

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

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

3 hours lecture, 3 units

**Catalog Description**

This course provides an introduction to Chicana, Chicano, Chicanx experiences in the United States. It considers the histories, struggles, resistance, and contributions. Emphasis is on proving origins to the discipline of Chicano Studies and overall general knowledge.

**Prerequisite**

None

**Course Content**

- 1) Theoretical Approaches to Chicano Studies
  - a. Foundations of Chicano Studies
    1. Cultural Nationalism
    2. Internal Colonial Model
    3. El Plan de Espritual de Aztlan
    4. El Plan de Santa Barbara
    5. Emergence of Chicana and Chicano Studies departments and programs and Ethnic Studies departments and programs.
  - b. Critical Race Theory
    1. Intersectionality
    2. Interest Convergence
    3. Majoritarian Stories vs. Counterstories
- 2) Demographic Information
  - a. Population of Chicanos and Mexican Immigrants
  - b. The U.S. Southwest and other strong Chicano communities
  - c. Labor force, education, and other demographic data
- 3) Chicanos and the U.S. Educational Pipeline
  - a. Historical Overview
    1. Segregation in Public Schools
      - (1) California's Segregation Laws 1869-70
      - (2) Americanization Schools in the early 20th Century
      - (3) Justifications for segregation of Chicano students, including linguistic reasons, cultural deficits and hygienic reasons.
      - (4) The struggle to end segregation of Chicanos, including the Lemon Grove Incident, Mendez vs. Westminster, and Brown vs. Board of Education
  - b. Contemporary Perspectives of Chicanos in Public Education
    1. Issues impacting Chicanos in early education
      - (1) Inclusion in "advanced" programs such as GATE
      - (2) Conditions of public schools in predominately Chicano neighborhoods.
    2. Issues impacting Chicanos in Secondary Education
      - (1) Access to "College-Prep" courses or programs

- (2) De-facto/De-Jure Segregation
- (3) The drop-out rate
- 3. Chicanos in Higher Education
  - (1) Percentage of Chicanos who attend community colleges vs. universities.
  - (2) Percentage of Chicanos who enroll in Master's or Doctoral programs
  - (3) Chicanos and the development of a sense of "place" on the college campus
- 4) Chicanos and the U.S. Labor Movement
  - a. Historical overview of Chicano participation in organized labor movements
    - 1. The National Miners Union and its conflict with the United Mine Workers of America
    - 2. the Great Depression and its impact on Chicano Laborers
    - 3. The UFW and The Grape Boycott
    - 4. the SEIU and the "Justice for Janitors" movement
  - b. Contemporary perspectives of Chicanos and Labor
    - 1. Chicanos in the Farm Labor sector
    - 2. Chicanos in the Service Sector
    - 3. Chicanos in the Management Sector
- 5) Chicano Participation in the U.S. Military
  - a. The Vietnam War
    - 1. Number of Chicanos who served in the Vietnam War
    - 2. Mortality Rates of Chicanos in the Vietnam War
    - 3. The Chicano Moratorium against the War
- 6) Chicanos and the U.S. Legal System
  - a. History of citizenship laws
  - b. Mexican-American Lawyering Movement and the struggle for constitutional rights
  - c. Current data and trends in relation to Chicanos and crime
  - d. Chicanos and the impact of Immigration policies
- 7) Historical Overview (including but not limited to)
  - a. The first Great Migration and the establishment of Immigration status and the second Great Migration
    - 1. The Bracero Era
    - 2. The "Mojado" Era
  - b. The "militarization" of the U.S./Mexico Border
    - 1. undocumented immigration
    - 2. Concentration of immigrant flow into states such as Arizona fuel anti-immigrant sentiment
    - 3. The rise of human-trafficking and the "coyote"
- 8) La Chicana and Gender roles
  - a. Chicana feminism in comparison to the American Women's Movement
    - 1. Goals of the Chicana Feminists vs. Goals of the American Women's Movement
    - 2. Conflicts in theoretical perspectives between Chicana feminists and the American Women's Movement
  - b. Chicana feminism in comparison to the Chicano Movement
    - 1. Attitudes of the Chicano Movement towards Chicana Feminism
    - 2. Chicana reaction to the Chicano Movement
  - c. The Chicana Literary Movement
    - 1. Re-introducing the Chicano within a Chicana space
    - 2. Synthesis and the erasure of a male/female binary
  - d. Chicana Feminist Theory
    - 1. Machismo/Marianismo and the deconstruction of domestic roles
    - 2. Mestiza Consciousness as a means towards synthesis

## 9) Theoretical Approaches to Chicano Studies

- a. Foundations of Chicano Studies
  1. Cultural Nationalism
  2. Internal Colonial Model
  3. El Plan de Espritual de Aztlan
  4. El Plan de Santa Barbara
  5. Emergence of Chicana and Chicano Studies departments and programs and Ethnic Studies departments and programs.
- b. Critical Race Theory
  1. Intersectionality
  2. Interest Convergence
  3. Majoritarian Stories vs. Counterstories

## 10) Demographic Information

- a. Population of Chicanos and Mexican Immigrants
- b. The U.S. Southwest and other strong Chicano communities
- c. Labor force, education, and other demographic data

### Course Objectives

Students will be able to:

- 1) Recognize the significance of Chicana Studies as an academic discipline, including how Chicana Studies fits into the broader disciplinary trends of ethnic studies;
- 2) Explain the foundations of Chicano Studies and apply contemporary theories to analyze and understand concepts such as race and racism, racialization, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism in relation to contemporary Chicana and Chicano society;
- 3) Identify and analyze the intersectional relationships between class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age and how these intersectionalities collectively affect contemporary Chicana and Chicano realities;
- 4) Explore and identify Chicana and Chicano participation in key historic events with an emphasis on Chicana and Chicano resistance to historical systemic and structural oppression;
- 5) Compare and contrast historical data related to social, economic and demographic trends in the Mexican immigrant and Chicano communities with contemporary data;
- 6) Apply critical comparative ethnic studies theoretical approaches to an analysis of the Chicana and Chicano experience in relation to the experiences of other historically marginalized communities in order to understand the complex relationship between intersectional identities as well as expose the political and social structures that govern relationships of power in our society.

### Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams.
- 2) Written assignments.
- 3) Research reports.
- 4) Unit projects.
- 5) Class discussions and group participation.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 6) Lecture and discussion
- 7) Group activities
- 8) Multimedia presentations
- 9) Possible guest speakers

**Out-of-Class Assignments**

- 1) Reports on field assignments, such as observational trips to border areas, interviews with people living on the border and/or attendance at Chicano film festivals, book presentations by Chicano/a authors.
- 2) Visit and gather community institutions to create a resource for the Together We RISE Center (Resources for Immigrant Students in Education) such as meeting with the San Diego Chicano/Latino Concilio for Higher Education and interviewing them about Chicano educational history of organizing in San Diego County
- 3) Report on Chicano murals for example at UC San Diego and Barrio Logan. Includes field trip observation and interviews with people working there/helped install murals and people frequenting the area. Relate to course materials.
- 4) Viewing and analysis, including information literacy and media regarding Latinx people including Spanish language television and @wearemitu on Instagram.
- 5) Attending Latinx theater, film, or musical performances, or museums and responding in writing
- 6) Analytical essays on readings
- 7) Journal entries
- 8) Social justice/service learning project
- 9) Group projects
- 10) Reflective essays on personal experiences, interviews, or oral histories

**Texts and References**

- 1) Required (representative examples):
  - a. Becoming Mexican American: Ethnicity, culture, and identity in Chicano Los Angeles, 1900-1945 by George Sanchez (1995)
  - b. Acuña, Rodolfo. *The Making of Chicana/o Studies: in the Trenches of Academe*. New Brunswick, N.J.: Rutgers University Press, 2011.
  - c. Amaro-Aguilar, Arturo. *Introduction to Mexican American Studies: Story of Aztlán and La Raza*. 3rd ed. Dubuque, IA: Kendall Hunt, 2016.
  - d. Garcia, Eugenge E. (Ed). *Chicano Studies: A Multidisciplinary Approach*. Teachers College Press. 1984
  - e. Mares-Tamayo, Michaela J.L. and Daniel G. Solorzano (eds). *The Chicana/o Education Pipeline: History, Institutional Critique, and Resistance*. UCLA Chicano Studies Research Center Press. 2018.
- 2) Supplemental:
  - a. Hurtado, Aida. *Intersectional Chicana Feminisms: Sitios y Lenguas*. University of Arizona Press, 2020.
  - b. Mirande, Alfredo. *The Chicano Experience: An alternative perspective*. 2<sup>nd</sup> edition. University of Norte Dame Press, 2022.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Analyze the impact of racialization on Chicana/Chicano/Chicanx communities and identities especially surrounding colonization/decolonization, immigration, white supremacy, settler colonialism, and more.
- 2) Discuss the role of race and ethnicity with gender, class, sexuality, religious/spiritual practice, nationality, identity, family, and relationships and more, in Chicana/Chicano/Chicanx lives.
- 3) Articulate and analyze Chicana and Chicano participation in key historic events with an emphasis on Chicana and Chicano resistance to historical systemic and structural oppression.