#### **COURSE OUTLINE**

# Ethnic Studies 120 Mexican-American Studies

# I. <u>Catalog Statement</u>

Ethnic Studies 120 provides the student with an understanding and appreciation of the social, political, economic and cultural experiences of the Mexican people in the United States. The course focuses on the Chicano experience after the signing of the Treaty of Guadalupe Hidalgo in 1848. The course continues to explore and analyze the contemporary problems of the Chicano people throughout the nation. Special attention is given to such topics as, immigration, political and labor participation, education, the family and cultural expression.

Total Lecture Units: 3.0 **Total Course Units: 3.0** 

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0** 

Recommended Preparation: Eligibility for English 120 or ESL 151.

#### **II.** Course Entry Expectations

Skill Level Ranges: Reading 5, Writing 5, Listening Speaking 5, Math 1.

Prior to enrolling in the course, the student should be able to:

- 1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
- 2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
- 3. organize and write an essay which
  - a. addresses the topic and is directed by a thesis statement
  - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
  - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
  - d. develops ideas, moving from general to specific
  - e. is easy to read and follow

# III. Course Exit Standards

Upon successful completion of the coursework, students will be able to:

- 1. demonstrate the historical presence of the Mexican people in the United States;
- 2. describe historical immigration patterns of the Mexican people as well as U.S. immigration policy toward Mexico;

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- 3. compare and contrast early Chicano political organizations with contemporary political participation;
- 4. analyze the role of religion, family and the effect of educational institutions on the Chicano;
- 5. assess the problem of gangs as well as Chicano literature and compare the Chicano value system with that of the dominant Anglo society.

### IV. Course Content

### **Total Faculty Contact Hours = 48**

A. Chronology of Mexican and Chicano History

4 hours

- 1. 1521-1848
- 2. 1848 to the present
- 3. Toward an operational definition of the Mexican American
- B. Historical Context of Mexican Immigration to the U.S.

8 hours

- 1. Sociology and political economy of immigration to the U.S., 1830-1900
- 2. Mexican immigration patterns to U.S., 1900-1980's and U.S. immigration policy
- 3. Mexican labor in the U.S.
- 4. Immigration legislation-implementation and controversy
- C. Political Evolution of the Chicano People

6 hours

- 1. Historical overview of political organizing, 1900-1960
- 2. Chicano political and social movement of the 1960's
- 3. The role of Chicano Propaganda Art
- D. Religion and Family in the Chicano Community

6 hours

- 1. Catholic church
- 2. "La Chicana"/the role of women
- 3. Machismo
- E. Chicano and the Educational Institutions

6 hours

- 1. Historical neglect
- 2. Redressing the neglect
- 3. Education for pacification or liberation
- 4. Chicanos and higher education
- F. Gangs in the Community

6 hours

- 1. Causes of gang activities, sociological and psychological
- 2. Programs to curb negative gang activity
- G. Chicano Art and the Media

6 hours

- 1. Murals
- 2. Literary trends; writers and poets, novelists
- 3. Popular theater
- 4. Chicanos and Hollywood
- H. Chicano Value System vs. the Dominant Anglo-Saxon

6 hours

1. Antecedents of cultural conflict

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2. Present relations and state of affairs of the Chicano people within an Anglo-Saxon society

## V. Methods of Instruction

The following instructional methodologies may be used in this course:

- 1. classroom lecture and discussion;
- 2. audio-visual presentation;
- 3. student presentations and discussions;
- 4. on-line communications as a supplement to in-class activity;
- 5. outside reading of reserve books and articles from scholarly journals;

## VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. research for primary sources;
- 2. conducting and writing oral history;
- 3. research paper using primary sources (e.g. write a paper showing how the discipline of History creates a distorted view of Mexican-Americans. How does this distorted view affect Mexican-Americans within the discipline of History?);
- 4. special project involving research and work with local community organizations, services, and/or clubs.

## VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

- 1. four written essay examinations and a final;
- 2. one research paper on a topic related to the course work;
- 3. an oral presentation of the research paper;
- 4. class participation demonstrating course exit standards.

## VIII. Textbooks

Camarillo, Alberto, <u>Chicanos in California</u>. Phoenix: AZ, Boyd and Fraser Publishing Co., 1990. Print. 13<sup>th</sup> Grade Reading Level. ISBN: 0-87-835128-0

Goodwin, David. <u>Cesar Chavez, Hope for the People</u>, New York: NY. Ballantine Books, 1991. Print. 12<sup>th</sup> Grade Reading Level. ISBN: 978-0449906262

Burciaga, Jose Antonio. <u>Drink Cultura, Chicanismo</u>, Santa Barbara: Capra Press, 1993. Print 13<sup>th</sup> Grade Reading Level. ISBN: 978-1877741074

Gomez, Quinonez, Juan. <u>Chicano Politics, Reality and Promise</u>, Albuquerque: University of New Mexico Press, 1990. Print.

13<sup>th</sup> Grade Reading Level. ISBN: 978-0826312136

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Tatum, Charles. <u>Que Hable El Pueblo: Mexican-American Experience</u>, *1<sup>st</sup> ed.* Tuscon: University of Arizona Press, 2001. Print.

13<sup>th</sup> Grade Textbook Reading Level. ISBN: 0-816519838

Cordova, Roberta. A Bridge to Writing: Chicano Studies Reader, *1<sup>st</sup> ed.* Dubuque: Kendall Hunt, 2003. Print.

12<sup>th</sup> Grade Textbook Reading Level. ISBN 0-757506860

Acuna, Rodolfo. <u>Occupied America: A History of Chicanos 7th ed.</u> New York: Pearson, 2010. Print. 13<sup>th</sup> Grade Reading Level. ISBN: 978-0205786183

# IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- 1.construct an argument using supportive details;
- 2.articulate a critical historical viewpoint for understanding how struggle around social, economic and political forces shape the traditional and contemporary Chicano Diaspora;
- 3.apply evolving, state-of-the-art research technology applications in research projects connected to the Mexican American Experience.