

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

**1. COURSE ID:** ETHN 110    **TITLE:** Latinx Communities and U.S. Institutions

**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours

**Method of Grading:** Letter Grade Only

**Recommended Preparation:**

English 100 or 105

**2. COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

This course examines how the multiple and diverse communities currently understood as “Latinx” have interacted with U.S. institutions (legal, economic, social and cultural) and have, in the process, participated in shaping U.S. history and public culture. Special attention is paid to California, a state that was formatively shaped by Latinx histories that unfolded prior to the U.S. takeover of the region and was subsequently influenced by multiple layers of Latinx immigration. Course materials explore the crucial role of Latinx labor throughout California’s economic history; trace some of the ways in which the cultural milieu of 19th- and 20th-century California was inflected by the Latinx presence; and explore the impactful participation of California-based Latinx communities in local, regional, and national social movements from the 1960s to the present. The framing of the course highlights the internal diversity of the category “Latinx,” and attends to the complex ways in which various Latinx communities have intersected and engaged with each other, with other racialized/ethnicized groups, and with the U.S. settler state.

**4. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Describe the diverse histories of Latina/o/x communities and explain how those histories have dynamically shaped and been shaped by US institutions.
2. Critically analyze historical texts and theories related to Latina/o/x communities.
3. Reflect critically about the past in order to explain how the world of the present has been produced by prior events, experiences, structures and institutions.
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 analyzed in Latinx studies and ethnic studies.
5. Apply theory and knowledge produced by Latina/o/x 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. Describe and actively engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in Latina/o/x communities seeking a more just and equitable society.

**5. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Critically analyze the intersections 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 with regards to Latina/o/x communities and other communities of color.
2. Critically situate, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Latina/o/x populations, are relevant to current and structural issues at the local, national, international, and transnational levels. Such issues may include, for example, immigration, reparations, settler colonialism, multiculturalism, and language policies.
3. Describe and actively engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in Latina/o/x communities seeking a more just and equitable society.

**6. COURSE CONTENT:**

## Lecture Content:

1. Racialization, segregation, and labor exploitation: mid-19<sup>th</sup> to mid-20<sup>th</sup> century  
Education: “Americanization” programs promoting Anglonormativity; cultural and linguistic repression of Mexican American students
  - Segregation of Mexican American students, lack of academic opportunities. Desegregation efforts: Lemon Grove incident; Mendez v. Westminster.
  - Racialized stratification of labor
  - Residential segregation
  - Mass deportations: “Mexican Repatriation” (1929-1936), “Operation Wetback” (1954)
  - Bracero Program
  - Sleepy Lagoon trial and “zoot suit riots”
  - U.S. colonization of Puerto Rico: sugar cane economy, labor abuse and workers’ resistance movements, Jones-Shafroth Act (1917), military conscription of Puerto Ricans, Ponce Massacre, criminalization of the Puerto Rican Independence Party, Ley de la Mordaza
  - Nuyorican communities – economic hardship, political engagement, interactions with other “ethnic” populations (African American, South Asian, Afro- and Indo-Caribbean)
2. Social justice movements: 1960s to the present
  - Chicano Movement (political, cultural, artistic, literary)
  - Movement-era discourse & narrative (e.g. Aztlán)
  - United Farm Workers (trans-racial cooperation between Mexican and Filipino farmworkers)
  - Brown Berets (engagements with other activist groups – e.g. Black Panthers)
  - Las Adelitas de Aztlán
  - Young Lords (cross-racial influence – Black Panthers)
  - East L.A. Blowouts
  - Chicano Moratorium
  - 1968 Student Strikes, including the Third World Liberation Front Strikes at SF State
  - Chicana feminist art, activism, and scholarship
3. “Harvest of Empire”: U.S. foreign policy and Latin American immigration
  - Economic imperialism: coordination between U.S. governmental and industrial interests (e.g. United Fruit Company) to maintain economic domination in the hemisphere, extractive relationships with Latin American economies
  - Cold War contests and rhetoric – “Communist Threat” as rationale for U.S. interventions in Latin America
  - CIA actions – e.g., “Operation PBSuccess” (1954 coup d’état in Guatemala)
  - U.S. Army School of the Americas
  - Cuban refugees – special status
  - 1990s – shift from Cold War to “War on Drugs” as rationale for intervention
  - Latin American immigrant experiences in the U.S. – diverse communities and stories, but patterns of immigration have often been related to U.S. interventions in Latin America, such as those listed above.
  - Involvement of Latin American immigrant communities in multiple facets of U.S. social, cultural, and political life
  - Relationships between Latinx communities of various national origins – e.g., interactions between Central American immigrant groups and Mexican American populations.
4. Rethinking “Raza”: Diverse Latinidades
  - Afrolatinx experiences
  - Indigenous Latinx experiences
  - Asian Latinx experiences
  - Historical context of racialization in Latin America – racial slavery, antiblackness, settler colonialism on Indigenous lands, “coolie” trade, Asian immigration, anti-Asian violence
  - Queer Latinx experiences
  - Undocumented Latinx experiences
  - Critique of normative, monolithic notions of Latinidad, particularly from the standpoints of the various above-mentioned groups
5. Contemporary issues, conversations and debates
  - Latinx social justice activism today: organizations, strategies, key issues
  - Coalition-building between Latinx and other racialized/ethnicized communities
  - Current Latinx engagements with and critiques of 20<sup>th</sup>-century Chicano Movement discursive themes (Aztlán, Raza, mestizaje...)
  - Anti-blackness in Latinx communities, and critiques of these attitudes by antiracist Latinx (especially

Afrolatinx) scholars and activists

- Circulation of current conversations/ideas around Latinidad via song, rap, spoken word, film, studio art, public art, radio, magazines, blogs, Youtube channels, social media, and other contemporary cultural forms and forums.

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers

## 8. REPRESENTATIVE ASSIGNMENTS

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

### Writing Assignments:

Assignments may include, but are not limited to:

1. In-class writing: Students complete short in-class writing activities based on the assigned readings.
2. Take-home writing: Analytical writing assignments in which students discuss themes from the assigned readings. Prompts are carefully constructed so that the essays can only be effectively completed if students have comprehended the readings.
3. Creative projects and presentations (e.g., performances of students' original poetry, spoken-word, song, dramatic readings, studio art, film, or other creative work). Again, these assignments will be directly related to the course readings.

### Reading Assignments:

Course readings will be selected at the discretion of the instructor, with the understanding that the combined list of readings should be interdisciplinary and should include multiple authors and genres. The readings will include, for example, academic essays and chapters from across the humanities and social sciences; personal stories; journalistic accounts; and creative works (poetry, etc.).

### Other Outside Assignments:

Outside assignments may include writing, creative projects, preparation of presentations, and other activities directly related to the course content, including but not limited to:

- Guest speakers from local activist and cultural organizations to bring the community into the classroom.
- Participation in online and Zoom community events, with follow-up reflections.
- Field trips with written reports on culturally-relevant community events and programs.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Gonzalez, J. *Harvest of Empire: A History of Latinos in America*, Second ed. New York: Penguin Books, 2022
- B. Noriega, C. A. *The Chicano Studies Reader: An Anthology of Aztlan, 1970-2019.*, Fourth ed. Los Angeles:

UCLA Chicano Studies Research Center Press, 2020

Other:

- A. Relevant contemporary articles and essays from peer-reviewed journals such as *Aztlan*, *American Quarterly*, *Journal of American Ethnic History*, and others selected by the instructor.

**Origination Date:** April 2023

**Curriculum Committee Approval Date:** September 2023

**Effective Term:** Fall 2024

**Course Originator:** Malathi Iyengar