



**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

**General Course Information**

**Subject:** ESTU  
**Course Number:** 3  
**Descriptive Title:** The Chicano in Contemporary United States Society  
**Division:** Behavioral and Social Sciences  
**Department:** Ethnic and Social Justice Studies  
**Course Disciplines:** Ethnic Studies, History

**Catalog Description:**

This course introduces the student to the complexity and diversity of contemporary Chicano society in the United States. The impact of American values on the socialization of Mexican Americans will be assessed with particular emphasis on political, economic, social, cultural and educational institutions.

**Conditions of Enrollment:**

**Recommended Preparation:** ENGL 1 or eligibility for ENGL 1A or qualification by appropriate assessment

**Course Length:** Full Term

**Hours Lecture (per week):** 3  
**Hours Laboratory (per week):** 0  
**Outside Study Hours:** 6  
**Total Hours:** 54

**Course Units:** 3

**Grading Method:** Letter Grade only  
**Credit Status:** Credit, degree applicable

**Transfer CSU:** X Effective Date: 02/17/2015  
**Transfer UC:** X

**General Education**

**ECC:** Area 2C - Social and Behavioral Science

**Term:** Other:

**CSU GE:** Area D - Social Sciences

**Term:** Other:

**IGETC:** Area 4 - Social and Behavioral Sciences

**Term:** Other:

## OUTCOMES AND OBJECTIVES

### **A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.)**

SLO #1 Concepts of Race and Ethnicity

Upon completion of Ethnic Studies 3, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze the socioeconomic and political factors that confront Chicanos(as) as they interact in American society.

### **B. Course Objectives (The major learning objectives for this course are listed below.)**

1. 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 within the Chicana/o community.  
**Note: Meets CSU ES core competency #1**
2. Apply theory to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Chicanos with a particular emphasis on agency and group-affirmation.  
**Note: Meets CSU ES core competency #2.**
3. Evaluate Chicano group diversity and its impact on cultural, and racial self-identity labels.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Chicanos are reflected through racial self-identity labels and are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.  
**Note: Meets CSU ES core competency #4.**
5. Analyze the effects of racism on Chicano identity.
6. Identify and analyze the components and influences that shape the traditional Chicano family in today's society.
7. Identify and assess the complexity of the concept of machismo and the various perceptions existing in society regarding this.
8. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, and age in Chicana feminism.  
**Note: Meet CSU ES core competency #3.**
9. Identify and evaluate the negative impact of the American educational system and its de-Mexicanization practices on Chicanos enrolled in public schools as well as reactions by this same group regarding this.
10. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Mexican-Americans and relevant to past and current issues has led to the establishment of Ethnic and Chicano Studies departments and programs in higher education to address cultural affirmation and student success among minority groups in American society.  
**Note: Meets CSU ES core competency #4.**
11. Identify and evaluate the presence and participation of Chicanos in American politics throughout history and various political perspectives found among members of this same group.

12. Discuss and analyze Chicano relations with immigrants, other minorities, local, state and federal agencies and community organizations.

13. Discuss and assess the Impact of Economic status among Chicanos in American society.

### **OUTLINE OF SUBJECT MATTER**

**(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)**

#### **Major Topics:**

#### **I. Definition and Analysis of Concepts Prevalent within Chicano Society (3 hours, lecture)**

*Note: Meets course objective #1/CSU ES core competency #1. See A-L.*

- A. Race
- B. Racism
- C. Racialization
- D. Ethnicity
- E. Equity
- F. Ethnocentrism
- G. Eurocentrism
- H. White supremacy
- I. Self-Determination
- J. Liberation
- K. Decolonization
- L. Anti-Racism

#### **II. Overview of Chicano History, Lived Experiences and Social Struggles (9 hours, lecture)**

*NOTE: Meets course objective #2/CSU ES core competency #2. See A2,B2,B4,E1,E2 and E3.*

- A. The Pre-Cuauhtemoc/Pre-Columbian Period and Mesoamerica
  - 1. Indigenous Civilizations and Cultural Contributions
  - 2. The theory of "Aztlán" and its impact on Chicano identity affirmation and agency
- B. The Mexican Colonial Period
  - 1. The Spanish caste system
  - 2. European colonial theories on race
  - 3. Manifestations of cultural syncretism: Language, food, religion, music, etc.
  - 4. The "Imagery Mexico" theory promoting native identity affirmation.
- C. The Mexican Independence Movement (1810-1821) and Early Mexican Republic (1821-1848)
  - 1. Ideologies of independence
  - 2. Conflicts with Anglo-Americans: The Texas Revolution (1835-1836); The Mexican-American War (1846-1848); Racialization of Mexican people by Anglo-Americans (Example: The Mexican Character by John Joel Poinsett)
- D. Conflicts with Anglo-Americans (1848-1960)
  - 1. Mexican economic and political decline in the American southwest: Land loss, gerrymandering
  - 2. Violence toward Mexican people in the southwest; Lynchings (1800's); California Race Wars (1850's); Zoot Suit Riots (1943)
  - 3. Social Isolation of Mexican people in the southwest: "Barrioization"
  - 4. Dealing with the "Mexican Problem: Mexican-Repatriation (1929-1944)
- E. The Americanization Process
  - 1. The Anglo conformity theory of assimilation
  - 2. The process theory of assimilation

3. The "melting pot" theory
  4. Assimilation strategies in public schools: Deculturalization, No Spanish speaking rules, Teaching Anglo norms of behavior, Anglicizing of Spanish names, the effects assimilation through deculturalization of Chicanos.
- F. The Chicano Movement
1. Popular causes and social struggles of the Chicano Movement (1960's-1970's): Political empowerment, educational reform, farmworker issues, reclaiming land, Chicanos in the Vietnam War, etc.
  2. Agency and socio-political ideologies/intellectual traditions in the Chicano community.
  3. Chicano identity affirmation and the concept of "Chicanismo"

### III. Chicano Group Diversity and Racial Labels of Self-Identity (6 hours, lecture)

**Note: Meets course objective #4/CSU ES core competency #4. See D (1-12).**

- A. Generalized labels of Identity
1. Spanish
  2. Spanish-American
  3. Hispanic
  4. Latino
  5. Latin
  6. "of color"
  7. Latin American
  8. "of Spanish-speaking background"
  9. Latinx
- B. Regional Labels of Identity
1. Californio
  2. Nuevo Mexicano
  3. Tejano
  4. Mexicano
- C. Ultra-American/Conservative Chicanos and Labels of Identity
1. "American first, Mexican second"
  2. Hispanic-American
  3. Latino-American
  4. Spanish-American
  5. American-Mexican
  6. Mexican-American
  7. "of Mexican/Latino descent"
- D. Chicano Labels of Identity stemming out of struggle, resistance, social justice, solidarity and liberty relevant to past and current issues
1. Chicano/a
  2. Mexican
  3. Xicano/a
  4. Indigenous
  5. Indo-Hispano
  6. Mexihca
  7. Raza
  8. Mestizo
  9. Pachuco/a
  10. Cholo/a
  11. Chicanx
  12. Brown
- E. Derogatory Labels of Identity Used Among Chicanos Applied to Describe Certain Members of This Group
1. Vendido
  2. Sell-out
  3. Coconut

4. Indio/Indito
5. Paisa
6. Chunti
7. Wetback
8. Chicano Falso
9. Pocho

#### **IV. The Effects of Racism on Chicano Identity (6 hours, lecture)**

- A. Race and Ethnicity Issues
  1. Color and other physical features
  2. Ethnic background and national origin
- B. Negative Stereotypes of Mexicans
  1. Common stereotypes of Mexican nationals
  2. Common stereotypes of Chicanos
  3. Related microaggressions
- C. Chicano Negative Self-Image
  1. Self-hate
  2. Lack of self and ethnic confidence
  3. Alienation and the "marginal man" concept
- D. Examples of Resistance
  1. Barrio unity and strong cultural bonds
  2. Acculturation vs Assimilation
  4. Establishment of Chicano gangs
  3. Socio-political activism

#### **V. The Role of The Family in Chicano Society (6 hours, lecture)**

- A. Mexican Influences
  1. Indigenous family traditions
  2. Spanish influence on Mexican lifestyle
  3. Contemporary family culture in Mexico
- B. American Influences
  1. Chicano/Mexican contact with Anglo society
  2. The American media
  3. Americanization through social welfare agencies and protestantism
- C. The Roles of Family Members in the Chicano Family
  1. Common paternal behavior and expected roles
  2. Common maternal behavior and expected roles
  3. Rigid age and gender grading
  4. The extended family

#### **VI. Machismo (3 hours, lecture)**

- A. Definition of Machismo
  1. Positive machismo
  2. Negative machismo
- B. Realities and Misconceptions of Machismo
  1. Perceptions of machismo among Mexican nationals
  2. Chicano perceptions of machismo
  3. Anglo perceptions of machismo
  4. Relativity and degrees of machismo

## VII. Feminism (3 hours, lecture)

*Note: Meets course objective #8/CSU ES core competency #3. See C (1-7).*

- A. Definitions of Feminism
- B. Feminism in American Society
  - 1. Women's suffrage movement (1848-1920)
  - 2. Women's liberation movement (1960's-1980's)
- C. Chicana Intersectional Feminisms
  - 1. Race
  - 2. Ethnicity
  - 3. Class
  - 4. Gender
  - 5. Sexuality
  - 6. National origin
  - 7. Immigration status

## VIII. Education and the Chicano Experience (6 hours, lecture)

*Note: Meets course objective #10/CSU ES core competency #4. See E (1-5).*

- A. Philosophy of the American Educational System
- B. Socialization Role of Public Schools
- C. Consequences of De-Mexicanization Process in Education
- D. Educational Issues
  - 1. Drop-out rates
  - 2. Marginalization of Adolescents
  - 3. Social deviancy
  - 4. Bi-lingual/Bi-cultural education debate
- E. Higher Education
  - 1. The establishment and mission of Ethnic Studies in American colleges and universities as a result of the civil rights movement
  - 2. The philosophy of Chicano Studies and El Plan de Santa Barbara established during the Chicano movement
  - 3. Chicano Studies departments and programs in American colleges and universities established as a result of the Chicano movement.
  - 4. Chicano student college success, cultural affirmation and other positive outcomes of Ethnic and Chicano Studies programs.
  - 5. Chicano student activism in American colleges and universities as a product of the Chicano movement.
  - 6. Current issues and Ethnic and Chicano Studies programs.

## IX. Politics (6 hours, lecture)

- A. Chicano Political History
  - 1. Political figures (1848-present)
  - 2. 19th century political decline
  - 3. 20th century political organizations prior to 1970.
- B. Influence of the Chicano Movement on Political Empowerment
  - 1. La Raza Unida Party
  - 2. Southwestern Voter Registration Project
  - 3. Emergence of Political Leaders
  - 4. Community Politics
- C. Differences in Political Perspectives Among Chicanos and Other Latinos in American Society
  - 1. Liberal Chicanos
  - 2. Conservative Latinos

**X. Community and Group Relations (3 hours, lecture)**

- A. Interactions with Agencies
  - 1. Police
  - 2. City and County Agencies
  - 3. State and Federal Government
- B. Relations with Immigrants and Other Minorities
  - 1. Mexican immigrants
  - 2. Central Americans and other Latinos
  - 3. African-Americans
- C. Relations with Community Organizations
  - 1. Homeboy Industries
  - 2. Local cultural centers

**XI. The Impact of Economic Status Among Chicanos (3 hours, lecture)**

- A. Working-class Chicanos
  - 1. Cultural outlook
  - 2. Socialization in American society
  - 3. Working-class Chicanos vs. working-class Mexican immigrants
  - 4. Working-class Chicanos vs. other working-class minorities in Americans society
- B. Middle-class Chicanos
  - 1. Middle-class Chicanos vs. Working-class Chicanos
  - 2. Middle-class Chicanos vs. middle-class members of other minority groups

**Total Lecture Hours:** 54  
**Total Laboratory Hours:** 0  
**Total Hours:** 54

**PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

**A. Primary Method of Evaluation (choose one):**

- 1) Substantial writing assignments

**B. Typical Assignment Using Primary Method of Evaluation**

After reading Richard Rodriguez's *Hunger for Memory*, write a three-to-five page assessment of the major symptoms of marginal self-identity expressed by the author in his narrative of growing up brown in American society. How is Rodriguez's identity crisis assessed in your textbook, *The Chicano Labyrinth of Solitude* which describes the formative and adolescent years of Mexican Americans living in the United States?

**C. College-level Critical Thinking Assignments**

**Critical Thinking Assignment 1:**

In a three-to-five page essay, discuss various theoretical models utilized by scholars to analyze the Chicano political condition in the United States. Analyze how political institutions have in the past contributed to political marginalism and powerlessness. Examine the goals of the Chicano civil rights movement that aimed at eliminating the group's second class status in this society. Have those goals been achieved? If so, please provide examples. Refer to lecture notes and your readings in your text, *Chicanismo* by Ignacio Garcia.

**Critical Thinking Assignment 2:**

In a four-to-six page essay, examine and describe the intersectionality existing in Chicana feminism in regards to the following:

1. Race
2. Ethnicity
3. Class
4. Gender
5. Sexuality
6. National origin
7. Immigration status

(d) religious values within the context of the four major typologies we have discussed in class. Refer to lecture notes and your assigned readings in your analysis.

#### **D. Other Typical Assessment and Evaluation Methods**

Essay Exams, Multiple Choice, Objective Exam, Presentation, Quizzes, Reading Reports, True/False, Written Homework

#### **INSTRUCTIONAL METHODS**

Discussion, Lecture, Multimedia presentations,

***Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.***

#### **WORK OUTSIDE OF CLASS**

Required reading, Study, Written work (such as essay/composition/report/analysis/research)

#### **TEXTS AND MATERIALS**

**A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Aida Hurtado. *Intersectional Chicana Feminisms: Sitio y Lenguas (The Mexican American Experience)*. University of Arizona Press. 2020.

Rodolfo F. Acuna. *Anything But Mexicans: Chicanos in Contemporary Los Angeles*. Verso. 2020.

Richard Rodriguez. *Hunger for Memory: The Education of Richard Rodriguez*. Dial Press Trade Paperback, 2004.

**Note: This is a discipline standard book.**

**B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**



**C. Required Supplementary Readings**

**D. Other Required Materials**

**CONDITIONS OF ENROLLMENT**

- A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:**

**Category:**

**Requisite course:**

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.**

- B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:**

**Requisite and Matchingskill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable**

- C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite course:** English 1 or

**Requisite and Matchingskill(s): Bold the requisite skill. List the corresponding course objectives under each skill(s).**

This course involves reading college level textbooks and answering essay questions. The student's success in this class will be enhanced if they have these skills.

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays.

ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite:** eligibility for English 1A or qualification by appropriate assessment

**Requisite and Matchingskill(s):** Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

This course involves reading college level textbooks, developing projects/reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

**E. Enrollment Limitations**

**Enrollment Limitations and Category:**

**Enrollment Limitations Impact:**

**Course Created by:** Maria Brown

**Date:** 10/06/2010

**Original Board Approval Date:** 04/18/2011

**Last Reviewed and/or Revised by:** Xocoyotzin Herrera

**Date:** 05/12/2021

**Last Board Approval Date:** 06/21/2021