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# **Part 1: Course Details**

**Division/Department requesting change: SOCIAL SCIENCE**

**Course developer name and contact information: Bruce Sanchez**

**Division Dean: PHILIP Martinez**

**Academic year (e.g., 2018-19) change will take effect: 2019-2020**

**TYPE OF COURSE**

**Lower Division Collegiate**  **Professional/Technical** **Developmental, numbered below 100**

**CHANGES TO COURSE**

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| **Enter Current Course Information**  **(fill out this column completely)** | **Proposed Change type  (check all that apply)** | **Proposed Course Changes** |
| Course number: ANTH 228 | **Course number** |  |
| Course title: CONTEMPOARY CULTURES OF MEXICO | X **Course title** | CHICANO CULTURES |
| Credits  \_4\_\_ Lecture  \_\_\_ Lecture/Lab  \_\_\_ Lab  \_\_4\_ Total Credits | **Credit change** | \_\_\_ Lecture  \_\_\_ Lecture/Lab  \_\_\_ Lab  \_\_\_ Total Credits |
| Contact hours per week  \_\_4\_ Lecture  \_\_\_ Lecture/Lab  \_\_\_ Lab  \_4\_\_ Total Contact Hours/Week | **Contact hours per week (see formula below)**  **1 lecture = 1 contact hour per week**  **1 lecture/lab = 2 contact hours per week**  **1 lab = 3 contact hours per week** | \_\_\_ Lecture  \_\_\_ Lecture/Lab  \_\_\_ Lab  \_\_\_ Total Contact Hours/Week |
| **Prerequisites (current) None** | **Prerequisites** | **Prerequisites (proposed)** |
| **Placement test and code (**e.g., 4cpa score of 75-120; contact testing for codes) | **Prerequisite placement test/score** |  |
| **Co-requisites** | **Co-requisites** |  |
| **Grade option (letter or P/NP): Letter** | Grade option (letter or P/NP) | **Grade option (proposed):** |
| **Copy/paste current course description.** If this course is repeatable for credit, please include a sentence in your description. E.g., “This course is repeatable for up to \_\_\_ credits.”  This course is the second term of a three (3) term sequence of Anthropology courses which deals with the culture and history of Americans of Mexican descent. In this term, the focus of the sequence is on the iindigenous peoples and cultures of contemporary Mexico. Special emphasis is given to contemporary Mayan, Nahua, and Zapotec cultures as well as the impact of European civilization on these. The course will draw upon a number of different resources-readings, videos, student presentations, and artwork to obtain as accurate a knowledge and understanding of the character and history of these cultures as is presently possible. | X **Course description (300 characters). For examples, see** [Sample Course Descriptions](https://www.lanecc.edu/currsched/sample-course-descriptions)**.**  **This course explores the historical roots and cultural anthropology of contemporary Mexican Americans (Chicano). It examines the impact of colonialism on Mesoamerican Indian cultures and, after the origin of Mexican Americans post Mexican-American War, its influence on Chicano cultures. Students will be exposed to the objectives and findings of cultural anthropology, as well as appreciate the cultural differences and similarities within and between Mexican Indians and Chicanos.** | **Enter revised description (aim for 300-400 characters/approximately 60-70 words):**  **This course is the second term of a two (2) term sequence. The course explores the historical roots and cultural anthropology of contemporary Mexican Indians and Mexican Americans (Chicano). It examines the impact of colonialism on Mesoamerican Indian cultures and, after the origin of Mexican Americans post Mexican-American War, its influence on Chicano cultures. Students will be exposed to the objectives and findings of cultural anthropology, as well as encouraged to appreciate the cultural differences and similarities within and between Mexican Indians and Chicanos.** |
| **Copy/paste current learning outcomes:**  1. Describe and discuss the major objectives and methods of Ethnology as an anthropological discipline.  2. Compare and contrast the main cultural characteristics of contemporary Nahua, Zapotec, and Maya ethnic groups.  3. Discuss the major outlines of the culture history of Mexico from the Spanish Conquest to the beginning of the twentieth century.  4. Describe and discuss the influences of European cultural hegemony on indigenous Mexican peoples.  5. Identify and discuss the major similarities and differences between Mexican and North American cultures. | X **Course learning outcomes, Core Learning Outcomes, and assessments:**  **As a result of taking this course, a student should be able to**  **CLO.1: apply anthropological analytic concepts and skills to identification of the cultural outlines of Mexican Indian and Mexican American cultures. [discussions and exams focusing on student comprehension]**  **CLO.2: Compare and contrast traditional Mexican Indian, Mexican American, and Anglo-American cultural patterns with regard to concepts of family, religion, politics, and cultural identify.**  **CLO.4: Organize and write essays, or give presentations on information acquired from directed readings, lectures, and videos on either Mexican Indians or Mexican Americans.**  **CLO.5: Assess different theories and concepts as they apply to Mexican Indians, Chicanos and issues of race and ethnicity in America today** | **Enter new outcomes, assessments in chart below:**  **As a result of taking this course, a student should be able to**  **1.** Describe and discuss the major objectives and methods of Ethnography and Ethnology as parts of Anthropology. [class discussions, take-home essays, term papers, and presentations]  **2. Identify the main cultural characteristics of contemporary Mesoamerican Indians; Nahuatl speakers in particular.** [class discussions, take-home essays, term papers, and presentations]  **3. Describe and discuss the impact of European colonialism on the pre-contact cultures of Mexico.** [class discussions, take-home essays, term papers, and presentations]  **4. Identify the main outlines of the historical and contemporary Chicano (Mexican American) cultures.** [class discussions, take-home essays, term papers, and presentations]  **5. Identify the main shared features of Chicano cultures as well as how they differ.** [class discussions, take-home essays, term papers, and presentations]  **6. Describe and discuss the issues surrounding impediments and/or inducements to assimilation and acculturation as well as the internal colonization of Mexican Americans.** [class discussions, take-home essays, term papers, and presentations] |
|  | **Other (please explain)** |  |

# **Part 2: Rationale, Equity, Library Resources, Course Overlap**

**RATIONALE: Describe the rationale for this course revision**

**This course is being revised to reduce a three-term sequence (ANTH 227, 228, 229) to a two term sequence (ANTH 227, 228). The revision is intended to address declining enrollment in ANTH 228 and 229; to respond to continuing and recurrent budget cuts; to promote the acceleration of student matriculation; and to better articulate with university courses.**

**CURRICULUM EQUITY STATEMENT** Please do not copy/paste the [COPPS equity statement](https://www.lanecc.edu/copps/documents/curriculum-equity). Reflect how your course supports equity. **To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s):**

By focusing on non-western cultural/ethnic groups, like Mexican Indians and Mexican Americans (Chicanos), to facilitate identifying the shared and alternative cultural perspectives of these two groups, as well as their cultural similarities and differences from “traditional” mainstream American culture; By allowing, as much as possible, members of these groups to speak for themselves through texts and videos as well as class discussion. By having, except for one ethnography, most of the texts and/or videos for the class by Mexican nationals or Chicanos, both male and female. By using required autobiographies from two very different Chicano individuals, a Rhode Scholar and an ex-gangbanger. Moreover, the first part of the course will focus on the impact of colonialism on Mexican Indian cultures, fashioning a certain Indian ethnic identity distinct from the Mexican national identity (i.e. mestizo). Furthermore, a diverse array of views on the course topics of culture, ethnicity, and integration will be afford by allowing class students to research and present course relevant presentations. The course readings, required and recommended, cover a diverse range of topics and views from purely academic to economically and sociologically radical.

**LIBRARY CONSULTATION Please contact your liaison librarian to schedule a 30+ minute individualized instructional consultation and collaboration session. In addition to your specific course-related questions, your librarian will be prepared to share:**

* **Library resources and services that support your teaching and student learning needs**
* **OER (Open Educational Resources) options that align with your program and course curriculum**
* **Strategies for integrating the development of information literacy skills into course content and/or assignments**

Please allow one week for the librarian to prepare for your consultation. If you are not sure who your liaison librarian is, you can either look it up on the [Library’s website](https://library.lanecc.edu/services/liaison) or call the Library Reference Desk at 463-5355. (Librarian signature required above.)

**COURSE OVERLAP Indicate any topic/content overlap with other courses. How will this course's topics and content be differentiated?** If there is overlap, faculty of overlapping courses must **agree on the extent of overlap and** **include a rationale** explaining its necessity. The dean of the division in which overlap occurs must sign their approval (see p.1).

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| Division | Course Number / Title | Rationale | Dean of overlap course (name) |
| Social Science | ES 212 / Chicano/Latino Studies – Political Ideology | While ES 212 focuses on the efforts of Mexican Americans to achieve political and economic equality, as well as the diverse 20th century Chicano movements for social and political justice, this course is only interested in such efforts and movements as are indicative of the various stages in the evolution of Mexican American / Chicano cultural identity. | Philip Martinez |
| Social Science | ES 213 / Chicano/Latino Studies – Identity, Cultural Issues | Although ANTH 228 will address some of the theories of ethnicity, acculturation, and assimilation, the main focus of the course will be on the contours of Chicano / Mexican American cultural identity and its evolution from and cultural foundations in Mexican Indian cultures, as well as similarities and differences, if any, from the larger society. | Philip Martinez |

**CAREER/TECHNICAL COURSE TRACKING (required only for career/technical courses)**

Career/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

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| **Programs in which course will be required** | **Division** |
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# **Part 3: Outcomes, Assessments, and Topics**

**List course outcomes, Core Learning Outcomes (CLOs), and Assessments** The information in this section should be used to create your course outline and syllabus. How are Lane’s Core Learning Outcomes emphasized and measured or demonstrated through course assessments? Please indicate which [Core Learning Outcomes and Dimensions](https://www.lanecc.edu/assessment/core-learning-outcomes) are linked to your course outcomes. Need help? Contact Tammy Salman, Faculty Coordinator, Assessment and Curriculum Development or Sarah Lushia, Core Learning Outcomes Coordinator.

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| [**Core Learning Outcomes and Dimension**s](https://www.lanecc.edu/assessment/core-learning-outcomes) **You do not need a CLO for each course outcome**.  **EXAMPLE** CLO 1.2:Determine information need, find and cite relevant information | **COURSE-LEVEL LEARNING OUTCOMES** (course outcomes)  [See this page for guidance on writing outcomes](https://www.lanecc.edu/assessment/developing-and-refining-learning-outcomes)  **EXAMPLE**  Upon successful completion of this course, students will be able to:  1. Describe and explain general plant structure and function in relation to plant growth and development.  2. Demonstrate knowledge of horticultural principles in the cultivation of plants. | **ASSESSMENTS** Include specific assignments you will use to measure/observe student attainment of outcomes. For assessment ideas see [Authentic Tasks](http://jfmueller.faculty.noctrl.edu/toolbox/tasks.htm) |
| **1.1 Identify** and define key issues  **1.2 Determine** information need, find and cite relevant information  **4.1 Select** an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for conveying the message | On successful completion of this course, students will be able to:  1. Describe and discuss the main objectives and methodologies of cultural anthropology. | Short essay, term paper and presentations. |
| **1.2 Determine** information need, find and cite relevant information | 2. the main cultural characteristics of contemporary Mesoamerican Indians – Nahua in particular. | Short essay, term paper and presentations. |
| **1.3 Demonstrate** knowledge of the context and complexity of the issue | 3. Describe and discuss the influences of European colonialism on indigenous Mexican peoples. | Short essay, term paper and presentations. |
| **2.2 Evaluate** diverse values and perspectives of others | 4. Identify and discuss the major factors leading to emergence of Mexican Americans (Chicanos) | Short essay, term paper and presentations. |
| **5.1 Connect** theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives | 5. The main outlines of Chicano cultures and their similarity and difference from traditional Mexican Indian and Anglo-American cultures | Short essay, term paper and presentations. |
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**COMPETENCIES AND TOPICS COVERED (include in course outline)**

Example: [Course Outline Sample](https://www.lanecc.edu/copps/course-outline-sample) (from COPPS)

Introduction: Concepts and methods of cultural anthropology, ethnography and ethnology. Models of Assimilation and Acculturation; Internal Colonialism; Pluralism; Biculturalism.

Overview of Mexican culture history: Ancient Foundations; Spanish Conquest; Independence; French Hegemony; Revolution; Relations with U.S.

Nahua ethnography: Geography and Ecology of; Subsistence economy; Social Organization; Religion and Worldview; Relation to Mexican national culture and identity.

Foundations: Conquest and Colonization of the Southwest; Turning Mexican

Americans into Chicanos

Chicano Labor Economics: Immigration and Undocumented Workers; Cultural Effects of Anglo American Domination

Chicano Education: Language and Culture; Bilingualism; Models of Education and Chicano Identity.

Chicano Cultural Identity: Images of Chicano Criminality

Chicano Cultural Identity: Gender roles; Concept of Machismo

Chicano Cultural Identity: The Catholic Church

Chicano Cultural Identity: La Familia

The Chicano Civil Rights Movement: The 60s To The Present and New Directions.

# **Part 4: Financial and Student Impact**

**Financial Impact Analysis**

Describe the financial impact of the revised course, including: Instructional costs; workload (both FT and PT faculty and classified staff); physical space requirements (e.g., labs); additional equipment needs; additional fees; any cost reductions

There are no additional financial impacts with this revision.

**Student Impact Analysis**

Describe the revised course’s potential impact on students, including: Effect of changes on program requirements, articulations, cost, credit load, avoiding excess credits in transfer, financial aid credit limits, completion, and enrollments; determination of how new/revised courses transfer to four-year schools (please consult with your advisor).

Accelerate matriculation time, therefore reducing time and cost to students.

# **Part 5: Degree Requirements Applications (if applicable)**

If applying for any of the following, check the appropriate boxes and include your completed degree requirements forms with this course proposal. Go to the [Curriculum Office website](https://www.lanecc.edu/currsched/curriculum-forms) to download these forms.

AAOT (Career Technical courses not eligible)

Arts & Letters

Cultural Literacy

Information Literacy

Mathematics

Science /Computer Science

Social Sciences

Speech/Oral Communication

Health/Wellness/Fitness (all degrees)

Human Relations designation (for AAS degrees and certificates)

Sustainability course status (optional)

**College Approval (before signing, please see Curriculum Committee recommendations for this course in the committee’s** [**meeting minutes**](https://www.lanecc.edu/currsched/agendas)**)**

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Executive Dean for Academic Affairs Date

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Vice President for Academic & Student Affairs Date