

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*)

10/12/08 REV 12.15.08

PROGRAM AREA(S)

CHICANA/O STUDIES AND PSYCHOLOGY

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) **and Course No.** CHS383 and PSY383

Title: CHICANA/O-LATINA/O IDENTITY AND EMPOWERMENT **Units:** 3.0

Prerequisites: PSY100 and/or CHS100 or equivalent

Corequisites N/A

Consent of Instructor Required for Enrollment N/A

Catalog Description: Examines theories of identity development and empowerment applied to Latina/o adolescents and adults living in a multicultural society. Psychological, social, and cultural issues will be examined from the perspective of Latinas/os from diverse ethnic, cultural and socioeconomic backgrounds.

Grading Scheme:

A-F Grades

Credit/No Credit
Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total 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	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	_____
Laboratory	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	_____
Activity	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	_____
Field Studies	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
Indep Study	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other Blank	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____

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 and Psychology degree programs. The course does not fulfill University, and/or Language requirements.

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. Explain ethnic identity theories and conceptual models, including ethnic identity formation theory, acculturation theory, social identity theory, and multiple worlds theory.
 2. Develop a greater awareness of the diversity among individuals of Latino/a descent, examining similarities and differences in language, class, appearance, family traditions, relationship and communication styles, sexual orientation, and the ethnic labels they use to identify themselves.
 3. Recognize the challenges and advantages of developing bicultural and bi-racial identity.
 4. Articulate multicultural understanding and cultural, gender and sexuality differences.
 5. Improve communication and collaboration skills working with peers.
 6. Reflect upon their own ethnic/cultural identities and how it has developed and changed over time and across family, school, peer, and community contexts.
 7. Demonstrate critical and analytical thinking skills in their writing, integrating the theories, methods, and/or conceptual models.
 8. Differentiate various empowerment models and strategies for empowering Latino/as in attaining their educational and career goals.
 9. Connect theories, methods and/or conceptual models with examples and insight from their own experiences and knowledge of Latinas/os growing up in a diverse society.

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

Introduction to Course

Overview of Theoretical Perspectives

Identity Developmental Models and Theories

Family Socialization of Ethnic Identity

Peer and Academic Identities

Homogeneous and Diverse Peer Groups

Academic Identity Development

Language, Culture and Identity

Social Identity Theory

Work and Career Identities

Acculturation Theory

Immigrant Adaptation: Challenges and Barriers

Multiple Identities: Cultural, Race, Gender, Sexuality

Empowerment Theories and Models

Strategies for Empowering

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.

There is some overlap with EDUC/HIST 445 in terms of identities in Latina/o children in families and society. This course, however, involves much more theoretical approaches within the disciplines of psychology and ethnic studies and attention to multiplicity of adult identities in various contexts.

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.

There is some overlap with EDSS 515, which has learning outcomes related to development of adolescent identity. The focus of EDSS 515 in this regard is on the role education and classroom experience plays to shape identity, which will be addressed by this new course, but this course involves much more theoretical approaches within the disciplines of psychology and ethnic studies, and attention to multiplicity of adult identities in various contexts.

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: CHS and PSY

B. Program responsible for staffing: Chicana/o Studies and/or Psychology

7. References. [Provide 3 - 5 references]

- 1) Berry, J. W., Phinney, J. S., Sam, D. L., & Vedder, P. (2006). *Immigrant Youth in Cultural Transition: Acculturation, Identity, and Adaptation Across National Contexts*. New York: Psychology Press.
- 2) Brian McNeill, Leticia Arellano and Roberto Velazquez, eds. *The Handbook of Chicano/a Psychology and Mental Health* (Lawrence Erlbaum Associates, Inc, 2004)
- 3) Aida Hurtado and Patricia Gurin, *Chicana/o Identity in a Changing U.S. Society: ¿Quién Soy? ¿Quiénes Somos?*(University of Arizona Press, 2004)
- 4) D. Letticia Galindo and María Dolores Gonzalez. Tucson, *Speaking Chicana : Voice, Power, and Identity* (University of Arizona Press, 1999)
- 5) Marco Pizarro, *Chicanas and Chicanos in School: Racial Profiling, Identity Battles, and Empowerment* (Universtiy of Texas Press, 2005)
- 6) Villarreal, R. E., Hernandez, N. G., & Neighbor, H. D. (2006). *Latino Empowerment: Progress, Problems, and Prospects*. New York: Greenwood Press.

8. Tenure Track Faculty Qualified to Teach This Course.

Dr. Christy Teranishi-Martinez

9. Requested Effective Date:

First semester offered: SPRING 2010

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

If YES, list the resources needed.

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

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

C. Facility/Space/Transportation Needs

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 15th.

Christy Teranishi-Martinez

10/12/08

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

Approval Sheet

Program/Course: CHS383 AND PSY383

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 Marie Francois		
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Signature

Date

Program Chair Joan Karp		
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Signature

Date

Program Chair Harley Baker		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date

