1. **COURSE ID:** ETHN 101  
   **TITLE:** Latin American and Indigenous Peoples History and Culture  
   **Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester  
   **Method of Grading:** Letter Grade Only  
   **Recommended Preparation:**  
   Eligibility for ENGL 838 or 848.  
   READ 400 level course

2. **COURSE DESIGNATION:**  
   **Degree Credit**  
   **Transfer credit:** CSU; UC  
   **AA/AS Degree Requirements:**  
   CSM - GENERAL EDUCATION REQUIREMENTS: E1. Option 2-Group 2: California State and local Government  
   CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science  
   **CSU GE:**  
   CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions  
   CSU GE Area D: SOCIAL SCIENCES: US 3  
   **IGETC:**  
   IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: C: Ethnic Studies

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   Study of the historical and cultural presence of Native Americans/Indians and Latino[a] Americans in the United States. We will study the general background of two of America's oldest ethnic groups and examine issues that show racial and ethnic stereotypes as well as how these images create an ethnic identity.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Describe the history of Native Americans and Latino Americans and explain how that history creates the present-day images of those communities.  
   2. Critically analyze historical evidence and theories.  
   3. Reflect critically about the past in order to explain how the world of the present is a product of the experiences and choices of people who preceded us.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   1. Describe the history of Native Americans and Latino Americans and explain how that history creates the present-day images of those communities.  
   2. Critically analyze historical evidence and theories.  
   3. Reflect critically about the past and recognize how the world of the present is a product of the experiences and choices of people who preceded us.

6. **COURSE CONTENT:**  
   **Lecture Content:**  
   1. Basic Theories of Race/Ethnic Minorities.  
      A. Definition and description of racial/ethnic groups.  
      B. Americans: Diverse people in a pluralistic society.  
         a. Prejudice and discrimination towards Native Americans.  
         b. Prejudice and discrimination towards Mexican Americans and Latinos.  
      C. Patterns of race/ethnic relations.  
      D. Psychological consequences of racism.  
      E. Current perspectives on race and ethnicity (e.g., Glazer, Takaki, Sowell et al.)  
         a. Race and ethnicity.  
         b. Culture and the shaping of race and ethnic relations.  
         c. Public policies and social inequities and injustices.  
   2. Native Americans as an Ethnic Group.
A. Native Americans.
   a. Background and history.
   b. Native Americans before European contact:
      i. Aztecs.
      ii. Mayans.
      iii. Incas.
B. North American Native Groups.
   a. California groups.
   b. Other groups.
C. Tribalism and "Nationhood" in Traditional Native American Culture.
   a. Native American survival and problems.
   b. The treaty system and Indian policy.
   c. Interior.
   d. Ending of the treaty system.
D. Management of Indian Affairs.
   a. Dawes Act, 1887.
   b. Indian Citizenship Act, 1924.
   c. Public Law 280 and Indian lands, 1953.
E. Native American "Self-Determination."
   e. Indian self-determination since 1975.
F. Native American Contributions to Culture.
   a. Arts and crafts.
   b. Mysticism and spirituality.
G. Contemporary Issues.
   A. Mexican Americans and La Raza.
      a. Background and history.
      b. Growth and development of Mestizo people.
      c. Consequences of Spanish-Native contact.
   B. Mexican Americans enter U. S. Society in the 19th Century.
      a. Texas revolt.
   C. Mexico and the United States: Conflict or Assimilation.
      b. Chicano movement of the 1960s.
         i. LULAC.
         ii. MAPA.
         iii. PASSO.
         iv. UFWOC.
      c. Problems facing Mexican Americans in the United States.
      d. Chicano and Latino cultures.
   D. Contemporary issues involving the Mexican American and Latino Communities.
   E. Changing roles of Native Americans and Mexican and Latino Americans in the United States today:
      Comparisons and contrasts.
      a. Organization and activism.
      b. Assimilation or pluralism.
      d. Ethnic studies and its role.
      e. Native American and Chicano cultural institutions.
   A. Government and politics in relation to Native Americans and Mexican Americans.
      b. Representative institutions/democracy.
      c. California's political history and national government.
   B. The U. S. Constitution vis-à-vis the California State Constitution.
a. Responsibilities and duties of state government.
b. Federal policy and state policy.
C. Citizenship and immigration in the United States.
   a. American citizenship.
   b. The citizenship/naturalization process.
D. California's State Government.
   a. Legislature.
   b. Executive.
   c. Judicial system in the state.
E. Local Government in California.
   a. Counties.
   b. Cities.
   c. Districts and special districts.
F. Minorities in State and Local Politics.
   a. Native American participation.
   b. Mexican American participation.

7. REPRESENTATIVE METHODS OF INSTRUCTION:
   Typical methods of instruction may include:
   A. Lecture
   B. Discussion
   C. Field Trips

8. REPRESENTATIVE ASSIGNMENTS
   Representative assignments in this course may include, but are not limited to the following:
   Writing Assignments:
   Students are required to deal with several broad interpretative essays combining evidence of book reading and research along with material derived from classroom lectures. Every effort is made to create assignments that cannot be lifted from the internet or any single source. Example: Students would respond and develop an essay addressing the following: Although historians have consistently referred to Mexican California, given political realities, demographics, economic and international considerations, Mexican California never existed.
   Reading Assignments:
   Regular readings assigned from the required textbooks and primary sources

9. REPRESENTATIVE METHODS OF EVALUATION
   Representative methods of evaluation may include:
   A. Class Participation
   B. Exams/Tests
   C. Field Trips
   D. Homework
   E. Oral Presentation
   F. Papers
   G. Research Projects

10. REPRESENTATIVE TEXT(S):
    Possible textbooks include: