

**NEW COURSE PROPOSAL****Courses must be submitted by November 3, 2008, for priority catalog review.**DATE (*Change if modified and redate file with current date*)

10/3/08 REV 1.27.09

PROGRAM AREA(S)

CHICANO/A STUDIES

**1. Course Information.** *[Follow accepted catalog format.]***Prefix(es)** (Add additional prefixes if cross-listed) and **Course No.** CHS 200**Title:** DIVERSITY IN LATINA/O COMMUNITIES **Units:** 3.0

Prerequisites N/A

Corequisites N/A

Consent of Instructor Required for Enrollment N/A

**Catalog Description** (Do not use any symbols ): Examination of diverse Latina/o communities in the United States from their origins in Latin America to the various ways they have integrated into U.S. society.**Grading Scheme:**☒ A-F Grades☐ Credit/No Credit☐ Optional (Student Choice)**Repeatability:**☐ Repeatable for a maximum of  unitsTotal Completions Allowed ☐ Multiple Enrollment in Same Semester**Course Level Information:**☒ Undergraduate☐ Post-Baccalaureate/Credential Graduate**Mode of Instruction/Components** (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3.0	1	30	yes	
Seminar		1			
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3.0 hours **lecture** per week

hours blank per week

**2. Course Attributes:**☒ **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.**A (English Language, Communication, Critical Thinking)**☐ A-1 Oral Communication☐ A-2 English Writing☐ A-3 Critical Thinking**B (Mathematics, Sciences & Technology)**☐ B-1 Physical Sciences☐ B-2 Life Sciences – Biology☐ B-3 Mathematics – Mathematics and Applications☐ B-4 Computers and Information Technology**C (Fine Arts, Literature, Languages & Cultures)**☐ C-1 Art☐ C-2 Literature Courses☐ C-3a Language

☒ C-3b Multicultural  
☒ **D (Social Perspectives)**  
☒ **E (Human Psychological and Physiological Perspectives)**  
☒ **UDIGE/INTD Interdisciplinary**  
☒ **Meets University Writing Requirement**  
☒ **Meets University Language Requirement**

☒ **American Institutions, Title V Section 40404:** ☒ Government ☒ US Constitution ☒ US History  
 Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>  
☒ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

- 3. Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
- A. Justification: This is an elective course for the Chicana/o Studies degree program. The course offers lower division students the opportunity to fill one of two General Education requirements. The course does not fulfill the Language requirement.
- B. Degree Requirement: ☒ Requirement for the Major/Minor **Note: Submit Program Modification if this course changes your program.**  
☒ Elective for the Major/Minor

**4. Learning Objectives.** (List in numerical order)

Upon completion of the course, the student will be able to:

- 1) Describe the diversity and heterogeneity of the Latino/a population in the United States.
- 2) Examine the historical and contemporary relations between Latin America and the United States in connection with the divergent incorporation of Latino/a groups in U.S. society.
- 3) Identify the most pressing societal issues affecting diverse Latino/a communities.
- 4) Analyze cultural representations and portrayals of Latinos and Latinas in print and visual media, music and popular culture.
- 5) Analyze narratives, images, facts and figures on the Latino/a population through writing, discussion and oral presentation.
- 6) Articulate basic theoretical concepts of class, race/ ethnicity, gender, and sexuality as they relate to contemporary Latino/a communities.

**5. Course Content in Outline Form.** [Be as brief as possible, but use as much space as necessary]

Introductions: The Politics and Problems with Labels  
 Demographic Profile of Latino/a Populations  
 United States and Latin American Relations  
 Immigrants, Migrants, Exiles, Refugees  
 Confronting America: Assimilation, Accommodation and New Cultural Identities  
 Sin Fronteras: Transnational and Transborder Communities  
 Racialization Experiences of Latinos and Latinas  
 Workers, Consumers and Small Businesses  
 Latino/as and the Law  
 Gender and Sexuality in Latino/a Communities  
 "Latin Music": Afro-Cuban Jazz, Salsa, Rock en Español  
 Latino/a Representation in the Mass Media  
 Latino/as in the Educational System  
 Pan-Ethnic Movements in the 21<sup>st</sup> Century

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? Yes ☒ No ☐

If YES, what course(s) and provide a justification of the overlap. EDUC/COMM 345 Media Literacy and Youth Culture

While EDUC/COMM 345 deals with media representations of some of the issues covered in this course—gender, sexuality and stereotyping, for example—the potentially overlapping portion of this new course is focused on media representations of the Latina/o community, and is not limited to youth culture.

Overlapping courses require Chairs' signatures.

**6. Cross-listed Courses** (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course: N/A

B. Program responsible for staffing: Chicano/a Studies

**7. References.** [Provide 3 - 5 references]

1. Juan Gonzalez, Harvest of Empire: A History of Latinos in America (Viking Publishers, 2000)

2. Antonia Darder & Rodolfo D. Torres, The Latino Studies Reader: Culture, Economy and Society (Blackwell Publishers, 1998)

3. Denis Lynn Daly Heyck, Barrios and Borderlands: Cultures of Latinos and Latinas in the United States (New York: Routledge, 1994) ☐

4. Frank Bonilla, Borderless Borders: U.S. Latinos, Latin Americans and the Paradox of Interdependence (Temple University Press, 1998)

5. Marcelo Suarez-Orozco and Mariela Paez, eds. Latinos: Remaking America (University of California Press, 2002).

6. Richard Delgado and Jean Stefancic, The Latino/a Condition: A Critical Reader (New York University Press, 1998)

7. Mary Romero, Pierrette Hodagneu-Sotelo, and Vilma Ortiz, eds. Challenging Fronteras: Structuring Latina and Latino Lives (Routledge, 1997).

8. Maria Cristina Garcia, Seeking Refuge: Central American Migration to Mexico, United States and Canada (Berkeley: University of California Press, 2006)

**8. Tenure Track Faculty Qualified to Teach This Course.**

☐ Jose Alamillo

**9. Requested Effective Date:**

First semester offered: Fall 2009

**10. New Resources Requested.** Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

N/A

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

N/A

C. Facility/Space/Transportation Needs

N/A

D. Lab Fee Requested (please refer to Dean's Office for additional processing) Yes ☐ No ☒

E. Other ☐

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ☒ No ☐

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 6, 2008 of preceding year.

Priority deadline for Course Proposals and Modifications: November 3, 2008, of preceding year.

Last day to submit forms to be considered during the current academic year: April 15<sup>th</sup>.

Jose Alamillo

10/27/08

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Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

**Request for CHS 200: DIVERSE LATINO/A COMMUNITIES to be added to GE Category C3b: Multicultural**

Committee Response:

Approved by committee on 11-13-2008

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*  
By studying the diversity of Latino/a communities students will be able to objectively understand the changing demographics of this population through analyzing census figures well as the subjectively understand how this population lived in Latin America, crossed national borders, entered the job market, and navigated American culture. It is important that students understand the diversity within Latino/a communities as well as what they all share with one another.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*  
Students will study scholarly and creative works about Puerto Ricans, Cubans, Central Americans, Dominicans, Mexican Americans, and South Americans from a comparative, relational and trans-border perspective. Some of these authors include Maria Cristina Garcia, Frank Bonilla, Juan Flores, Patricia Pessar, Pierrette Hondagneu-Sotelo, Rodolfo Torres, Suzanne Oboler and Marcelo Suarez-Orozco.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*  
This course will explore the expressive cultures of Latinos and Latinas from a comparative perspective. The course will focus on the diversity of popular music, theater performance, visual arts, folklore, festivals, film and media, sports in Latino/a communities.
- *Examine the interrelationship between the creative arts, the humanities, and self*  
This course will analyze the various forms of cultural expression within social, political and economic context in order to understand the formation of cultural identity, community formation, and forms of political opposition.
- *Include an exposure to world cultures*  
This course will challenge the popular idea that Latino/as only recently arrived to the United States. In fact, Latino/as can trace their history to the 1500s when Spaniards founded settlements in Florida, Texas and New Mexico well before Plymouth Rock and Jamestown. This historical fact is often forgotten in current discussions and debates over immigration and the so-called "Latinization" of American society. The Latino and Latina experience cannot be understood without analyzing the long history of United States involvement in Latin America from territorial expansion, starting wars and intervening militarily, building canals, installing puppet governments, acquiring raw materials and cheap labor, investing foreign capital, and formulating free trade agreements. After understanding U.S.-Latin American relations, students will focus on the multiculturalism within Latino/a communities, especially differences in nationality, class, race, and culture, cuisine, languages, religions, and differential incorporation into U.S. society.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspected of ethnicity, class, gender, ability/disability, and community.*  
This course will address contemporary issues affecting different Latino/communities in the United States. One of these is the "lumping" of the Latino population into a homogeneous community. The unique racial mixture and heterogeneity of the Latino/a population presents certain challenges not the

least of which is breaking the black-white understanding of race that still persists in the United States. Additionally, the proximity of the border, constant immigration, and close ties to their homeland produces a cultural replenishment among Latino/as that differs remarkably from established European immigrants and African Americans. U.S. Latino/as, as citizens of the Americas, are carving a new path towards integration, one that is bringing the United States and Latin America closer together. With more than 38 million strong and steadily growing, Latino/as now make up the largest minority group in United States and fifth largest “nation” in Latin America. Despite this demographic reality mainstream America needs to know more about diverse Latino/a communities in the United States.

### **Request for CHS 200: DIVERSE LATINO/A COMMUNITIES to be added to GE Category D: Social Perspectives**

Committee Response:

Approved by committee on 11-13-2008

Criteria and Justifications Submitted:

- *Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience*

The course will examine contemporary issues affecting Latino/a communities at home and abroad. For example, we will focus on the geo-political and global economic factors that have resulted in emigration and migration for many Latin Americans. Apart from immigration the course will also examine those economic, educational and social forces that have led to their differential incorporation into the United States society. In addition, we will examine the influence of Latinos and Latinas on U.S. politics, culture, and economy.

- *Focus on how a social science discipline conceives and studies human existence*

The course will use a wide range of social science disciplines (Sociology, Political Science, Anthropology, History, Ethnic Studies, Gender Studies, Geography, Urban Studies and Psychology) to study contemporary issues in Latino/a communities in major urban cities. One of these issues is the transnational character of Latino and Latina immigrants who move back-and-forth between their urban barrios and homeland villages. Globalization, Neoliberal policies, and free trade are bringing north and south closer together thus a wider hemispheric framework is necessary towards understanding the future and fate of Latino/a communities in the United States.

- *Address issues using the methods commonly employed by a social science discipline*

The course will introduce students to a variety of methods in social sciences. In studying contemporary issues affecting Latino/a communities, students will learn how to analyze quantitative data to understand rates of poverty, educational attainment, voting trends, workforce participation, and social mobility. Students will also learn qualitative methods used in social science research, primarily interviewing, participant-observation, participatory action and how to transform primary field data into written form and how to present their findings.

# Approval Sheet

**Program/Course:** CHS 200

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date