

CHST R102: CHICANA/O CULTURAL IDENTITY

Originator

ptrujillo

Co-Contributor(s)
Name(s)

Chaparro, Linda (lchaparro)

College

Oxnard College

Discipline (CB01A)

CHST - Chicano Studies

Course Number (CB01B)

R102

Course Title (CB02)

Chicana/o Cultural Identity

Banner/Short Title

Chicana/o Cultural Identity

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will explore the development of Chicana/o identities through a survey of social scientific, historical and literary sources. This will include exploration of Mexican American regional cultures that trace the development of societal division based on gender, race, ethnicity and other categories.

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

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 | Select a theoretical framework and discuss the identity development of the Chicana (girl). |
| 2 | Select a theory and discuss how it explains the identity development of a Chicano (boy). |
| 3 | Define cultural identity |
| 4 | Describe some historical events which would impact the development of identity among Chicana/o people. |
| 5 | Discuss prejudice and discrimination as found in the Chicana/o community. |
| 6 | Discuss the Chicano Moratorium and the issues which it addressed in the Chicana/o community. |
| 7 | 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 as analyzed in Latina and Latino American Studies. |
| 8 | Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. |
| 9 | 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 Latina and Latino American communities. |
| 10 | Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. |
| 11 | Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Latina and Latino communities to build a just and equitable society. |
| 12 | |

Course Objectives

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

- | | |
|----|---|
| 1 | Use theoretical frameworks to understand how identity is formed within Chicana/o communities |
| 2 | Define at least three main theories of identity formation including: social identity and radicalization |
| 3 | Describe the role of historical forces and events in shaping social, economic, and cultural processes within Chicana/os such as the Treaty of Guadalupe Hidalgo |
| 4 | Define and explain the role of radicalization in relation to class, gender and ethnicity. These include but are not limited to Mexican-American War, Spanish-American War, Treaty of Guadalupe Hidalgo, Zootsuit Riots, Walkouts at East LA high schools, process of radicalization, expropriation, proletarianization, assimilation and acculturation, segregation and redlining, racial and gender discrimination |
| 5 | These include but are not limited to, Zoot Suit Riots, Walkouts at Roosevelt High School and others, process of radicalization, expropriation, proletarianization, assimilation and acculturation, segregation and redlining, racial and gender discrimination. |
| 6 | Apply knowledge about the formation of Chicana/o identity in the context of a radicalized society |
| 7 | Explain how the student's own identity is shaped by assimilation, acculturation and other social and cultural experiences. |
| 8 | Explain how Chicana/o sense of self is the product of both volition and institutional forces. In addition to individual choice, students will be able to describe the way the media, gender, economic and racial segregation, racial profiling impact identity and assimilation or acculturation processes. |
| 9 | Describe the role of culture as a tool of both domination and resistance to domination in radicalized societies. |
| 10 | Describe the role of identity in Chicana/o politics as a form of affirming and resisting radicalization and dominance |

Course Content**Lecture/Course Content**

1. Introduction to the course and terminology including Chicana/o, POC, assimilation, acculturation and social identity.
2. Who is Chicana/o?
3. Identity Theory
 - a. Henri Tajfel
 - b. Kurt Lewin
 - c. Milton Gordon
4. Historical factors affecting Chicana/o peoples not addressed in traditional American Identity theory
 - a. American Manifest Destiny
 - b. Spanish American War
 - c. The Treaty of Guadalupe Hidalgo of 1848
 - d. Colonization - Frantz Fanon
 - e. Domination
 - f. Zoot Suit Riots
 - g. Mexican American War
 - h. Red-lining in communities and neighborhoods
5. Sociocultural Events which emanated from identity development
 - a. Chicano movement of the 1960's
 - b. Chicano moratorium in protest of the Vietnam War
6. Development of Chicana/o curriculum in higher education
 - a. Walk Outs at East Los Angeles high schools
 - b. Brown Berets
 - c. Chicano/a Studies curriculum in higher education., eg. San Fernando Valley State College/ California State University, Northridge
7. Educational experiences that shape cultural identity
8. Legal precedents
 - a. Plessy vs. Ferguson
 - b. Brown vs. Board of Education
 - c. Soria vs. Oxnard School District
9. Influence of Media in identity development
 - a. Early television and radio: Gilbert Roland, Anthony Quinn, Dolores Del Rio
 - b. Current : Banda, George Lopez, Cheech Marin

- c. Cyberspace:
 - d. Music
 - e. Art
10. Issues of gender in identity development
 - a. Traditional gender roles: Madonna and La Malinche
 - b. Current gender roles: single parent households
 - c. Chicanas on the job and education
 11. Economic and labor factors influencing identity development
 - a. Occupational distribution
 - b. The labor market/workforce
 - c. The introduction of federal programs in the 1960's to achieve parity, eg., Educational Opportunity Programs (EOPS)
 12. Educational achievement in the Chicana/o community
 13. Ethnic identification within the Chicana/o Community
 14. 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.
 15. 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.
 - 16 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.
 17. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues. 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
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided use of technology
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will lecture on who is the Chicana/o, ie., someone who is from Mexico, or is a descendent of persons from Mexico and chooses to identify as Chicana/o. Also, who experiences the socioeconomic, political, educational and other experiences of Chicana/o persons in the US.

2. In small groups, students will search and discuss the Chicano Moratorium, the major issues precipitating the Moratorium, the changes which ensued historically and the possible impact on Chicana/o identity.
3. Students will view the "Salt of the Earth" (1954) film chronicling the struggle for workers rights then, since then and now among Chicana/o people. Students will use this as a springboard to search for such experiences of both men and women across time and discuss the impact on Chicana and Chicano identity.
4. Assign the students to
 - 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.
 - In class discussion have the students 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.

Representative Course Assignments

Writing Assignments

1. Essay form midterm asking such questions as a thorough discussion of the theories of identity development of Tajfel, Lewin and Gordon, describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
2. Ten page research paper/literature review of a chosen topic and instructor approved topic in the realm of Chicana/o Cultural identity. Citation of experts is required using APA style, and this is presented in document form. An example of this may be a document describing Franz Fanon' description of the human, social and cultural consequences of colonization, decolonization as well as the psychopathology of colonization.
3. Final Exam in essay form asking such questions as the issues of Chicana/o identity addressed in the epic poem "Yo Soy Joaquin" by Rodolfo "Corky" Gonzales, 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.

Critical Thinking Assignments

1. Students will compare and contrast the identity theories of Tadjel, Lewin and Gordon. They will also examine acculturation and assimilation among Chicana/o people and determine which theory is the "best fit" for the population. If none, then the students will form/propose a possible new/better theory of identity development based on their analysis of Chicano/a people.
2. Students will explore historical antecedents of the Treaty of Guadalupe Hidalgo (1848), the treaty itself and the importance of this treaty in formulation of Chicana/ o identity.
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.
 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.
 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.
 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. Weekly readings from the textbooks including such topics as the experience of Chicana/o people in the American education system beginning at the primary, secondary levels and continuing into higher education.
2. Research for the midterm research paper/ literature review, reading five to ten college level sources on topics related to Chicana/o identity such as the experiences of the Chicano youth caught up in the Zoot Suit Riots. The focus will be on the historical antecedents of 1940's Southern California, WWII, anti-Mexican sentiment, the Kangaroo court trial, media sensationalism and ultimate results. The analysis will include the possible contributions of development of Chicana/o identity.
3. Preparation for essay midterm including such questions as exploration of the Brown Berets, a 1960's young people's organization of the Chicano Movement founded by David Sanchez. It was modeled after the Black Panther Party and focused on fighting racism, police brutality and some chapters also included education and housing equality. The question will also explore the formatting of Chicana/o identity in this process
- 4.

Other assignments (if applicable)

1. Students will conduct interviews of family members to explore how they identify themselves. And the student will explore their own chosen identity and the impact of their personal educational, workforce and peer experiences.

2. 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.
3. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.

Outside Assignments

Representative Outside Assignments

1. Ten page research paper/literature review on an appropriate topic such as the 19th century American doctrine of Manifest Destiny: that the US was destined by God to expand its influence/dominion and spread democracy and capitalism across the entirety of the North American continent.
2. Preparation for class presentation on the experiences of Chicano males and females in American war efforts. Participation in the various Armed forces (18-44 years old) will be explored, including largest participation, casualties, bravery under fire, recognitions, and mortality rates.
3. Preparation for essay midterm exam with such questions as search for development of Chicana/o related curriculum at the elementary, middle school, high school as well as higher education in the United States and legal provisions which have been established to this end.
4. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

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

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

Area F: Ethnic Studies

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

Garcia, D.G. (2018). *Strategies of Segregation: Race, Residence, and the Struggle for Educational Equality*. Oakland The University of California Press . 0520296877

Resource Type

Textbook

Description

Hurtado, A. and Gurin, P. (2004). *Chicana/o Identity in a changing U.S. Society*. Tucson University of Arizona Press. 0816522057

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)	Students will post to a discussion board on redlining in Chicana/o Mexicana/o communities in the US and respond meaningfully to a class mate
Other DE (e.g., recorded lectures)	Student will view a lecture by Rudy Acuna (Author of Occupied America) and summarize his comments on the contribution of Chicana/o history to development of identity/o.

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Method of Instruction	Document typical activities or assignments for each method of instruction
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Other DE (e.g., recorded lectures)	Student will view a lecture by Rudy Acuna (Author of Occupied America) and summarize his comments on the contribution of Chicana/o history to development of identity/o.
Video Conferencing	Students will attend all zoom session in class lecture on a topic such as the Chicana/o rates of colleges students in higher education and their chosen majors. Recordings of all live sessions will be made available within the LMS.
Synchronous Dialog (e.g., online chat)	Instructor will hold weekly, scheduled office hours either in person or via-web conferencing.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post to a discussion board on redlining in Chicana/o Mexicana/o communities in the US and respond meaningfully to a class mate
Other DE (e.g., recorded lectures)	Student will view a lecture by Rudy Acuna (Author of Occupied America) and summarize his comments on the contribution of Chicana/o history to development of identity/o.
Video Conferencing	Students will attend all zoom session in class lecture on a topic such as the Chicana/o rates of colleges students in higher education and their chosen majors. Recordings of all live sessions will be made available within the LMS.
Synchronous Dialog (e.g., online chat)	Instructor will hold weekly, scheduled office hours either in person or via-web conferencing.

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

09/18/2020

Dean

09/21/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000599181

DOE/accreditation approval date

MM/DD/YYYY