**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 126 – CHICANO/CHICANA AND MEXICAN ART**

1. **Course Number Course Title Semester Units**

ETHN 126 Chicana/o and Mexican Art 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

Comprehensive overview of the major influences and themes in Chicana/o art from its emergence in the 1960s to the beginning of the 21st century. Emphasis is placed on the historical (including pre-Columbian and Mexican), social, political and cultural context of the Chicano/a Movement and the major forces that shape artistic creation within this field. Topics include Chicano paintings, murals, prints, sculpture, literature, and performance.

4. **Course Objectives**

The student will:

Evaluate the rich and dynamic art forms of indigenous and Chicana/o peoples from pre-Columbian times to the present.

Examine the confluence of styles resulting in Mestizo Mexican art and more recent Chicana/o art.

Evaluate the interplay of identity, gender and sexuality in the history of Chicana/o art.

d. ExamineChicano/Chicana cultural traditions and values.

e.Explain the political influences in Chicana/o art, and vice versa – the influence of Chicana/o art on the politics of the Chicano Movement.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Meso-American Art as it influenced Mexican and Chicana/o art forms.

b. Historic Spanish influences on Mexican during and after conquest.

c. Baroque and Churriguresque in Mexico.

Arts of the Northern Frontier of Mexico.

The 19th Century and Mexican-American War

Early twentieth century Mexican and Mexican-American art.

Chicana/o art at mid-century and at the dawn of the Chicano Movement

i. Diversity within Chicana/o art – race, gender, identity and cultural affirmation

j. Art and the *Movimiento*

i. art as political activism

ii. challenging dominant social norms/stereotypes

iii. cultural autonomy and self determination

iv. community-based art

v. public art

vi. multiplicity of art forms – literary and performance

8. **Method of Instruction**

a. Standard lecture with varied media, e.g., Powerpoint, video, etc.

b. Field trips, e.g., to Chicano Park

c. In-class activities, e.g., replicating art topics or styles

d. Discussion.

9. **Methods of Evaluating Student Performance**

a. Midterm paperor projects.

b. Multiple quizzes and/or exams.

c. Graded discussions or group work, e.g., leading discussion, reporting on an artist or art form

d. Final exam or project, e.g., researching an artist, artist-activist, art movement, etc. (e.g.,

Diego Rivera, Frida Kahlo, Victor Ochoa, Sonia Romero, Chicano Park)

10. **Outside Class Assignments**

a. Assigned readings

b. Individual written and group projects e.g., researching an artist, artist-activist, art movement, etc. (e.g.,Victor Ochoa, Sonia Romero, Judith Baca, queer Chicanx artists, Chicano Park)

c.Visit an art exhibit (in person or virtually online)

d. Provide annotated visual representations (photos, video) for the class or group

e. Webquests, e.g., about an artist, art form, or movement, e.g., Los Angeles artists, muralists,

the Woman’s Building, or queer Chicanx artists and networks

11. **Representative Texts**

a. Representative texts:

1. Gonzalez, Jennifer A., C. Ondine Chavoya, Chon Noriega, Terezita Romo, Eds. *Chicano*

*and Chicana Art: A Critical Anthology.* Durham: Duke University Press, 2019.

1. Tatum, Charles M. Chicano Popular Culture, Second Edition: Que Hable el Pueblo (The

Mexican American Experience) 2nd Ed. Tucson: University of Arizona Press,

2017.

b. Supplementary texts and workbooks:

1) Michael Soldatenko, CLS 1500 Cultural Diversity, Chicanas/os, and Latinas/os. Merlot

Open Educational Resource.

2) ARTstore Searchable Database, Grossmont Library

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Explain art forms in Chicana/o history from indigenous pre-Columbian peoples to the present.

b. Analyze Chicana/o traditions and values found in diverse art forms.

c. Explain the themes of the Chicano Movement found in Chicana/o art.