



**COURSE OUTLINE : ETH S 120**

**D Credit – Degree Applicable**

**COURSE ID 004064**

**Cyclical Review: February 2019**

**Revision: June 2021**

**COURSE DISCIPLINE :** ETH S  
**COURSE NUMBER :** 120  
**COURSE TITLE (FULL) :** Chicana/o/x Studies  
**COURSE TITLE (SHORT) :** Chicana/o/x Studies  
**ACADEMIC SENATE DISCIPLINE:** Ethnic Studies

**CATALOG DESCRIPTION**

ETH S 120 provides students with an understanding and appreciation of the social, political, economic and cultural experiences of Chicana/o/x in the United States. Students focus on the Chicana/o/x experience after the signing of the Treaty of Guadalupe Hidalgo in 1848. Students also analyze the development of the field and theories of racialization and intersectionality. Special attention is given to such topics as Chicana/o/x political and labor participation, Chicana/o/x aesthetics, intersectionality and education.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 141.



**ENTRY STANDARDS**

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
9	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
11	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
12	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes



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14	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
15	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
16	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
17	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
18	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

**EXIT STANDARDS**

- 1 Define and analyze theories central to the evolution of the field of Chicana/o/x Studies including but not limited to internal colonialism, Chicana feminism and cultural studies;
- 2 describe how Chicana/o/x scholarship de-centers eurocentrism and recovers Chicana/o/x histories, cultures, intellectual traditions, contributions, and lived-experiences;
- 3 explain and assess how struggle, resistance, racial, and social justice as experienced and enacted by Chicanas/os/xs are relevant to current and structural national politics;
- 4 understand the value of Aztlán in a historical and current context;
- 5 identify methods of active engagement with anti-racist and anti-colonial issues and the practice and movements within the Chicana/o/x community to build an equitable society.

**STUDENT LEARNING OUTCOMES**

- 1 Describe events critical to Chicana/o/x history, culture and intellectual tradition with an emphasis on the liberation, self determination and agency;
- 2 apply theory and knowledge produced by Chicana/o/x scholars to research projects connected to the Chicana/o/x experience;
- 3 identify the value of agency, self determination and group affirmation through academic, political and artistic works by Chicanas/os/xs.



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	<b>Description</b>	<b>Lecture</b>	<b>Lab</b>	<b>Total Hours</b>
1	<p>Main historical periods in Chicana/o/x History defining the Chicana/o/x Experience</p> <ul style="list-style-type: none"> <li>• Mexican American war</li> <li>• The Industrial revolution</li> <li>• World War I</li> <li>• The great depression</li> <li>• World War II</li> <li>• McCarthyism</li> <li>• Civil rights movement</li> <li>• Chicana/o/x movement</li> <li>• Women's movement</li> </ul>	9	0	9
2	<p>Definitions, Labels, and Racial Terms</p> <ul style="list-style-type: none"> <li>• Chicana/o/x</li> <li>• Latino, Hispanic, Mexican, Latinx &amp; Chicanx</li> <li>• Aztlan (pre-colonization and political significance)</li> <li>• Understand the historical connections in relation to political, cultural, legal context and meanings of definitions, labels and terms</li> </ul>	4	0	4
3	<p>Resistance and Empowerment</p> <ul style="list-style-type: none"> <li>• Historical overview of political organizing, 1900-1960</li> <li>• Chicana/o/x political and social movement of the 1960's</li> <li>• Aztlan as a political, social, and physical homeland</li> <li>• The rise of Chicana/o/x Art</li> <li>• El Teatro Campesino</li> <li>• Political art</li> <li>• Chicana/o/x Music</li> <li>• Chicanx Queer Performance Art</li> </ul>	8	0	8
4	<p>La Chicana</p> <ul style="list-style-type: none"> <li>• Chicana identity</li> <li>• Chicana feminism</li> <li>• Chicana literature</li> <li>• Chicana theatre</li> <li>• Chicana visual art</li> </ul>	7	0	7



5	<p>Chicana/o/xs and the Educational Institutions</p> <ul style="list-style-type: none"> <li>• Historical neglect</li> <li>• Equity Gaps</li> <li>• Chicanas/os/xs and higher education</li> <li>• Social capital</li> <li>• Cultural capital</li> </ul>	7	0	7
6	<p>Introduction to Chicana/o/x Studies</p> <ul style="list-style-type: none"> <li>• Chicana/o/x studies as a field of scholarly inquiry</li> <li>• Emergence of Chicana/o/x studies department and programs</li> <li>• Theoretical approaches to Chicana/o/x studies</li> <li>• Internal colonialism</li> <li>• Cultural studies</li> <li>• Critical race theory</li> <li>• Chicana feminism</li> </ul>	6	0	6
7	<p>Chicana/o/xs and Media Representation</p> <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Radio</li> <li>• Television</li> <li>• Film</li> </ul>	6	0	6
8	<p>Chicana/o/x Value System vs. the Dominant Anglo-Saxon</p> <ul style="list-style-type: none"> <li>• Antecedents of cultural conflict</li> <li>• Present relations and state of affairs of the Chicana/o/x community within white supremacy</li> </ul>	7	0	7
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 conducting and writing oral history featuring social, political, economic and cultural experiences of Chicanas/os/xs in the United States;
- 2 formative discussion questions (e.g. analyze how the discipline of History creates a distorted view of Chicanas/os/xs);
- 3 research activity involving work with local community organizations, services, and/or clubs focused on social, political, economic and cultural experiences of Chicanas/os/xs in the United States.



**METHODS OF EVALUATION**

- 1 class participation demonstrating course exit standards;
- 2 an oral presentation of the research paper;
- 3 four written essay examinations;
- 4 final exam

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Occupied America: A History of Chicanos	Required	Pearson	8		Acuna, Rodolfo	978-0205880843	2015
Mestizos Come Home!: Making and Claiming Mexican American Identity	Required	University of Oklahoma Press	1	Print	Davis, Robert	9780806157191	2017
Chicano Studies Reader: An anthology of Aztlan, 1970 to 2019	Required	University of WA Press	1	Print	Chon A. Noriega	978-0895511720	2020
This Bridge Called My Back	Required	State University of NY Press	4	Print	Cherríe Moraga	978-1438454382	2015