

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; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:
Eligibility for ESL 400, 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:
Drawing from a wide range of philosophical, historical, literary, aesthetic and culturally relevant texts, this course will introduce students to the experiences of Chicanx and Latinx communities in the U.S. Particular emphasis will be placed on exploring social and political movements as they attempt to deconstruct and challenge institutions of race, class, gender, citizenship and notions of belonging. Concepts such as anti-imperialism, decolonization, liberation and self-determination will be explored throughout the course as viable alternatives to racism, xenophobia, white supremacy, and human and environmental exploitation.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Describe the historical trajectories and contributions of people of Latin American descent to the United States and to California.
 2. Analyze and articulate concepts such as race and racism, racialization, self-determination, liberation, decolonization, white supremacy, imperialism and settler colonialism.
 3. Apply theory and knowledge produced by Chicanx and Latinx communities by highlighting and promoting these groups' intellectual traditions, lived-experiences and social struggles with the goal of creating social and cultural mobilization.
 4. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status and sovereignty.
 5. Draw critical connections between the history of activism, resistance and political mobilization of Chicanx and Latinx communities and contemporary struggles for racial and social justice, solidarity and liberation in light of continuing xenophobia, imperialism and settler colonialism.
 6. Describe and engage with anti-racist, abolitionist, and anti colonial thought, issues, and practices emerging from Chicanx and Latinx intellectual traditions and communities.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Describe the historical trajectories and contributions of people of Latin American descent to the United States and to California.
 2. Analyze and articulate concepts such as race and racism, racialization, self-determination, liberation, decolonization, white supremacy, imperialism and settler colonialism.
 3. Apply theory and knowledge produced by Chicanx and Latinx communities by highlighting and promoting these groups' intellectual traditions, lived-experiences and social struggles with the goal of creating social and cultural mobilization.
 4. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status and sovereignty
 5. Draw critical connections between the history of activism, resistance and political mobilization of Chicanx and Latinx communities and contemporary struggles for racial and social justice, solidarity and liberation

in light of continuing xenophobia, imperialism and settler colonialism.

6. Describe and engage with anti-racist, abolitionist, and anti colonial thought, issues, and practices emerging from Chicanx and Latinx intellectual traditions and communities.

6. COURSE CONTENT:

Lecture Content:

1. The Americas before Columbus
 - A. Mesoamerica and its cultural and scientific developments and contributions
 - B. The development of corn as civilizational impulse and as connecting element of the Americas
2. 1492, Invasion and colonization
 - A. Development and imposition of institutions of race, gender, hetero-patriarchy and Christianity.
 - B. The casta system
 - C. The introduction of slavery to the Americas
3. The wars for independence
 - A. Emergence of mestizaje as organizing principle for the development and implementation of national identities and nation states.
 - B. "De-Indianization" as a continuing project of racial oppression
4. 1846-1848: U.S. invasion of Mexico
 - A. Manifest destiny
 - B. Progress
 - C. White Supremacy
5. Mexican Revolution, 1910
 - A. First massive wave of Mexican migration
 - B. U.S. intervention in Latin America
6. The Great Depression, 1930's
 - A. Repatriation
 - B. No Dogs, No Mexicans allowed
 - C. History of Mexican Lynchings in the South West
7. WWII
 - A. The Bracero Program
 - a. Second Massive wave of Mexican Migration
 - B. GI Bill and the Longoria Incident
 - C. "Zoot Suit Riots"
 - D. Mendez v. Westminster Board of Education
 - E. LULAC
8. 1950's and Operation Wetback
9. The turbulent 60's
 - A. East L.A. Walk Outs
 - B. El Plan de Santa Barbara
 - C. El Plan de Aztlan
 - D. The crusade for Justice
 - E. The Chicana/o Youth Conference
 - F. The Chicano Moratorium
 - G. Anti-war protests
10. The Farm workers struggle
 - A. Cesar Chaves, Dolores Huerta and Larry Itliong
11. Chicanx Cultural and "Artistic Renaissance"
 - A. Chicana Feminist thought
12. NAFTA
 - A. Third wave of migration
 - B. U.S. sponsored violence in Central America
 - C. Zapatismo in Chiapas
 - D. U.S. and Latin American Feminist and Indigenous movements.
13. Chicanx and Latinx communities and health
 - A. Access, disparities
 - B. Mental health
 - C. Diet related diseases
 - D. Decolonizing health and diet

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:

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

Writing Assignments: Students will complete written assignments in which they analyze, synthesize, and critique the readings and other course materials.

Written reflections on invited guest speakers either in person or via zoom.

Written reports on fieldtrips to culturally relevant community events and programs

Reflection papers on a range of relevant in person and zoom community hosted events

Reading Assignments:

Reading Assignments: Weekly readings from peer-reviewed Ethnic Studies Texts, along with selections of Chicana/o and Latina/o essays and texts on history, literature and theory.

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. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Projects
- J. Quizzes
- K. Research Projects
- L. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Lechuga, C.. *Introduction to Chicana and Chicano Studies: An Interdisciplinary Approach*, ed. Kendall Hunt Publishing, 2019
- B. Gonzales, A.. *Mujeres de Maiz en Movimiento: Spiritual Artivism, Healing Justice and Femenist Praxis*, ed. University of Arizona Press, 2024
- C. Hurtado, A.. *Chicana/o Identity in a Changing U.S. Society*, ed. University of Arizona Press, 2024

Effective Term: Fall 2024
Course Originator: Edgar Mojica Villegas