

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.
 - i. National Association for Chicana and Chicano Studies (NACCS)
- 2) RESISTANCE: Chicano/a Movement
 - a. East LA Blowouts
 1. Walkouts protesting educational inequities of Chicano students
 2. Demands for better conditions, bilingual educators, and more
 3. Sal Castro: helping students to lead the way for Chicano/a student rights
 4. Standing up for Sal Castro and the 13 students indicted during the walkouts
 5. Arts and culture including journalism that promoted Chicano rights and exposed racism
 - b. 1960s Brown Berets
 1. Resisting police brutality
 2. Chicano Moratorium against the Vietnam War
 3. Education: helped organize the East LA Blow Outs
 4. Farmworkers: including writing stories about UFW
 5. Healthcare: created a clinic to receive healthcare
 - c. Pachucos
 1. Zoot Suits
 2. Calo (English/Spanish)
 3. Zoot Suit Riots
 4. Anti-rationing/anti-exploitation/protest
 5. Criminalization of Mexican American youth
 - d. Labor movement
 1. See sections on labor/farmworkers
 - e. Critical Race Theory
 1. Intersectionality
 2. Interest Convergence

3. Majoritarian Stories vs Counterstories

3) 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

4) Chicanos and the U.S. Educational Pipeline

- a. Historical Overview
 1. Segregation in Public Schools
 - i. California's Segregation Laws 1869-70
 - ii. Americanization Schools in the early 20th Century
 - iii. Justification for segregation of Chicano students, including linguistic reasons, cultural deficits and hygienic reasons
 - iv. The struggle to end segregation of Chicanos
 - b. RESISTANCE: the fight to end segregation of Chicanos
 1. Lemon Grove Incident
 2. Mendez vs. Westminster
 3. Brown vs. Board of Education
 - c. Contemporary Perspectives of Chicanos in Public Education
 1. Issues impacting Chicanos in early education
 - i. Inclusion in "advanced" programs such as GATE
 - ii. Conditions of public schools in predominately Chicano neighborhoods
 2. Issues impacting Chicanos in Secondary Education
 - i. Access to "College-Prep" courses or programs
 - ii. De-facto/De-Jure Segregation
 - iii. The drop-out rate
 - iv. Chicax student success: Tuscon, Arizona Mexican American Studies program
 - (a) Increased graduation rates and grades
 - (b) Arizona House Bill 2010 dismantled the program
 - (c) 2011 protests and legal battles in support of the Tuscon Unified School District's Mexican-American Studies program led to the overturning of the ban in 2017
 3. Chicanos in Higher Education
 - i. Percentage of Chicanos who attend community colleges vs universities.
 - ii. Percentage of Chicanos who enroll in Master's or Doctoral programs
 - iii. Chicanos and the development of a sense of "place" on the college campus

5) RESISTANCE: Chicanos and 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
 - i. Larry Itliong and Philip Vera Cruz (AWOC) bringing Filipino and Mexican laborers (NFWA) together
 - ii. Cesar Chavez
 - iii. Dolores Huerta
 4. The SEIU and the "Justice for Janitors" movement
 5. 1933, Chicana domestic workers established the Asociación de Trabajadoras Domésticas (The Association of Domestic Workers)
 6. Mujeres Unidas y Activas (MUA), established in the Bay Area—still active today
 - i. 2016 California Domestic Worker Bill of Rights (MUA was one organization to help pass this)

- 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
- 6) Chicano Participation in the U.S. Military
 - a. The Vietnam War
 - 1. Number of Chicanos who serves in the Vietnam War
 - 2. Mortality Rates of Chicanos in the Vietnam War
 - 3. The Chicano Moratorium against the War
- 7) Chicanos and the U.S Legal System
 - a. History of citizenship laws
 - b. Resistance: Mexican-American Lawyering Movement aka Mexican American legal Defense and Educational fund (MALDEF) 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
- 8) Chicana histories/Chicana disruptions/Cultural Activism
 - a. Oral Histories/Testimonies/storytelling (Chicana por mi Raza Digital Memory Project and Archive (CPMR) 2009)
 - b. Literary sources (i.e. The House on Mango Street, Don Quijote de La Mancha)
 - c. Teatro and performances (i.e. Teatro Campesino)
 - d. Art ("Brown and Proud": "art, language, culture, and skin color" (Gonzalez, 2024))
 - e. Visual art (murals, Chicano Park murals)
 - f. Personal archival materials (letters, journals)
- 9) La Chicana and Gender roles
 - a. Chicana feminists raised issues that they experienced being brown women, whether amongst others or within their culture. For example: living on the borderlands as Chicanas that might not feel fully Mexican or fully American; feeling marginalized within women's movements and marginalized from white feminist women's movements but feeling more solidarity with Black women's movements as marginalized women of color; some Chicana feminists bring up issues related to sexuality like as in being LGBTQ+; and more. Some Chicana feminists including but not limited to:
 - 1. Emma Pérez
 - 2. Martha Cotera
 - 3. Gloria Anzaldua
 - 4. Cherrie Moraga
 - 5. Norma Alarcón
 - 6. Sonia Saldívar-Hull
 - b. Mestiza Consciousness (Anzaldua) → conocimiento
 - c. Xicanisma
 - 1. Ana Castillo
 - 2. La Red Xicana Indígena
 - d. Xicana Indígena
 - 1. Cherrie Moraga
 - 2. Celia Herrera Rodríguez
 - e. 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
 - f. Chicana feminism in comparison to the Chicano Movement

1. Attitudes of the Chicano Movement towards Chicana Feminism
2. Chicana reaction to the Chicano Movement
- g. The Chicana Literary Movement
 1. Re-introducing the Chicano within a Chicana space
 2. Synthesis and the erasure of a male/female binary
- h. Chicana Feminist Theory
 1. Machismo/Marianismo and the deconstruction of domestic roles
 2. Mestiza Consciousness as a means towards synthesis
- 10) Politics
 - a. U.S. Senator Octaviano Larrazlo
 - b. Lauro Cazavos – Secretary of Education
 - c. Supreme Court Justice Sonia Sotomayor (not Chicana, but Latina)
 - d. Representative Alexandria Ocasio-Cortez (not Chicana, but Latina)
 - e. Raza Unida Party

Course Objectives

Students will be able to:

- 1) Recognize the significance of Chicanx Studies as an academic discipline, including how Chicanx Studies fits into the broader disciplinary trends of ethnic studies and the origins of the Chicano movement;
- 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

- 1) Lecture and discussion
- 2) Group activities
- 3) Multimedia presentations
- 4) Possible guest speakers

Out-of-Class Assignments

- 1) **Reading:** Lecture notes; course materials; textbook chapters; articles; books; short stories; essays; manuals; content on websites, and more.
 - 2) **Writing:** journals; discussion posts and responses; reflections; assignment drafts; essays; outlines; summaries; speeches; presentations; content for projects, and more.
 - 3) **Other:** Some examples include:
 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 community institutions such as the Together We Rise Latinx Student Center and participate in their events. At the end of the semester, create an event for the center that draws from course learning. Some examples include displays about the Chicano movement; creating art about Chicanx student experiences; discussion about contemporary events related to the past (i.e. development of Chicana/o Studies, immigration, with Ethnic Studies and immigration now), etc.
 3. Viewing and analysis, including information literacy and media regarding Latinx people including Spanish language television and @wearemitu on Instagram.
 4. Attending Latinx theater, film, or musical performances, or museums and responding in writing
- **General notes followed by a sample:**
 - **Samples below from “6.7 Summary Review” within “Chicanx and Latinx Studies” by Espinoza-Kulick and Acevedo (2023) in Introduction to Ethnic Studies by Fischer, et.al.**

Discussion Questions

1. Indigenous perspectives and western knowledge have conflicted over the beginning of human life on this planet, reflecting distinct standpoints. Recent evidence has shown that the hypothesis that humans in the western hemisphere migrated from Asia over a land bridge is not supported. Indigenous perspectives center on a relationship with the land since time immemorial. How do stories about where we come from shape our sense of self? How do these perspectives show a different understanding of the relationship between people and the land?
 - Researchers, including Indigenous archeologists and anthropologists, continue to investigate these issues and identify new evidence about the historical conditions where human life developed. You can supplement your discussion with contemporary sources, such as the websites linked here:
 - Scientists in Chile have found a 15,000-year-old footprint, the earliest sign of humans' presence in the Americas | CNN Travel

- 68 VOCES (Español with English description available at Cinema Tropical: Watch Mexican Indigenous Tales in Their Native Language in 68 VOICES, 68 HEARTS)
- 2. Students have been a major part of Chicanx and Latinx social movements. This includes advocacy around education and schools specifically, as well as broader movements for justice and liberation. Why are students uniquely situated to advocate for their communities?
 - You can help guide this discussion by providing some examples of student advocacy as a jumping-off point. The websites linked in this list include just a few examples of student activism in Chicanx and Latinx social movements.
 - UWM Latino Activism | UWM Libraries Digital Collections
 - 10 Young Latinx Activists You Should Know | DoSomething.org
 - The Student Protest That Heralded the Chicano Movement
- 3. Individuals who break through barriers are often celebrated for being the first of their kind, such as Sonia Sotomayor being appointed to be the first Latinx person on the U.S. Supreme Court. These figures become role models, or what some call “possibility models.” Why does it matter that people see others like them represented? How does this representation affect communities as a whole?
 - You can inform this discussion by examining specific figures who have broken barriers in representation. The websites in this list contain some biographical descriptions that can be used as a starting place. It can be even more powerful to tailor these to your local context or a specific field of interest.
 - Famous Firsts by Hispanic Americans
 - Sonia Sotomayor and 9 Other Latina Pioneers of the 19th, 20th, and 21st Centuries - Biography
 - 10 Inspiring Latinas Who’ve Made History — Google Arts & Culture

Journal Prompts

1. Is there power in a name or in naming? Please write about one new organization or concept that you learned from this chapter. Please provide examples in your analysis.
2. What is Chicanx and Latinx? What are the differences and similarities between these terms?
3. Stories are vital because they are how we shape our own narratives and create self-assigned identities. The terms that we use to identify ourselves are part of the stories and narratives that we tell. What are the stories and narratives that you utilize to identify yourself?

Texts and References

- 1) Required (representative examples):
 - a. Acuña, Rodolfo. *The Making of Chicana/o Studies: in the Trenches of Academe*. New Brunswick, N.J.: Rutgers University Press, 2011.
 - b. Amaro-Aguilar, Arturo. *Introduction to Mexican American Studies: Story of Aztlán and La Raza*. 3rd ed. Dubuque, IA: Kendall Hunt, 2016.
 - c. Amaro-Aguilar, Arturo. *Introduction to Mexican American Studies: Story of Aztlán and La Raza*. 3rd ed. Dubuque, IA: Kendall Hunt, 2016.
 - d. Fischer, et. al. Introduction to Ethnic Studies. (2023, June 22). <https://socialsci.libretexts.org/@go/page/143266>
 - e. Gonzalez, et al. New Directions in Chicanx and Latinx Studies. (2024, October 22). <https://socialsci.libretexts.org/@go/page/138160>
 - f. Hurtado, Aida. *Intersectional Chicana Feminisms: Sitios y Lenguas*. University of Arizona Press, 2020.

- g. 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: None

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.