

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

DATE APRIL 12, 07
PROGRAM AREA CHICANA/O STUDIES

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix CHS Course# 331 Title TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES Units (3)

3 hours lecture per week

hours blank per week

☐ Prerequisites

☐ Corequisites

Description Focuses on the major theoretical concepts in transborder studies as they apply to Chicana/o studies in the areas of culture and cultural production, economics, gender issues, health, history, and migration.

☒ Gen Ed
Categories C3B,D, UDIGE

Graded
☐ CR/NC

☐ Repeatable for up to units

☐ Lab Fee Required

☒ A - F

Total Completions Allowed

☐ Optional (Student's choice)

☐ Multiple Enrollment in same semester

☐ Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (filled in by Dean)
Lecture	3	1	30	<input checked="" type="checkbox"/>	
Seminar				<input type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity				<input type="checkbox"/>	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for the major in Chicana/o Studies and fulfills a general education requirement in the Multicultural Studies area. The course fulfills the University Writing requirement.

LEARNING OBJECTIVES:

Upon completion students will be able to:

1. Define the main concepts and paradigms in Transborder Studies as they apply to Chicana/o Studies.
2. Apply Transborder Perspectives to the different reserach areas in Chicana/o studies such as migration, history, and cultural production.
3. Develop critical thinking that expands the students' understanding of Chicana/o Studies as it applies to the different regions in the United States as well as to the Americas.
4. Develop skills to integrate a gender analysis to Transborder Perspectives as an integral component of Chicana/o Studies.
5. Articulate the relationship to regional, national, and international components of Chicana/o Studies in varous areas of research such as history, cultural production, and labor migrations.

4. Is this a General Education Course YES ☒ NO ☐

If Yes, indicate GE category and attach GE Criteria Form:

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	<input type="checkbox"/>
C-3a Language	<input type="checkbox"/>
C-3b Multicultural	<input checked="" type="checkbox"/>
D (Social Perspectives)	<input checked="" type="checkbox"/>
E (Human Psychological and Physiological Perspectives)	<input type="checkbox"/>
UD Interdisciplinary	<input checked="" type="checkbox"/>

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

I. Crossborder Influences in Chicano Studies: Concepts and Paradigms.

II. History and Crossborder Studies.

III. Transnational Families: The Importance of Crossborder Perspectives.

IV. Crossborder Cultural Production I: Music and Dance.

V. Crossborder Cultural Production II: Media and Literature.

VI. Crossborder Perspectives on Women's Lives.

VII. Crossborder Feminisms.

VIII. Crossborder Sexualities.

IX. Crossborder Labor Migrations.

X. Crossborder Politics and Civic Engagement.

XI. Chicano Studies and the Future of Crossborder Research: Conclusions and Synthesis

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

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

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

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

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate description for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Chicana/o Studies

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Arredondo, Gabriela F., Hurtado, Aída, Klahn, Norma, Nájera-Ramírez, Olga, & Zavella, Patricia (Eds.). Chicana Feminisms: A Critical Reader. Durham, NC: Duke University Press, 2003.

Dávila, Arlene. Latinos, Inc. The Marketing and Making of a People. Berkeley: University of California Press, 2001.

Davis, Mike. Magical Urbanism. Latinos Reinvent the U.S. City. London: Verso, 2001.

Hurtado, Aída & Gurin, Patricia. Chicana/o Identity in a Changing U.S. Society. Quién Soy? Quiénes Somos?. Tucson: University of Arizona Press, 2006.

Luibhéid, Eithne & Cantú, Lionel Jr. (Eds.). Queer Migrations: Sexuality, U.S. Citizenship, and Bordercrossings. Minneapolis: University of Minnesota Press, 2005.

Parrenas, Rhacel Salazar. Children of Global Migration : Transnational Families and Gendered Woes. Stanford, CA: Stanford University Press, 2005

Romero, Mary, Hondagneu-Sotelo, & Ortiz, Vilma (Eds.). Challenging Fronteras : Structuring Latina and Latino Lives in the U.S. : An Anthology of Readings. New York: Routledge, 1997.

Segura, A. Denise & Zavella, Patricia. Women and Migration in the U.S.-Mexico Borderlands. Durham, NC: Duke University, 2007.

Shukla, Sandhya & Tinsman, Heidi. Imagining Our Americas. Toward a Transnational Frame. Durham, NC: Duke University, 2007.

8. List Faculty Qualified to Teach This Course.

Julia Balen
Frank Barajas
Lillian Vega-Castaneda
Brad Monsma

9. Effective Date and Frequency.

- a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐
b. First semester offered: fall 2008

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

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

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

Frank Barajas
Proposer of Course

4/12/07
Date

Request for GE Approval

Course

Course Title	CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES
Units	3
Lab	No
New	Yes

GE Category	C3b Multicultural
Submitter	Barajas, Frank
Submission Date	01/27/2007
Status	Approved

Criteria Justifications

- Develop students' ability to respond subjectively as well as objectively to experience

By studying the multi-dimensional perspectives of transborder culture through the lenses of History, Sociology, Political Science, Psychology, and Literature this course will expose students to objective and subjective knowledge and empirical data relating to Chicana/o Studies. This will entail the study of the bridging of multiple borders by way of the subjective expressions of music, art, literature compared to the more objectively, or less artistically, oriented data and information that is political, bureaucratic, psychological, sociological, and historical.

- Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

This will be accomplished by the centralized study of great works related to Chicana/o Studies consisting of the scholarly and creative production of people such as Rodolfo Acuña, Rudolfo Anaya, Gloria Anzaldúa, Mike Davis, and Aida Hurtado, to name a few. These authors are nationally renowned in their investigation of race, class, and gender in the area of Chicana/o Studies. This will also be accomplished by the study of identity relating to the issues of gender, race, and class.

- Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Humanistic traditions in Chicana/o Studies will be inculcated by examining the transborder nature of theater (e.g., Teatro Campesino), music (e.g., Tex-Mex, Conjunto, and Rock en español), and literature

(e.g., Bless Me, Ultima, Borderlands, and Chicana Falsa).

- Examine the interrelationship between the creative arts, the humanities, and self

This course on transborderism analyzes not only geographical, political, and sociological borders but also the borders separating various forms of expression whether it is through poetry, song, dance, and/or performance. These forms of artistic and humanistic expression share in common the articulation of a transborder identity among Chicanas/os relating to issues of race, citizenship, gender, and class.

- Include an exposure to world cultures

Chicana/o Studies and this course are influenced by the inherent multiculturalism in the United States as well as in Latin American. The historical and contemporary influences of African, European, and Indigenous cultures of the Americas will be examined in relation to transborderism within Chicana/o communities in the United States. Much of this has been influenced by Global economic forces (e.g. NAFTA and CAFTA) and United States foreign policy (the creation and support of totalitarian, repressive, regimes) in the Americas, allowing Chicana/o transborder perspectives to be studied in relation to the cultural influences of Latin America, Asia, Europe, and Africa in the past and present.

- 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 aspects of ethnicity, class, gender, ability/disability, and community.

The dominant European American culture in the United States is one culture and that of Chicanas and Chicanos is another that currently and mutually experience cross-fertilization. Students will also be exposed to the complexity of Chicana/o identity as it relates to the increasing presence of people from varying parts of Latin America who, demographically, are in the nation with different levels of education, economic resources, systems of political and social support, as well historical memory. This, in all, informs the study of transborder perspectives in this course.

Course

Course Title	CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES
Units	3
Lab	No
New	Yes

Request

GE Category	D Social Perspectives
Submitter	Barajas, Frank
Submission Date	01/27/2007

Criteria Justifications

- 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

Chicana/o transborderism examines how the past influences the present in relation to United States' societal institutions of education, labor, and politics. This, in turn, allows for the course to address sociological and psychological impacts on communities with a significant proportion of Chicanas and Chicanos. Furthermore, Transborder Perspectives in Chicana/o Studies investigates how integrated societal institutions and forces influence affect Chicana/o communities. For example, the reality of family migratory agricultural labor impacts the education of children which has an influence on student academic achievement and their chances for upward economic mobility.

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

Transborder perspectives are conceived from the disciplines of History, Sociology, Political Science, and Psychology and examine the human existence of Chicanas/os from a social science interdisciplinary lens.

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

The use and interpretation of evidence will be employed from the social science disciplines of History, Sociology, Political Science, and Psychology. Depending on the person instructing the course, the research and teaching methodology of one discipline will most likely be privileged over others.

Request for GE Approval

Course

Course Title	CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES
Units	3
Lab	No
New	Yes

Request

GE Category	UDIGE Upper Division Interdisciplinary GE
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Submitter	Barajas, Frank
Submission Date	02/01/2007
Status	Approved

Criteria Justifications

- Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

The content and ideas of Transborder Perspectives in Chicana/o Studies navigates through and across the disciplinary borders of the humanities and social sciences. The course will be co-taught by faculty from 2 or more disciplinary programs with the support of the administration and the Center for Integrative Studies. By this manner, students will experience an enhanced level of integrative and interdisciplinary learning.

- Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

Eight to ten analytical reflection papers, ranging from 1 to two pages in length, based on the course readings will be a requirement for the course as well as a semester research project ranging from 8-10 pages of writing. Students will be required to have a draft of their research reviewed by the University Writing Center prior to it be submitted. An essay mid-term and final will also be another component to fulfill the justification for UDIGE.

Approval Sheet

Program/Course: Chicana/o Studies CHS 331

Program Chair(s)	Date
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General Education Chair(s)	Date
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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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