

Ethnic Studies 3

The Chicano in Contemporary United States Society

3 units; 3 hours lecture

Recommended Preparation: ENGL 1 or eligibility for ENGL 1A or qualification by appropriate assessment
Degree applicable Transfer CSU, UC

This course introduces the student to the complexity and diversity of contemporary Chicano society in the United States. The impact of American values on the socialization of Mexican Americans will be assessed with particular emphasis on political, economic, social, cultural and educational institutions.

Course Objectives:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism within the Chicana/o community.
Note: Meets CSU ES core competency #1
2. Apply theory to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Chicanos with a particular emphasis on agency and group-affirmation.
Note: Meets CSU ES core competency #2.
3. Evaluate Chicano group diversity and its impact on cultural, and racial self-identity labels.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Chicanos are reflected through racial self-identity labels and are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
Note: Meets CSU ES core competency #4
5. Analyze the effects of racism on Chicano identity.
6. Identify and analyze the components and influences that shape the traditional Chicano family in today's society.
7. Identify and assess the complexity of the concept of machismo and the various perceptions existing in society regarding this.
8. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, and age in Chicana feminism.
Note: Meet CSU ES core competency #3.
9. Identify and evaluate the negative impact of the American educational system and its de-Mexicanization practices on Chicanos enrolled in public schools as well as reactions by this same group regarding this.
10. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Mexican-Americans and relevant to past and current issues has

lead to the establishment of Ethnic and Chicano Studies departments and programs in higher education to address cultural affirmation and student success among minority groups in American society.

Note: Meets CSU ES core competency #4.

11. Identify and evaluate the presence and participation of Chicanos in American politics throughout history and various political perspectives found among members of this same group.
12. Discuss and analyze Chicano relations with immigrants, other minorities, local, state and federal agencies and community organizations.
13. Discuss and assess the Impact of Economic status among Chicanos in American society.

Student Learning Outcomes (SLO):

1. Concepts of Race and Ethnicity

Upon completion of Ethnic Studies 3, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze the socioeconomic and political factors that confront Chicanos(as) as they interact in American society.

2. Historical Analysis

Upon completion of Ethnic Studies 3, students will be able to identify and analyze, through a written assignment, historical factors shaping the presence and sociocultural experiences of Chicanos(as) in American society.

3. Social Justice and Sociopolitical Movements

Upon completion of Ethnic Studies 3, students will be able to identify and analyze, through a written assignment, ideologies and practices for identity affirmation among Chicanos (as) in American society.

ADA Statement:

El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Student Code of Conduct

<https://www.elcamino.edu/administration/board/2019-policies/AP%205500%20Student%20Conduct%20.pdf>

Student Rights and Grievances Procedure 5530

<https://www.elcamino.edu/administration/board/boarddocs/AP%205530%20STUDENT%20%20RIGHTS%20AND%20GRIEVANCES.pdf>