

# EL CAMINO COLLEGE OURSE OUTLINE OF RECORD

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## I. Course Information

**Subject:**\*

ESTU

**Course Number:**\* 5

**Descriptive Title:**\* Chicano Culture

**Division:** Behavioral and Social Sciences

**Department:\***

Ethnic Studies

**Course Disciplines:** Ethnic Studies, History

**Catalog Description:\***

This course is an interdisciplinary study of Chicano culture in the United States. Emphasis is placed on the historical roots and development of the cultural contributions of Chicanos to American society in the arts, literature, language, music and other expressions of contemporary popular culture. Analysis of the central components of Chicano cultural values, norms and customs will also be assessed.

**Conditions of Enrollment:**

**Prerequisite:**

**Co-requisite:**

**Recommended Preparation:**

English 1 or eligibility for English 1A or qualification by appropriate assessment

**Enrollment Limitation:**

**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:** Yes

**Effective Date:** 02/17/2015

**Transfer UC:** Yes

**Effective Date:** Proposed

**General Education:**  
**ECC**

Area 2C - Social and Behavioral Science

**Term:** Fall 2015

**Other:**

**CSU GE:**

Area D - Social Sciences

**Term:**

**Other:**

**IGETC:**

Area 4 - Social and Behavioral Sciences

**Term:**

**Other:**

## **II. Outcomes and Objectives**

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

**Student Learning  
Outcomes:**

#### **SLO #1 Elements of the Chicano Cultural Experience**

Upon completion of Chicano Culture, students will be able to describe the elements that make up a culture and how they apply to the Chicano cultural experience, making use of appropriate terminology and theoretical frameworks.

#### **SLO #2 Examination of Components and Expressions of the Chicano Culture**

Upon completion of Chicano Culture, students will be able to identify, critically examine and interpret components and expressions of Chicano culture found in language, values and belief systems, customs and rituals and the arts.

#### **SLO #3 Historical Formation of the Chicano Culture**

Upon completion of Chicano Culture, students will be able to explain and analyze the major historical factors that have contributed to the formation of Chicano culture.

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

## Course Objectives:

1. Establish an understanding of terms and concepts in Ethnic Studies including but not limited to race, ethnicity, racialization, ethnocentrism, eurocentrism, self-determination, white supremacy, anti-racism, liberation and decolonization.
2. Identify and describe the major components that comprise a culture.
3. Explain and assess the major historical factors that have contributed to the formation of Chicano culture and the impact of American values on it in recent times.
4. Identify and examine the historical and cultural experiences, including socio-political activism in the Chicano community, that have shaped the concept of identity awareness and affirmation known as Chicanismo.
5. Analyze the various aspects that comprise the Chicano linguistic tradition in historical and regional terms.
6. Identify and evaluate the private and public domains of language.
7. Assess the influence of Pre-Columbian and Spanish belief systems on Chicano religious traditions and customs.
8. Describe and examine ethnicity through the influence of cultural values, norms and beliefs on the Mexican/ Chicano family structure with emphasis placed on male dominance, female subordination, gender and age grading and sexuality.
9. Describe and differentiate the various forms of musical expressions in Chicano culture including Mexican and American influences.
10. Describe and analyze the various forms of artistic expressions that have emerged over the centuries to influence and shape contemporary Chicano visual art as well as issues related to struggle, resistance, social justice, solidarity and liberation that have also had significant impact.
11. Analyze and explain the role and place of Chicanos in cinema and how stereotypes have defined the types of production available to Chicanos and Chicanas in Hollywood films.
12. Explain the influence of the Chicano Movement on the emergence of a Chicano Theater genre as well as its various themes and objectives reflecting and promoting history, identity, anti-racism and practices to build a just, diverse and equitable society.
13. Identify and evaluate the major literary themes and contributors to

contemporary Chicano literature.

14. Describe and evaluate the importance of food as a form of cultural identification in the Chicano experience.
15. Evaluate how the Chicano cultural renaissance has shaped contemporary Chicano society and influenced some aspects of mainstream culture.

### **III. 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.)

Example:

- I. Main Topic (3 hours, lecture)
  - A. Sub topics
  - B. Sub topics
    1. Super sub topic
    2. Super sub topic

## **Major Topics**

### **I. Introduction to Chicano Culture (3 hours, lecture)**

A. Definition of Terms and Concepts in Ethnic Studies

B. Components of Culture

1. Language (Communication)

2. Values and Belief Systems

3. Customs and Rituals

4. Artistic Expressions

5. Material Culture and Technology

C. Identity Labels and Cultural Terminology

### **II. Historical Overview of Chicano Cultural Development (6 hours, lecture)**

A. Indigenous Roots of Culture

B. Spanish Influences

C. Mexican Culture

D. Anglo-American Cultural Clash

1. Deculturation

2. Acculturation and Assimilation

E. Chicano Movement and Cultural Renaissance

1. Chicanismo: Identity Awareness and Affirmation Stemming Out of Historical and Cultural Experiences, Including Soco-Political Activism

**III. Cultural Components-Language (6 hours, lecture)**

A. Chicano Sociolinguistics

B. Indigenous Mexican Languages and Dialects

C. Fusion with Spanish, Nahuatl and American English

D. Regional Dialects in the Southwest

E. Chicano Spanish

1. Formal Spanish/Cultismos

2. Informal Spanish/Nahuatlisms

3. Slang/Caló

4. Substandard Spanish/Pochismos

F. Code-Switching: English-Spanish/Spanglish

G. Bilingualism

H. Domains of Language: Private and Public

1. Social Situations-Family

2. English Literacy and Historical Impact on Chicano Political Status

3. Socioeconomic Status and English Usage

#### 4. Bilingual Education Theories

### I. Language Attitudes

1. Anglo-American Attitudes Toward Spanish Accented Speech

2. Chicano Attitudes Toward Correct Spanish Speech

3. Chicano Attitudes Toward Code Mixture and Switching

4. Social and Linguistic Changes

### **IV. Values and Belief Systems (6 hours, lecture)**

A. Pre-Columbian Value Systems

B. Spanish Belief System

C. Mexican Catholicism and its Role in Chicano Culture

1. Religious Icons, Rituals, Morality

2. Religious Celebrations and Religious Customs

D. Culture and the Chicano Family

1. Role Playing

2. Gender and Age Grading

3. Nuclear Versus Extended Family

4. Machismo and Male Dominance



5. Marianismo and Female Subordination

6. Feminism-Barrio and Non-Barrio Manifestations

7. Sexuality

E. Folklore and Oral Traditions

**V. Artistic Expressions (9 hours, lecture)**

A. Music and Dance

1. Popular Folk Music in the Southwest and Mexico

2. The Canción Mexicana

3. The Son Mexicano

B. Folk Music Ensembles

1. The Mariachi

2. The Conjunto Jarocho

3. The Trío Romántico

4. The Conjunto Norteño

5. Wind Orchestras (Banda/Tamborazo)

6. Religious Music-Alabados and Alabanzas

C. Mexican-American Pop Music Traditions

1. 1940s Big Band Music

2. Chicano Rock

3. Hip Hop

D. Folk Dance Traditions

1. Mexican Folkloric Dance (Zapateado)

2. Danza Azteca

**VI. Art (9 hours, lecture)**

A. Pre-Columbian and European Influences

B. Social and Political Emphasis in Chicano Art Reflecting Identity, Struggle, Resistance, Social Justice, Solidarity and Liberation

C. Mexican Muralism

D. Chicano Muralism

E. Chicano Art in Museums and Cultural Centers

F. Popular Religious Art

G. Secular Art

H. Feminist Art

I. Graffiti Art

**VII. Chicano Cinema (9 hours, lecture)**

A. Mexican and Chicano Stereotypes in American Movies

B. Chicanos in Hollywood

C. Contemporary Chicano Film Production

D. Documentary Film

E. Chicano Theater

1. Establishment of Chicano Theater

2. Theater Groups

3. Contemporary Issues and Themes in Chicano Theater: History, Identity, Anti-Racism, Equity, Social-Justice and Socio-Political Involvement

F. Chicano Literature

1. Historical Origins

2. Contemporary Chicano Literature

3. Literary Figures and Themes

**VIII. Food/Diet and Identify (3 hours, lecture)**

A. Pre-Columbian Mesoamerican Staples

B. Columbian Exchange

C. Spanish and European Additions to the Diet

D. Food and its Influence on Culture, Identity, Family Traditions

E. Contemporary Mexican Cuisine and American Society

**IX. Chicano Cultural Influences in the United States (3 hours, lecture)**

- A. Spanish (Mexican Spanish) Loaned Words and Expression in American English
- B. Chicano and Mexican Folk Characteristics in American Music
- C. Mexican Food in American Society
- D. Mexican Holiday Traditions in American Culture

**Total Lecture Hours:** 54

**Total Laboratory Hours:** 0

**Total Hours:** 54

#### **IV. Primary Method of Evaluation and Sample Assignments**

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

**Primary Method of Evaluation**

- 1) Substantial writing assignments

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

**Typical Assignment Using Primary Method of Evaluation:**

After completing the introductory chapter in your textbook, [Chicano Popular Culture](#), in a two- to three-page essay identify and examine the various theoretical approaches to the study of popular culture described by the author. Which theories do you consider to be appropriate for assessing the Chicano experience and why? Provide specific examples to support your conclusions.

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

**Critical Thinking Assignment 1:**

In a 3-5 paragraph essay, explain the concept of *Chicanismo* and its development stemming out of the Chicano Movement of the 1960's and 1970's. In your essay, make sure you address the historical and cultural experiences, including socio-political activism in the Chicano community, that have shaped this concept rooted in identity awareness and affirmation.

**Critical Thinking  
Assignment 2:**

In a 3-5 paragraph essay, describe the evolution of Chicano mural art from the 1960's to present times. In your essay, provide examples of artistic expression that have influenced its development as well as issues related to identity, history, struggle, resistance, social justice, solidarity and liberation that have also had an impact on this visual art genre.

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

**Other Evaluation  
Methods:**

Essay Exams, Multiple Choice, Quizzes, Term or Other Papers, True/False, Written Homework

**V. Instructional Methods**

**Instructional  
Methods:**

Discussion, Lecture, Multimedia presentations, Other (specify)

**If other:**

*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.*

**VI. Work Outside of Class**

**Work Outside of  
Class:\***

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

**If Other:**

**VII. 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”.)**

**Up-To-Date  
Representative  
Textbooks:**

Charles M. Tatum, The Mexican American Experience: Chicano Popular Culture, 2nd ed., The University of Arizona Press, 2017.

Dennis J. Bixler-Marques, Carlos F. Otega, Rosalia Solorzano Torres, Loranzo Lafarelle, Chicano Studies: Survey and Analysis, 4th ed., Kendall Hunt Publishing, 2014.

Chon A. Noriega, An Anthology of Aztlan, 1970-2019 (Aztlan Anthology), 4th ed., UCLA Chicano Research Center Press, 2020.

**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”.)**

**Alternative  
Textbooks:**

**C. Required Supplementary Readings**

**Required  
Supplementary  
Readings:**

**D. Other Required Materials**

**Other Required  
Materials:**

**VIII. 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).

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

**Requisite:**

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

This course involves reading college-level textbooks 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:** Xocoyotzin Herrera

**Date:** 09/17/2014

**Board Approval  
Date:** 02/17/2015

**Last Board Approval  
Date:** 01/19/2021

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

**Date:** 10/24/2020