

## LANEY COLLEGE COURSE OUTLINE

<b>COLLEGE:</b>		<b>STATE APPROVAL DATE:</b>	02/16/2018
<b>ORIGINATOR:</b>	Alicia Christenson	<b>STATE CONTROL NUMBER:</b>	CCC00059 0489
		<b>BOARD OF TRUSTEES APPROVAL DATE:</b>	01/23/2018
		<b>CURRICULUM COMMITTEE APPROVAL DATE:</b>	11/17/2017
		<b>CURRENT EFFECTIVE DATE:</b>	06/18/2018

### DIVISION/DEPARTMENT:

#### 1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable  
Course is not a basic skills course.  
Program Applicable

#### 2. DEPT/COURSE NO:

M/LAT 037

#### 3. COURSE TITLE:

Latinx Culture: Music, Art, and Theater

#### 4. COURSE: Laney New Course

**TOP NO.** 2203.00

#### 5. UNITS: 3.000

**HRS/WK LEC:** 3.00 Total: 52.50

**HRS/WK LAB:**

**HRS/WK TBA:**

#### 6. NO. OF TIMES OFFERED AS SELETED TOPIC:      AVERAGE ENROLLMENT:

#### 7. JUSTIFICATION FOR COURSE:

Meets AA and transfer requirements. Within CSU breadth requirements, M/LAT needs a course that meets the C1 area requirement.

#### 8. COURSE/CATALOG DESCRIPTION

Survey of contemporary Latinx works and themes: Analysis of styles and influences in music, visual art, performance art, and their influence on Latinx experiences in the Americas.

#### 9. OTHER CATALOG INFORMATION

a. Modular: No    If yes, how many modules:

b. Open entry/open exit: No

c. Grading Policy: Both Letter Grade or Pass/No Pass

d. Eligible for credit by Exam: No

e. Repeatable according to state guidelines: No

f. Required for degree/certificate (specify):

Chicana/o and Latina/o Studies

g. Meets GE/Transfer requirements (specify):

Meets AA and transfer requirements. Within CSU breadth requirements, M/LAT needs a course that meets the C1 area requirement.

h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? No

j. Acceptable for Credit: CSU/UC

#### 10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Develop fundamental skills necessary to assess, Interpret and analyze art, music and theater.
2. Develop interpretive skills to analyze the historical and social development of Latinx experiences as expressed in various fields of art.
3. Assess the importance of values, beliefs, customs, and traditions reflected in the various fields of art by Latinxs.
4. Compare and contrast modern and contemporary visual and performing art forms as created by Latinxs.
5. Assess, interpret and analyze the contribution of Latinxs in relation to mainstream American art forms.
6. Identify stereotypical misconceptions regarding the artistic and intellectual capacities of Latinxs in the creative arts, particularly in regards to music, theater, and visual arts.

**11A. COURSE CONTENT:** List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

**LECTURE CONTENT:**

1. Develop fundamental skills necessary to assess, interpret and analyze art **(10%)**

1. Definition of Art
2. Identify and describe the language of art
  - a. Elements
  - b. Composition
  - c. Content
3. Identify and describe the various forms of visual art
  - a. Drawing
  - b. Painting
  - c. Printmaking
  - d. Sculpture
  - e. Architecture
  - f. camera art
  - g. crafts and design
4. Identify and describe the various forms of performance art
  - a. Dance
  - b. Theater
  - c. Music
5. Identify and describe the historic purposes of Art
  - a. Art as Religious expression
  - b. Art as a Political statement
  - c. Art as collective statement
  - d. Art as a statement of Gender
  - e. Art as Individualistic/Personal expression

2. Identify stereotypical misconceptions regarding the artistic and intellectual capacities of Chicax and Latinxs the creative arts **(5%)**

1. Examine the surface views that appear to prevail about Chicano artists
  - a. Simplistic stereotypes
  - b. Character types
  - c. Images and representations
2. Examine the biases that have created these misrepresentations
  - a. Ethnocentrism
  - b. Racism and sexism

## c. Homophobia

3. Develop and use interpretive skills to analyze the Historical and social development of Chicax and Latinx experience as depicted in various art fields **(20%)**
  1. Examine the historical syncretism in art
    - a. Survey of pre-Columbian art and culture and its influence in Chicax and Latinx iconography
    - b. The art of Iberian European culture
    - c. The artist creations of the Mestizo/Mexican culture
  2. Examine the syncretism in music
    - a. Indian - past and present
    - b. Spanish - colonial influences
    - c. Mestizo/Mulatto/Mexican synthesis
  3. Examine the history of Theatre (teatro) and dance
    - a. Definitions and models
    - b. Rituals and symbols
  
4. Assess the importance of values, beliefs, customs, and traditions reflected in the various fields of art by Chicaxs and Latinxs **(25%)**
  1. Cultural Patterns in art
    - a. Values
    - b. Beliefs
    - c. Norms
  2. Religion in art
    - a. Rituals
    - b. Symbols and shrines
    - c. Images and iconography
  3. Social institutions and related traditions in art
    - a. Family – Extended
    - b. Tribe, Clan, Gang
      - i. Rites and rituals
      - ii. Turf and territory
      - iii. Recognition and Identity
  4. Political Institutions
    - a. Art as a political tool
    - b. Art produced as a result of involvement with the justice system
    - c. Art produced in support or opposition of political policies
  5. Art produced for community education/unity Economic Institutions
    - a. Participation with the labor system
    - b. Employment and work related
    - c. Legal condition associated with work
    - d. The interrelationship of traditional forms and economic systems
  
5. Compare and contrast modern and contemporary visual and performing art forms as created by Chicaxs and Latinxs **(30%)**
  1. Analyze and interpret contemporary public visual art format
    - a. Mural and poster art
    - b. Tagging and graffiti
    - c. Adaptation of Mexican *Rasquachismo*
    - d. Vehicle Low-rider art
    - e. Artfactual codes and works
  2. Analyze the evolution of performing art
    - a. Music composition
      - i. Regional development - Urban versus rural
      - ii. Traditional folkloric
      - iii. Progressive/Transitional
      - iv. Pan Ethnic/Intercultural influences
      - v. Contemporary

- b. Theatre composition
  - i. Folk La carpas - social satire
  - ii. Guerilla theatre - art for a purpose
  - iii. Urban themes
  - iv. Feminist themes
- c. Dance
  - i. Indigenous ritual - religious based
  - ii. European technique - exhibition based
  - iii. Mestizo syncretic
    - A. Rural syncretism - European / Mexican native influence
    - B. Urban syncretism - Afro/Cuban influence

Assess interprets and analyzes the contribution of Latinxs to mainstream U.S. American art forms **(10%)**

1. Examine the majors works of key Chicanx and Latinx artists recognized by mainstream America
2. Examine the major trends and themes originating from Latinx visual and performing arts within mainstream American Art.

#### 11B. LAB CONTENT:

N/A

#### 12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Distance Education
2. Threaded Discussions
3. Discussion
4. Critique
5. Projects
6. Field Trips
7. Visiting Lecturers
8. Mediated Learning
9. Lecture
10. Activity
11. Service Learning
12. Multimedia Content

#### 13. ASSIGNMENTS: 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

Written Assignments \*Critical analysis essays on class materials, discussions, films and readings \*Directed term paper to analyze either a major issue relative to a major work depicting significant aspects of Latinx Art Group Presentations \*Oral Demonstrations of Key topics and themes \*Visual slides and Powerpoints \*Group Papers Reading Assignments \*Supplementary readings to be assigned to provide more in-depth knowledge on specific topics, issues, research and visual analyze papers art forms. Field Trips to Art Shows and Museums \*Attend community art events and write reflection papers on experience

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

#### 14. STUDENT ASSESSMENT: (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

SKILL DEMONSTRATION

MULTIPLE CHOICE

OTHER (Describe):

Group Presentations Journal Writes Field Observations

## 15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Charles M. Tatum. *Chicano Popular Culture, Second Edition: Que Hable el Pueblo (The Mexican American Experience)*. Second Edition University of Arizona Press, 2017.

Ramon H. Rivera-servera. *Performing Queer Latinidad: Dance, Sexuality, Politics (Triangulations: Lesbian/Gay/Queer Theater/Drama/Performance)*. 1st University of Michigan Press, 2012.

Rationale: Groundbreaking text that examines queerness, class, gender, ethnicity, country of origin, and history in Latinx performance art

Alberto Sandoval-Sánchez. *Stages of Life: Transcultural Performance and Identity in U.S. Latina Theater*. First University of Arizona Press, 2001.

Rationale: An important scholarly work on the politics of representation in Latino Theater and performance art.

Carlos Francisco Jackson. *Chicana and Chicano Art: ProtestArte (The Mexican American Experience)*. 1st University of Arizona Press, 2009.

Rationale: This is the first book solely dedicated to the history, development, and present-day flowering of Chicana and Chicano visual arts.

Deborah R. Vargas. *Dissonant Divas in Chicana Music: The Limits of La Onda*. 1st Univ Of Minnesota Press, 2012.

Rationale: Text is important to the field of Chicana Studies

Frederick Luis Aldama. *Latinx Superheroes in Mainstream Comics (Latinx Pop Culture)*. 1st University of Arizona Press, 2017.

Juan Flores. *From Bomba to Hip-Hop: Puerto Rican Culture and Latino Identity*. 2000 Edition Columbia University Press, 2000.

Rationale: Ground breaking text on the uniqueness of Puerto Rican culture and identity in relation to that of other Latino groups in the United States

Karen Mary Davalos. *Chicana/o Remix: Art and Errata Since the Sixties*. 1st NYU Press, 2017.

Laura E. Garcia. *Teatro Chicana: A Collective Memoir and Selected Plays*. 1st University of Texas Press, 2008.

Rationale: One of the first books on teatro campesino from a Chicana perspective

Olga Najera-Ramirez (Editor), Norma E. Cantu (Editor), Brenda M. Romero (Editor). *Dancing across Borders: Danzas y Bailes Mexicanos*. 1st University of Illinois Press, 2009.

Rationale: One of the few texts that explores Mexican popular and traditional dance practices on both sides of the U.S.-Mexico border

\*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments: Please provide a list of recent, recommended supplementary (non-textbook) titles to the acquisitions librarian.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

**16. DESIGNATE OCCUPATIONAL CODE:**

E - Non-Occupational

**17. LEVEL BELOW TRANSFER:**

Y = Not Applicable

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**SUPPLEMENTAL PAGE**


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Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

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**STUDENT LEARNING OUTCOMES**


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1. **Outcome:** Formulate effective, persuasive communication skills that address Latinx music and arts.

*This outcome maps to the following Institution Outcomes:*

- Communication - Students will effectively express and exchange ideas through various modes of communication.

**Assessment:** Students will be assessed based on verbal communication, visual class presentations, written research papers, written art critiques, and written exams.

2. **Outcome:** Analyze and interpret the sociopolitical and cultural contributions and influences of Latinx Art

*This outcome maps to the following Institution Outcomes:*

- Global Awareness, Ethics and Civic Responsibility - Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

**Assessment:** Students will be assessed by exams, written papers, class presentations, and social media written commentary.

3. **Outcome:** Appraise specific works and specific styles of Latinx art and distinguish among their salient characteristic and influences.

*This outcome maps to the following Institution Outcomes:*

- Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

**Assessment:** Students will be assessed by exams, comparative written papers, class presentations, and social media written commentary.

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