applicable)

1. Research newspaper, journal articles relating to contemporary issues in the Chicana/o and Latino community.
2. Read "La Vida," Ventura County bilingual newspaper.
3. Read *La Lluvia de Oro* by Villasenor
4. Read *Occupied America* by Rodolfo Acuna
5. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

Outside Assignments

Representative Outside Assignments

1. The student will read selected chapters from *Occupied America* by Rodolfo Acuna
2. the student will read articles by Chicano/a Studies journals
3. The student will read the entirety of *La Lluvia de Oro* by Villasenor
4. Students will read articles or other entries in Ethnic Watch

Articulation

Comparable Courses within the VCCCD

AES V20 - Introduction to Chicano Studies
CHST V01 - Introduction to Chicano Studies

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

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

Approved

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**

Approved

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

Approved

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

Textbook

Description

Noriega, C. Avila, E. Sandoval, C. (2011). *The Chicano Studies Reader: An Anthology of Aztlan, 1970-2000* (Second edition). Los Angeles University of Washington Press (Most Recent Edition). 0695511231

Resource Type

Textbook

Description

Vigil, D. (2011). *From Indians to Chicanos: Dynamics of Mexican American Culture* (3rd Edition). Prospect Heights, Illinois Waveland Press (Most Recent Edition). 1577667409

Resource Type

Other Resource Type

Description

Recommend that students watch films such as “Salt of the Earth,” “Zoot-Suit,” “Frida,” and “Stand and Deliver.”

Resource Type

Other Resource Type

Description

Selected plays by Luis Valdez..

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)	The student will post on a discussion board on plays by Luis Valdez and their contribution to the development of curriculum or other forms of education. The student will also respond to another classmate , substantively.
Synchronous Dialog (e.g., online chat)	the student will view a selected Chicano/a media such as Zoot Suit, or other play, chat with and respond to classmates, substantively
Video Conferencing	Student will attend all zoom sessions in which the faculty will lecture on Chicano/a health or Chicano/a journalism or Chicano/a border Studies

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

CHICANO STUDIES

Additional Minimum Qualifications**Minimum Qualifications**

Ethnic Studies

Review and Approval Dates**Department Chair**

09/26/2020

Dean

09/28/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000084633

DOE/accreditation approval date

MM/DD/YYYY