

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-095-156

EWS 4020 – Contemporary Chicana/o and Latina/o Studies (GE Area D4)

General Education Committee

Date: 07/13/2016

Executive Committee
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016
First Reading

09/28/2016
Second Reading

BACKGROUND:

This is a revised course for the semester calendar.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-095-156, EWS 4020 – Contemporary Chicana/o and Latina/o Studies for GE Area D4.

EWS - 4020 - Contemporary Chicana/o and Latina/o Studies

C. Course - New General Education* Updated

General Catalog Information

College/Department Ethnic and Women's Studies	
Semester Subject Area EWS	Semester Catalog Number 4020
Quarter Subject Area EWS	Quarter Catalog Number 402
Course Title Contemporary Chicana/o and Latina/o Studies	
Units* (3)	
C/S Classification* C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component* Lecture
Instruction Mode* Face-to-Face Fully Asynchronous Fully Synchronous Hybrid w/ Asynchronous Component

Hybrid w/Synchronous Component	
Synchronous Local	
Web-Assisted	
Grading Basis*	Graded Only
Repeat Basis*	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	
Choose appropriate type (s) of course(s)*	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	D4

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description	<p>This course offers a critical and interdisciplinary analysis of contemporary Chicana/o and Latina/o communities by synthesizing perspectives from the social sciences and humanities. Topics include economic status, education, gender, identity, prisons, immigration, citizenship, law and public policy, communities, religion/spirituality, health, politics, pan-ethnic identities, social justice movements, environmental justice, self-determination, popular culture and media representations.</p>
----------------------------	--

II. Required Coursework and Background

Prerequisite(s)

Completion of courses in GE Area A and D and sub-areas 1, 2, and 3. Good academic standing.

Corequisite(s)

**Pre or Corequisite
(s)**

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*

This course affords students the opportunity to synthesize historical, sociological and comparative approaches learned in the lower division social science courses and apply them to the understanding of a particular social group. This approach is ideally suited for G.E. students as it provides them with the knowledge necessary to both understand the complexity of social issues and work for effective solutions. The course incorporates history, sociology, anthropology, political science as well as biography and narrative.

Upon successful completion of the course, students will be able to:

1. Demonstrate an understanding of the intersection of economics, politics, and cultural change in shaping contemporary Chicana/o and Latina/o communities.
2. Explain the inter- and intra-group relationships between various Latina/o communities and dominant society.
3. Engage with various disciplines and methodologies, including sociology, anthropology, history, and political science.
4. Apply research skills and concepts to the study of Latina/o communities.
5. Develop critical thinking, writing and oral presentation skills.
6. Analyze the role of Chicanas/os and Latinas/os in a changing multi-ethnic society.
7. Synthesize strategies for resistance and comprehensive and effective solutions to current issues affecting Chicana/o and Latina/o communities.

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

Relationship of Course Learning Outcomes to Department's Program Outcomes

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the fields of Ethnic and Gender Studies	PO#2: Analyze hist& contemp. U.S. ethnic, racial, and gendered grps from cross cultural and global perspectives	PO#3: Engage in a variety of scholarly and community based social practices	PO#4: Demonstrate mastery of skills essential for career development & life-long learning, incl. critical thinking & problem-solving skills	PO#5: Demonst mastery skills essential pre-teac incl. hist knowled ^s of ed. is & divers pedagog ^s practice
1		X		X	
2	X				
3		X			X
4	X				
5			X	X	
6		X		X	
7	X			X	X

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other

forms of marginalization. We examine social inequalities in the U.S. shaped by historical, political, social, and global economic forces. This course examines the intersection of gender and sexuality with other social identities: race, ethnicity, dis/ability, age, religion, etc. in producing and challenging gendered and sexual identities. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

Area D4: Social Science Synthesis (upper division)

'Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.'

This course focuses on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems that impact Chicana/o and Latina/o contemporary society. The course takes a broad social science, integrative approach to examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches to understand the contemporary experience of Chicana/o and Latina/o communities in the U.S. and within a global context.

Upper-division synthesis requirements:

1. Include readings from original primary/historical sources, as opposed to only secondary sources. The course will include analysis and interpretation of primary and secondary sources in Chicana/o and Latina/o Studies.
2. Promote original and critical thinking in writing and/or discussion. This course will critically evaluate the literature and present original ideas and personal connections.

3. Focus attention on understanding the interrelationships among the disciplines and their applications. Students will study the role and value of interdisciplinary learning and writing in various course readings in Chicana/o and Latina/o Studies.

4. Examine ideas and issues covered in this area in deeper and/or broader more integrative ways. Course will integrate cross-disciplinary themes across Area D.

5. Encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas. Part of the research and/or group project is also a creative visual representation of the project in which students will synthesize main ideas and evidence of their research.

6. Identify and evaluate assumptions and limitations of ideas and models. In their research and evaluation of Chicana/o and Latina/o studies, students will identify and critically evaluate authors' main ideas and models.

7. Develop written and oral communication skills appropriate for an upper division course. Students will have multiple written and oral communication assignments to develop and assess these skills.

8. Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course. Students will demonstrate their learning in their individual and/or group research projects and oral presentations.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

These are the SLOs for the selected GE subarea D4:

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting

course themes and reading related to contemporary study of Chicanas/os and Latinas/os in the United States. (Course SLO# 1, 2, 6, 7; PO# 1, 2, 3)

1b) Speak effectively for various audiences.

Students will complete a group project and present finding in classroom presentation. (Course SLO#1, 3, 4, 6; PO# 1, 2)

1c) Find, evaluate, use and share information effectively and ethically.

Students will conduct research for individual or group projects on a specific topic in Chicana/o and Latina/o studies, complete an annotated bibliography, and present their findings to class using various media as appropriate. (Course SLO# 3, 4, 7, PO# 1, 4)

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students will generate original ideas, evaluate and organize evidence, and support analyses and arguments as one of the main objectives of their research project. (Course SLO #1, 5, 7; PO#1, 2, 4)

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students' research projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and community life. (Course SLO #1, 2, 4; PO#1, 2, 3, 4)

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

In their reading journal responses, exams and/or research projects, student will analyze and evaluate the assigned texts and explore contemporary Chicana/o and Latina/o Studies, and specifically the role of race, gender, ethnicity, culture, class in shaping individual and social practices and embodied within specific institutions including: the state, economy, family, media, and education. (Course SLO# 1,4; PO#2)

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

In their research and/or group projects students will integrate moral, social, and ethical issues facing Chicana/o and Latina/o local and global communities.

(Course SLO #1, 4, 5; PO# 2, 3, 4)

General Education Outcomes*

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

There are numerous publications dealing with this topic. Texts will be selected from the following:

Abrego, L. J. (2014). *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Palo Alto: Stanford University Press.

Buff, I. (Ed.). (2008). *Immigrant Rights in the Shadows of Citizenship*. New York: New York University Press.

Castañeda, A., Hart, P., Weathermon, K., and Armitage, S. H. (Eds.). (2007). *Gender on the Borderlands: The Frontiers Reader*. Lincoln: University of Nebraska Press.

Delgado, R. and Stefancic, J. (Eds.). (2010). *The Latina/o Condition*. New York: New York University Press.

Flores, W. V. and Benmayor, R. (Eds.). (1997). *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston: Beacon Press.

Hamilton, N. and Stoltz Chinchilla, N. (2001). *Seeking Community in a Global City: Guatemalans and Salvadorans in a Global City*. Philadelphia: Temple University Press.

Luibhéid, E. (2002). *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press.

Luibhéid, E. and Cantú Jr., L. (Eds.). (2005). *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Minneapolis: University of Minnesota Press.

Menchaca, M. (2002). *Recovering History Constructing Race: The Indian, Black, and White Roots of Mexican Americans*. Austin: University of Texas Press.

Omi, M. and Winant, H. (1994). *Racial Formation in the United States From the 1960s to the 1990s*. New York City: Routledge Press.

Romero, M., Hondagneu-Sotelo, P., and Ortiz, V. (Eds.). (1994). *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.* New York City: Routledge Press.

Segura, D. and Zavella, P. (2007). *Women and Migration in the U.S.-Mexico Borderlands: A Reader*. Duke: Duke University Press.

Yosso, T. J. (2006). *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline*. New York: Routledge.

Articles:

Carbado, D. W. (2013). Straight Out of the Closet: Race, Gender, and Sexual Orientation. In *Berkeley Journal of Gender, Law and Justice*. 15(1). Pgs. 76-124.

Fix, M. E. and Zimmerman, W. (2001). All Under One Roof: Mixed Status Families in an Era of Reform. *International Migration Review*. 35(2).

Hernández, D. M. 'My Fellow Citizens': Barack Obama and Immigration Policy. In *Journal of Race and Policy*. 6(1). pgs. 24-44.

Lytle-Hernández, K. (2006). The Crimes and Consequences of 'Illegal' Immigration: A Cross-Border Examination of Operation Wetback, 1943 to 1954. In *The Western Historical Quarterly*. 37(4). Pgs. 421-444.

McIntosh, P. (1988). 'White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies.' Working Paper No. 189. Wellesley Coll., MA: Center for Research on Women.

Valenzuela Jr., A., Covington, K. L., and Stoll, M. A. (2009). *The State of Latino Los Angeles*. Rep. no. 24. Los Angeles: UCLA Chicano Studies Research Center.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material*

Students will need notebooks, required texts, access to a computer with printing, and Internet access.

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

Smart Classroom with space for breakout groups, audio-visual equipment, projector.

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

- 1) Chicana/o and Latina/o demographics
 - a. National, State, and Regional data
 - b. Socio-economic status
 - c. Educational attainment
 - d. Health
- 2) Power and Intersectionality

- a. White privilege
 - b. Male privilege
 - c. Heterosexual privilege
 - d. Heteropatriarchy
 - e. White supremacy
- 3) Racial Construction of Mexican-Americans
- a. Mestizaje
 - b. Black/White binary
 - c. African, Indigenous, and Spanish roots
 - d. Racial projects
- 4) Latina/o Immigration
- a. Border experiences
 - b. The construction and challenge to 'illegality'
 - c. Gendered and Queer migrations
 - d. Revolving Door Policy

- e. Immigration Policy – Historical and contemporary
 - f. Differences between immigrants from various Latin American countries
- 5) Cultural Citizenship
- a. Latina/o cultural citizenship in the U.S.
 - b. Identity, space, and civil rights
 - c. Queer cultural citizenship
- 6) Latina/o Labor in the U.S.
- a. The Bracero Program
 - b. Operation Wetback
 - c. Latina transnational motherhood
 - d. Central American labor
 - e. Latina/o immigrant worker resistance
 - f. Gender violence and labor
- 7) Chicana/o and Latina/o Education
- a. Educational pipeline data

- b. Schooling segregation
 - c. Challenging cultural deficit theories
 - d. Educational policies
 - e. Racial and Gendered microaggressions
- 8) Shifting Latina/o Landscapes
- a. Pan-Latinidad
 - b. Current Immigration policies
 - c. Mixed-status families

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods*

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups.

2. Group Presentations. Students will contribute to the course with classroom group presentations.
3. Online activities. Students will contribute to the course with online activities and discussion board.
4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.
5. Guest speakers.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course readings and in-class content.
2. Research Paper paper that demonstrates the student's synthesis and analysis of topics related to the course.
3. Group Project that explores particular themes in the course either within a U.S. context.
4. Instructor assessment of participation in classroom discussions based on the assigned readings and course content.

Describe the meaningful writing assignments to be included.*

Students will submit a rough draft of their social location paper for peer editing and instructor feedback. Student will submit final draft.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes						
	1	2	3	4	5	6	7
1.	X		X		X		
2.		X		X			X
3.	X				X		
4.			X		X	X	X

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation

These are the SLOs for the selected GE subarea D4:

- 1a) Write effectively for various audiences.
- 1b) Speak effectively for various audiences.

methods to the outcomes.*

1c) Find, evaluate, use and share information effectively and ethically.

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Evaluation of Student Assessment	GE Learning Outcomes for D4						
	1a	1b	1c	1d	2d	3a	3b
1.	X				X		X
2.	X	X		X			
3.		X			X		
4.			X			X	X