

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** ETHN 101    **TITLE:** Latin American and Indigenous Peoples History and Culture  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
    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: E1a. American History and Institutions  
    CSM - GENERAL EDUCATION REQUIREMENTS: E1b. Ethnic Studies  
    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  
    CSU GE Area F: ETHNIC STUDIES: Ethnic Studies  
**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 histories of Native American and Latinx communities and explain how that history has shaped the present-day conditions and 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.
  4. 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 as understood within Native American studies, Latinx studies, and ethnic studies.
  5. Apply theory and knowledge produced by Native American and Latinx communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
  6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Native American and Latinx communities.
  7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans and Latinx Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
  8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American and Latinx communities for a just and equitable society.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Describe the histories of Native American and Latinx communities and explain how that history has shaped the present-day conditions and 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.

4. 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 as understood within Native American studies, Latinx studies, and ethnic studies.
5. Apply theory and knowledge produced by Native American and Latinx communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Native American, and Latinx communities.
7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans and Latinx Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American and Latinx communities for a just and equitable society.

## 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."
    - a. Economic Opportunity Act and community programs, 1964.
    - b. Indian Civil Rights Act, 1968.
    - c. Alaska Native Claims Settlement Act, 1971.
    - d. Public Law 93-197, repealing federal supervision over property and tribes, 1973.
    - e. Indian self-determination since 1975.
  - F. Native American Contributions to Culture.
    - a. Arts and crafts.
    - b. Mysticism and spirituality.
  - G. Contemporary Issues.

3. Mexican Americans as an Ethnic Group.
  - 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.
    - b. Mexican American War of 1846-48.
    - c. Treaty of Guadalupe Hidalgo, 1848.
  - C. Mexico and the United States: Conflict or Assimilation.
    - a. Bracero program of 1942-1963.
    - 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.
    - c. Changes in self-concept.
    - d. Ethnic studies and its role.
    - e. Native American and Chicano cultural institutions.
4. Government and Politics in California.
  - A. Government and politics in relation to Native Americans and Mexican Americans.
    - a. Fundamentals of American government/politics.
    - 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:

- A. Lindsay, Brendan. *The Other Slavery: The Uncovered Story of Indian Enslavement in America*, ed. New York: Mariner Books, 2016
- B. Garcia, Mario T.. *The Chicano Generation: Testimonios of the Movement*, 2nd ed. Oakland: University of Oklahoma Press, 2015
- C. Elinson, Elaine and Stan Yogi. *Wherever There's a Fight: How Runaway Slaves, Suffragists, Immigrants, Strikers, and Poets Shaped Civil Liberties in California*, ed. Heyday Books, 2009
- D. Martinez, Elizabeth. *500 Years of Chicana Women's History*, ed. Rutgers University Press, 2008
- E. Acuna, Rodolfo. *Occupied America: A History of Chicanos*, ed. Prentice Hall, 2010
- F. Ruiz, Vicki L.. *From Out of the Shadows: Mexican Women in Twentieth-Century America*, 10th ed. Oxford University Press, 2008
- G. Zaragosa, Vargas. *Crucible of Struggle: A History of Mexican Americans from the Colonial Period to the Present Era*, 1st ed. Oxford University Press, 2010
- H. Gomez, Luis, et. al.. *Crossing the Rio Grande: An Immigrant's Life in the 1880s*, ed. Texas A&M University Press, 2012
- I. Gomez, Gonzalez. *Chicano Education in the Era of Segregation*, ed. University of North Texas Press, 2013

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**Effective Term:** Fall 2021

**Course Originator:** Malathi Iyengar