

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** ETHN 300 **TITLE:** Introduction to La Raza Studies
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:
 Eligibility for ESL 400, and/or Eligibility for ENGL 100, or Eligibility for ENGL 105

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
CSU GE:
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
IGETC:
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Introduction to the philosophy, methodology and structure of La Raza Studies (Chicano/Chicana, Latino/Latina studies); emphasis on the analysis and the relationships between social institutions and their effects upon the La Raza individual, especially in the United States setting. An in-depth analysis of concepts regarding white supremacy, Eurocentrism, self-determination, and decolonization.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Describe the historical development and contributions of Latino Americans to the United States and to California.
 2. Analyze the role in the political process played by these ethnic groups in the United States and in California.
 3. Articulate the origin, growth, and development of La Raza in North and Central America.
 4. Explain the objective, philosophy, politics, culture and history of the Chicano-Latino peoples and their contributions to the United States and its institutions.
 5. Describe life-style, literature, history, and arts of La Raza.
 6. Evaluate the dynamic and interpersonal dimensions of Chicanos and La Raza.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Critically assess the cultural, historical, and social contributions relative to the La Raza experience; review and dismantle the narrative of the dominant culture.
 2. Analyze the relationships between social institutions and their effects upon the La Raza individual as well as demonstrate active engagement with anti-racist issues.
 3. Explain the La Raza economic, cultural, and social heritage.
 4. Critically discuss the intersection of race and ethnicity with other forms of difference affected origin and immigration status.
 5. Describe the struggle, past and present, with resistance, social justice and solidarity with other communities of color.
 6. Provide a comprehensive analysis in resolving present racial/social conflicts as well as future ones in order to build a diverse, just and equitable society beyond the classroom.
 7. Apply theory to describe critical events in the histories, cultures, and intellectual traditions with special focus on the lived-experiences and social struggles of Latinx both in the U.S. and in Latin America.

6. **COURSE CONTENT:**
Lecture Content:
 1. Introduction and Overview.
 2. Concepts and Issues in La Raza Studies.
 3. Critical Thinking in La Raza Studies.

4. Indigenismo and La Raza.
5. Immigration of La Raza into the United States.
 - A. Mexicanos in the U.S.
 - B. Central Americans in the U.S.
 - C. Cubans, Puerto Ricans and Caribbeans in the U.S.
 - D. South Americans in the U.S.
6. Oral History and Traditions of La Raza.
7. La Raza Acculturation.
8. Bilingual Education and La Raza.
9. Contemporary Literature, Art, Theater and Music of La Raza.
10. The La Raza Family.
11. La Raza Women: Sociological and Literary Perspectives.
12. Legal and Political Perspectives:
 - A. El Movimiento: History and Philosophy.
 - B. Government and Constitution.
 - C. Criminal Justice and La Raza.
13. La Raza Community Issues:
 - A. Barrio Gangs, Drugs and Conflict.
 - B. La Raza Community Organizing.
 - C. Health Care Perspectives.
 - D. Aging and the La Raza Community.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Directed Study
- D. Activity
- E. Discussion
- F. Field Experience
- G. Field Trips
- H. Guest Speakers
- I. Individualized Instruction
- J. Observation and Demonstration
- K. Service Learning
- L. Other (Specify): Group work/discussion Media use (video, film, audio, multi-media, etc.)

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Book reviews, term papers/reports, special projects. Written examinations, book reviews, short essay quizzes, term reports/papers, extra credit.

Other Outside Assignments:

Optional: A. Additional book reviews. B. Community-based research and projects. C. Reserve material in the Library. D. Supplementary reading (handouts, etc.)

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Field Trips
- F. Group Projects
- G. Homework
- H. Oral Presentation
- I. Papers
- J. Projects
- K. Quizzes
- L. Simulation

M. Written examination

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

A. Hernandez Castillo, Marcelo. *Children of the Land*, ed. Harper Collins Books, 2020

B. Hinojosa, Maria. *Once I Was You: A Memoir of Love and Hate in a Torn America*, ed. Atria Books, 2020

Other:

A. Cisneros, *The House on Mango Street*.

B. Galarza, *Barrio Boy*.

C. Lewis, *La Vida*.

D. Pitt, *The Decline of the Californios*.

Origination Date: October 2021

Curriculum Committee Approval Date: November 2021

Effective Term: Fall 2022

Course Originator: Rudy Ramirez