

CHST R108: SOCIOLOGY OF THE CHICANO COMMUNITY

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

CHST - Chicano Studies

Course Number (CB01B)

R108

Course Title (CB02)

Sociology of the Chicano Community

Banner/Short Title

Soc of the Chicano Community

Credit Type

Credit

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

SOC R108

Taxonomy of Programs (TOP) Code (CB03)

2208.00 - Sociology

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000149075

Primary Minimum Qualification

SOCIOLOGY

Department

Sociology (2216)

Division

Oxnard Liberal Studies

Catalog Course Description

This course examines the institutional and structural conditions that have and continue to shape the Chicana/o experience in the United States. This course makes use of a Sociological perspective that incorporates various paradigms/theories including but not limited to: Stratification, Colonialism/Imperialism, Chicana Feminism, Queer Theory, Conflict Theory, and Assimilation/Acculturation. Of specific interest is the impact of social institutions such as: Education, the Legal System, the Economy, Politics, Family, and the Media on the Chicana/o community. This course will examine institutionally perpetuated systems of oppression and privilege such as: white supremacy, sexism, heteronormativity, and classism.

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 | Identify how external/social forces, such as Capitalism, white supremacy, and immigration policy, impact the Chicana/o community. |
| 2 | Explain how acculturation and assimilation impact the Chicana/o community. |

Course Objectives

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

- | | |
|---|--|
| 1 | Explain the socio-cultural factors and institutional factors impacting the Chicana/o community. |
| 2 | Examine the socio-historical processes that have shaped the Chicana/o community. |
| 3 | Explain the roles of assimilation and acculturation in the Chicana/o Experience. |
| 4 | Apply various Sociological theories and paradigms to the Chicana/o Experience. |
| 5 | Explain the diversity and complexity of Chicana/o Identities through an intersectional lens. |
| 6 | Examine the political processes that currently impact Chicana/o communities. |
| 7 | Identify the various methods and theories used by Chicanos activists and scholars to promote Social Justice in Latino communities. |

Course Content**Lecture/Course Content**

1. The need for Chicana/o Sociology
 - a. Sociology of Chicana/os or Chicana/o Sociology
 - b. As distinct from other fields, sciences
 - c. Challenging the cannon; challenging white supremacy
2. Chicana Feminism
 - a. As a theoretical tool for analyzing Chicana/os
 - b. The role of women in Chicana/o & Latinx communities
 - c. Examination of the role of patriarchy in Chicana/o communities
3. Addressing/Defining Chicana/o Identity
 - a. Combatting stereotypes and monoliths
 - b. Issue of Diversity
 - c. Identities as fluid & contextualized
 - d. Hybrid identities
 - e. Intersectional identities
4. Chicana/os & Immigration
 - a. The construction of the "illegal alien"
 - b. Socio-historical processes of migration/immigration
 - c. Immigration policies and practices as forms of social control
 - d. Crimmigration
 - e. Role of religion in Immigrant Rights activism
5. The Chicana/o Family
 - a. Combatting stereotypes and monoliths
 - b. Generational factors
 - c. Patriarchy
 - d. Machismo & Marianismo
6. Chicana/os & Labor
 - a. Migration & Globalization
 - b. Gendered labor: the service sector
 - c. Unions: UFW
7. Chicana/os & Education
 - a. As processes of assimilation
 - b. Structural factors impacting academic achievement
 - c. Chicana/os in Higher Education
 - d. The Dreamers
 - e. School to prison pipeline
8. Chicana/o Sexualities
 - a. Construction of Chicana/o Sexualities
 - b. Heteronormativity in Chicana/o culture
 - c. Queering Chicanismo
9. Chicana/o Activism
 - a. Social Justice focus
 - b. The Chicana/o Movement

- c. The Blowouts of 1969
- d. Immigration
- e. Environmental Justice
- f. Labor Rights

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
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

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

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. Use of technology (PowerPoint, online videos) to present course materials.
2. Lectures & discussions on various Chicano related issues.
3. Using internet resources (including online journal databases) to explore issues found within Chicano communities.
4. Use of guest speakers with expertise in issues that impact the Chicano community
5. Group discussions centered around various issues including, but not limited to, the issues of politics, identity formation, and institutional discrimination.
6. Student based identity projects where students are encouraged to make use of various technologies (youtube, powerpoint, tik tok...) to present their material.

Representative Course Assignments

Writing Assignments

1. Essays and other forms of expressive writing as assigned by instructor related to topics covered in the course, including videos and in class exercises.
2. Research paper(s) that include references and citations of scholarly sources.
3. Short essays based on videos presented to the class.
4. Sample Essay topic: How are Chicano identities impacted by the intersectional approach? How is this process an inclusive one?

Critical Thinking Assignments

1. Essay on how Chicano/a identity is influenced by social and external forces.
2. Self reflexive essay in which students define and explore their own Chicano identities (or that of someone they know).
3. Analysis of how white supremacy impacts the Chicano community
4. Applying anti-colonial, Chicano-centric theories to modern social problems in the Chicano community
5. Examination of the impact of US nativism on Chicanos.

Reading Assignments

1. Students may be required to do outside reading in peer reviewed journals and online sites, in addition to the textbook assignments.
2. Outside research on topics related to the Chicano community in the U.S.

Other assignments (if applicable)

1. Answer questions (multiple choice, short answer or essay) based on internet searches, online videos, and/or Chicano related websites.

Outside Assignments

Representative Outside Assignments

1. Essay on how Chicano/a identity is influenced by social and external forces
2. Answer questions (multiple choice, short answer or essay) based on internet searches, online videos, and/or Chicano related websites.
3. Outside research on topics related to the Chicano community in the U.S
4. Essay topic: How are Chicano identities impacted by the intersectional approach? How is this process an inclusive one?
5. Self reflexive essay in which students define and explore their own Chicano identities (or that of someone they know).
6. Research paper(s) that include references and citations of scholarly sources.
7. Essay: Analysis of how white supremacy impacts the Chicano community
8. Essay: Applying anti-colonial, Chicano-centric theories to modern social problems in the Chicano community

Articulation

Comparable Courses within the VCCCD

AES V24 - Sociology of the Chicano Community
CHST V24 - Sociology of the Chicano Community
SOC V24 - Sociology of the Chicano Community
SOC R108 - Sociology of the Chicano Community

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****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****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 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Library Resources****Assignments requiring library resources**

Essay assignments on issues that impact Chicanos.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Essay on how economic forces have shaped the Chicano/a Experience

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)	Use of instructor initiated discussion boards to post discussion questions. This practice can also include having students reply to each other's comments/postings. In addition, email and/or Canvas messaging will also be used for course communication.
E-mail	Using email to address student questions and concerns. In addition, as a means to provide course updates.
Face to Face (by student request; cannot be required)	Live lectures and in-person office hours.
Other DE (e.g., recorded lectures)	Recorded lectures, lecture postings, and posting of course slides.
Synchronous Dialog (e.g., online chat)	Faculty can connect with students via online chat, live video lectures, and office hours (via video conferencing or in person). For live video lectures, students can also engage in real time communication with one another directly through the video, audio, and chat capabilities of video conferencing software.
Video Conferencing	Video Lectures (asynchronous or synchronous) and online office hours.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Use of instructor initiated discussion boards to post discussion questions. This practice can also include having students reply to each other's comments/postings. In addition, email and/or Canvas messaging will also be used for general course communication
E-mail	Using email to address student questions and concerns. In addition, as a means to provide course updates.
Face to Face (by student request; cannot be required)	Live lectures and in-person office hours.
Other DE (e.g., recorded lectures)	Recorded lectures, lecture postings, and posting of course slides.
Synchronous Dialog (e.g., online chat)	Connecting with students via online chat, live lectures, and office hours (via video conferencing or in person). For live video lectures, students can also engage in real time communication with one another directly through the video, audio, and chat capabilities of video conferencing software.
Video Conferencing	Video Lectures (asynchronous or synchronous) and online office hours.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Use of instructor initiated discussion boards to post discussion questions. This practice can also include having students reply to each other's comments/postings. In addition, email and/or Canvas messaging will also be used for course communication.
E-mail	Using email to address student questions and concerns. In addition, as a means to provide course updates.
Face to Face (by student request; cannot be required)	Live video lectures and office hours (via video conferencing)
Other DE (e.g., recorded lectures)	Recorded lectures, lecture postings, and posting of course slides.
Synchronous Dialog (e.g., online chat)	Connecting with students via online chat, live video lectures, and office hours (via video conferencing or in person). For live video lectures, students can also engage in real time communication with one another directly through the video, audio, and chat capabilities of video conferencing software.
Video Conferencing	Video Lectures (asynchronous or synchronous) and online office hours.

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

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

SOCIOLOGY

Review and Approval Dates**Department Chair**

09/12/2020

Dean

09/14/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

DTRW-I

01/14/2021

Curriculum Committee

12/09/2020

Board

01/19/2021

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY

