

ETHN 116: INTRODUCTION TO CHICANO/LATINO STUDIES

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2024
Credits:	3
Total Contact Hours:	54
Lecture Hours :	54
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	108
Total Student Learning Hours:	162
District General Education:	D1. History and Political Science, D2. Behavioral Science
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter, Pass/No Pass

Catalog Course Description

This course is an introductory survey of Chicana/o/x/ and Latina/o/x people in the United States, including their history, identity, and culture. Emphasis is placed on analyzing the complexity and diversity of the culture and identity of the Chicana/o/x people, with focus on race and ethnicity, class, citizenship, gender, sexuality, social class, migration, globalization, politics, region, literature and the arts. 54 lecture hours.

Course Objectives

- Identify theoretical frameworks used in the field of Chicana/o/x studies while examining the historical and cultural origins of the Chicana/o/x population, including the diverse experiences of Chicana/o/x people in the United States.
- Relate the events that led to the fall of Tenochtitlan and explain how the legend of Quetzalcoatl and the confrontation between Moctezuma and Hernan Cortes continue to influence the Chicano worldview.
- Define key terms, historical facts, and circumstances that contributed to the transformation of diverse groups from parts of Mexico into Chicana/o/x people in the United States.
- Explore the various interactions of Chicana/o/x people with other groups in the United States and the borderlands/frontera, and discuss the complicated construction of "Chicana/o/x" and its relationship to race and ethnicity in the United States.
- Formulate an argument using data related to the social, cultural and racial status and experiences of Chicanos during the Anglo-American period of 1846-1960 to explain the nature of the political organizations, actions and art forms of the Chicano movement of the 1960s and 1970s.
- Examine the role of immigration in shaping Chicana/o/x history and discuss how government regulations and popular support have impacted immigration policies until the present.
- Appraise the intersectional relationships between Chicana/o/x communities of race, ethnicity, gender, sexuality, class, religion, and

ability, and discuss the historic role of language and its importance to Chicana/o/x communities.

- Analyze the complex development of cultural identities and their influence on the United States and the borderlands/frontera.
- Evaluate the connections between the Chicano/a Movement, post-World War II social liberation movements, and global processes of decolonization.

Major Course Content

Order and emphasis of core topics may vary from instructor to instructor.

- Introduction to Chicano Studies
 - Chicana/o/a Studies as a field of scholarly inquiry
 - History and culture as a dynamic processes
 - Main historical periods in Chicano History
 - Pre-Columbian era, pre- 1519
 - Spanish colonial era, 1521-1821
 - Mexican independence and nationalism, 1821-1846
 - Anglo period, 1846-1960s
 - Diversity and modern Chicano issues
- Historical roots of Chicano culture and society
 - Pre-Columbian period
 - Human evolution in Mesoamerica
 - Ecological adaptation
 - Agricultural revolution
 - Sociocultural life
 - Mesoamerican civilization and societies
 - Olmecas
 - Huastecas
 - Mayas
 - Teotihuacanos
 - Zapotecos
 - Aztec civilization, society and social order
 - History – Chichimecas to Tenochtitlan
 - Social hierarchy
 - Land system and the calpulli
 - Artisan production
 - Alliances and trade
 - Mythology
 - Culture, religious practices and education
 - Spanish conquest
 - Spanish society and culture – Reconquest – 16th century
 - Background to exploration and discovery
 - Hernan Cortes versus Moctezuma and the legend of Quetzalcoatl
 - The fall of Mexico-Tenochtitlan
 - The legacy of conquest in the Chicano worldview
 - Spanish colonialism in Mexico – 1521 – 1810
 - Cross-fertilization of Spanish and Aztec societies
 - The Columbian exchange
 - Religious syncretism – Virgin of Guadalupe
 - Mestizaje
 - The forging of the “cosmic race”
 - Economy and Social order

- vii. Gold, encomienda and repartimiento
 - viii. Hacienda system and debt peonage
 - ix. Social role of hacendados
 - x. Life of debt peons
 - xi. Castas, mestizaje and the social hierarchy
 - xii. Culture
 - xiii. Daily changes in indigenous ways of life
 - xiv. Introduction of Catholicism
 - 1. Cultural aspects of mestizaje
 - xv. Indigenous resistance to Spanish culture
 - xvi. Women and family life
 - xvii. Color and racism
 - xviii. Spanish ethnocentrism
 - xix. Race and social class
 - xx. Effects of racism
 - xxi. The flexibility of mestizaje
- c. The making of Mexican nationalism – 1810-1840s
- i. Politics and the break up of the colonial social order
 - ii. Influence of indigenous elites – caciques
 - iii. Influence of the age of Enlightenment
 - iv. Bourbon reforms and imperial crisis
 - v. Liberals versus conservatives
 - vi. El grito de Dolores and the war for independence
 - vii. Rise of caudillo
 - viii. Post-war instability in Mexico
 - ix. Class – Mexican society under criollo rule
 - x. Conservatives versus liberals
 - xi. Social groups and economic enterprises in the north
 - xii. Break up of California missions
 - xiii. Hispanics and indigenous in New Mexico
 - xiv. Cattle ranching in California and the Californios
 - xv. Culture – rise of a Mexican identity
 - xvi. The decline of cultural imperialism
 - xvii. Mexican influence in California and New Mexico
 - xviii. Increasing mestizaje and its challenge to racism
 - xix. The break-up of Mexico and a new system for Mexican-Americans
 - xx. Anglo-American expansion – Manifest Destiny
 - xxi. Annexation of Texas
 - xxii. Mexican American War
 - xxiii. Mexican resistance and social banditry
 - xxiv. Treaty of 1848
 - xxv. Anglo expropriation of Mexicans' lands
 - xxvi. New cultural blending in US Southwest and California
 - xxvii. Economic growth and Mexican labor
- d. Anglo-American period – 1846-1960s
- i. Social order and social classes in the United States
 - ii. Industrialization and economic expansion
 - iii. Chicano role in the economy
 - iv. Mexican Revolution and immigration
 - v. Chicano discrimination in the workplace
 - vi. Chicanos in trade unionism
 - vii. Chicanos on the margin of political process
- viii. Culture – assimilation versus nativist acculturation
 - ix. American versus Mexican culture
 - x. Strategies and problems of Mexican adaptation to American culture
 - xi. Syncretism – pachucos
 - xii. Separatism
 - xiii. American work ethic versus Mexican celebration
 - xiv. Cultural imperialism and educational practices
 - xv. Race and racism
 - xvi. Roots of prejudice and discrimination
 - xvii. Tejano versus Anglo culture
 - xviii. Anglo violence toward Tejanos
 - xix. White supremacists in California
 - xx. Institutional racism and public barriers
 - xxi. Chicano reactions to mistreatment – reverse racism
 - xxii. The continuation of mestizaje
- e. The Chicano movement of the 1960s-70s
- i. Roots of Chicano resistance and organization
 - ii. Precursors of change
 - iii. Black Civil Rights Movement of the 1960s
 - iv. Johnson's War on Poverty
 - v. The Vietnam War
 - vi. Chicano political organizations, groups and actions
 - vii. The Brown Berets
 - viii. United Mexican American Students
 - ix. Los Angeles high school walk outs
 - x. La Raza Unida Partido
 - xi. Chicano moratoriums of the 1970s
 - xii. Association of Mexican-American Educators
 - xiii. Movimiento Estudiantil Chicanos de Aztlan – MEChA
 - xiv. August 29 Moratorium
 - xv. Diversity within the movement
 - xvi. Chicano cultural expression
 - xvii. Chicanozaje/Chicanismo
 - xviii. Mestizaje to Chicanismo
 - xix. Chicano arts
 - xx. Educational transformations
3. Selected contemporary social, economic and/or cultural issues related to Mexican Americans
- a. Economic principles of Mexican immigration
- i. Reasons for immigration
 - ii. History of Mexican immigration to US
 - iii. The Mexican Revolution and economic expansion in the US, 1910 – 1929
 - iv. The Depression and the Bracero program, 1930 – 1964
 - v. Immigration and Nationality Act of 1965 and increased Mexican immigration
 - vi. Immigration Reform and Control Act of 1986, Amnesty and increased restrictions
 - vii. Immigration Act of 1990 and limits on family-sponsored immigration
 - viii. Racism and increased risks for undocumented immigrants crossing the border
 - ix. Selected personal accounts/case studies

- b. Mexican immigrants in the US today – social and economic issues
 - i. Economic and demographic profiles
 - ii. Income and poverty
 - iii. Settlement patterns
 - iv. Wage assimilation
 - v. Economic impacts of immigration
 - vi. Undocumented immigrants
 - vii. Naturalization
 - viii. Selected personal accounts/case studies
- c. Mexican immigrants and cultural development in US urban centers
 - i. Becoming Mexican-American/Chicano/a
 - ii. Settlement patterns
 - iii. Divided loyalties
 - iv. New nationalism, Mexican style
 - v. Religious adaptations
 - vi. Music and growth of mass culture
 - vii. The rise of communities
 - viii. Ambivalent Americanism
- d. The education of Mexican Americans
 - i. Educational profiles
 - ii. Secondary education
 - iii. Bilingual education
 - iv. College education
 - v. California Community Colleges and Chicanos Studies
 - vi. Education, language and empowerment
 - vii. Economic incentives to invest in education
 - viii. Social and cultural factors affecting the decision to invest in education
 - ix. Selected personal accounts/case studies
- e. Mexican Americans in the labor market
 - i. Employment patterns
 - ii. Occupational patterns
 - iii. Annual income
 - iv. Wages, human capital and discrimination
 - v. Selected personal accounts/case studies
- f. Mexican Americans toward the middle class
 - i. Income distribution
 - ii. Factors affecting poverty rates
 - iii. Public assistance
 - iv. Mexican Americans as an exception to the underclass model of poverty
 - v. Wealth and asset accumulation
 - vi. Mexican American home ownership
 - vii. Selected personal accounts/ case studies

Examples of Required Writing Assignments

Write a 2 page report discussing the significance of a Chicano art exhibit, film series, concert and/or folk celebration.

Examples of Outside Assignments

Go visit a Chicano art exhibit. View a Chicano film series or visit a folk celebration.

Instruction Type(s)

Lecture, Online Education Lecture

IGETC Area 4: Social and Behavioral Sciences

4C. Ethnic Studies

IGETC Area 7: Ethnic Studies

Yes

Suggested Reading Other Than Required Textbook

Various short essays dealing with issues related to the historical development of Chicano society and culture and/or critiquing contemporary Chicano fictional and non-fictional written work.