

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**COURSE MODIFICATION PROPOSAL**  
**Courses must be submitted by November 3, 2008,**  
**to make the next catalog (2009-2010) production**

DATE (CHANGE DATE EACH TIME REVISED): SEPT 16, 2008 REV 11.18.08

PROGRAM AREA(S): HISTORY AND CHICANA/O STUDIES

**Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.**

**1. Course Information.**

*[Follow accepted catalog format.] (Add additional prefixes if cross-listed)*

**OLD**

Prefix HIST Course# 402 Title SOUTHERN CALIFORNIA CHICANO HISTORY AND CULTURE Units (3)

3 hours lecture per week  
 hours blank per week

- Prerequisites:
- Consent of Instructor Required for Enrollment
- Corequisites:

**Catalog Description** (Do not use any symbols):  
 Examines the cultural, economic, political, and social experience of Mexicanos of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. Although designed within the disciplinary framework of history, the course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanos.

<input checked="" type="checkbox"/> Gen Ed Categories D	<input type="checkbox"/> CR/NC	<input type="checkbox"/> Repeatable for up to units
<input type="checkbox"/> Lab Fee Requested	<input checked="" type="checkbox"/> A - F	Total Completions
Course Level:	<input type="checkbox"/> Optional (Student's choice)	<input type="checkbox"/> Multiple Enrollment in same semester
<input checked="" type="checkbox"/> Undergraduate		
<input type="checkbox"/> Post-bac/Credential		
<input type="checkbox"/> Graduate		

**NEW**

Prefix HIST/CHS Course# 402 Title SOUTHERN CALIFORNIA CHICANA/O HISTORY AND CULTURE Units (3)

3 hours lecture per week  
 hours blank per week

- Prerequisites:
- Consent of Instructor Required for Enrollment
- Corequisites:

**Catalog Description** (Do not use any symbols):  
 Examines the cultural, economic, political, and social experience of Mexicanos of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. The course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanos.

<input checked="" type="checkbox"/> Gen Ed Categories D	<input type="checkbox"/> CR/NC	<input type="checkbox"/> Repeatable for up to units
<input type="checkbox"/> Lab Fee Requested	<input checked="" type="checkbox"/> A - F	Total Completions
Course Level:	<input type="checkbox"/> Optional (Student's choice)	<input type="checkbox"/> Multiple Enrollment in same semester
<input checked="" type="checkbox"/> Undergraduate		
<input type="checkbox"/> Post-bac/Credential		
<input type="checkbox"/> Graduate		

**2. Mode of Instruction (Hours per Unit are defaulted)**

**Hegis Code(s)** \_\_\_\_\_  
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	3	1	35	<input checked="" type="checkbox"/>	Lecture	3	1	35	<input checked="" type="checkbox"/>	_____
Seminar	_____	1	_____	<input type="checkbox"/>	Seminar	_____	1	_____	<input type="checkbox"/>	_____
Lab	_____	3	_____	<input type="checkbox"/>	Lab	_____	3	_____	<input type="checkbox"/>	_____
Activity	_____	2	_____	<input type="checkbox"/>	Activity	_____	2	_____	<input type="checkbox"/>	_____
Field Studies	_____	_____	_____	<input type="checkbox"/>	Field Studies	_____	_____	_____	<input type="checkbox"/>	_____
Indep Study	_____	_____	_____	<input type="checkbox"/>	Indep Study	_____	_____	_____	<input type="checkbox"/>	_____
Other blank	_____	_____	_____	<input type="checkbox"/>	Other blank	_____	_____	_____	<input type="checkbox"/>	_____

### 3. 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).

### 4. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

#### **OLD**

Fulfills the North American or world/Pacific Rim category of the History major.

#### **NEW**

Fulfills the North American category of the History major and the History and Culture category of the Chicana/o Studies Major.

Requirement for the Major/Minor

Elective for the Major/Minor

Requirement for the Major/Minor

Elective for the Major/Minor

**Submit Program Modification if this course changes your program.**

### 5. Learning Objectives. (List in numerical order)

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

#### **OLD**

Upon completion of this course students will be able to:

A. Evaluate the modernization of the Borderlands from 1845 to the 1930s.

B. Explain the impact of the Great Depression on Southern California Mexican communities.

C. Compare and contrast of the experiences of Mexican agricultural communities.

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

#### **NEW**

Upon completion of this course students will be able to:

1. Evaluate the modernization of the Borderlands from 1845 to the 1930s.

2. Explain the impact of the Great Depression on Southern California Mexican communities.

3. Compare and contrast of the experiences of Mexican agricultural communities.

- |   |   |
|---|---|
| D. Examine the Zoot-suit phenomenon as a symbol of cultural transformation.         | 4. Examine the Zoot-suit phenomenon as a symbol of cultural transformation.         |
| E. Consider the role on the farmer workers movement on Southern California society. | 5. Consider the role on the farmer workers movement on Southern California society. |
| F. Analyze the significance of cultural expression in the region.                   | 6. Analyze the significance of cultural expression in the region.                   |
| G. Detail the similarities and differences among student movements.                 | 7. Detail the similarities and differences among student movements.                 |

**6. Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

- | <b>OLD</b>  | <b>NEW</b>  |
|---|---|
| 1. Dons and Doñas: The Cow Counties of Southern California          | 1. Dons and Doñas: The Cow Counties of Southern California          |
| 2. From Cows and Grains to Beets, Citrus, and other specialty crops | 2. From Cows and Grains to Beets, Citrus, and other specialty crops |
| 3. Mutual Aid Societies   | 3. Mutual Aid Societies   |
| 4. Labor unionism   | 4. Labor unionism   |
| 5. The Great Depression and expatriation and deportation            | 5. The Great Depression and expatriation and deportation            |
| 6. The Mexican American Generation                                  | 6. The Mexican American Generation                                  |
| 7. The Chicano Movement and the United Farm Workers                 | 7. The Chicano Movement and the United Farm Workers                 |
| 8. Chicano cultural expressions                                     | 8. Chicano cultural expressions                                     |
| 9. Chicano Studies  | 9. Chicano Studies  |
| 10. From Chicanos to Latinos  | 10. From Chicanos to Latinos  |
| 11. Economic recession and restrictions during the 1990s            | 11. Economic recession and restrictions during the 1990s            |

**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.**

**Overlapping courses require Chairs' signatures.**

**7. 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).
- B. List each cross-listed prefix for the course: HIST/CHS
- C. Program responsible for staffing: Chicana/o Studies or History

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

**OLD**

Rodolfo Acuña, *A Community Under Siege: A Chronicle of Chicanos East of the Los Angeles River.* 1975  
 \_\_\_\_\_, *Occupied America: A History of Chicanos.* 2001  
 Matt Garcia, *A World of its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles.* 2002  
 Gilbert G. Gonzalez, *Labor and Community: Mexican Citrus Workers in Southern California County, 1900-1950.* 1993.  
 Lisbeth Haas, *Conquest and Identities.* 1993.

Martha Menchaca, *The Mexican Outsiders: A Community History Of Marginalization and Discrimination in California*. 1995

NEW

Rodolfo Acuña, *A Community Under Siege: A Chronicle of Chicanos East of the Los Angeles River*. 1975  
\_\_\_\_\_, *Occupied America: A History of Chicanos*. 2001

Matt Garcia, *A World of its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles*. 2002

Gilbert G. Gonzalez, *Labor and Community: Mexican Citrus Workers in Southern California County, 1900-1950*. 1993.

Lisbeth Haas, *Conquest and Identities*. 1993.

Martha Menchaca, *The Mexican Outsiders: A Community History Of Marginalization and Discrimination in California*. 1995

9. Tenure Track Faculty qualified to teach this course.

Frank Barajas, Jose Alamillo

10. Requested Effective Date or First Semester offered: S09

11. New Resource 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:  Yes  No. Refer to the Dean's Office for additional processing

E. Other.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

Course title

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

Catalog description

Mode of Instruction

Course Content

Course Learning Objectives

References

GE

Other

Reactivate Course

**Justification:**

This course was only listed under HIST, but it part of the new CHS major as well.

Change to be consistent with existing HIST/CHS Chicano History and Culture.

Both Frank BARajas in History and Jose Alamillo in Chicana/o Studies are qualified to teach it.

13. Will this course modification 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**.

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

Marie Francois

9/15/08

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

**Request for CHS-HIST 402: Southern California Chicana/o History and Culture to be added to GE Category D: Social Perspectives.**

Committee Response:

Approved by committee on 10-16-2008

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 focuses on how historians conceive and study Southern California Chicana/o Culture in terms of the relationship between this group of people and institutions. The course compares and contrasts Chicanas/os from various regions of the United States with the environment in Southern California. Note: This course is already GE as HIST 402; this proposal to cross-list it with CHS repeats the criteria approved for HIST 402 Feb 2003.

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

The course introduces students to social science disciplines complementing the study of Chicana/os in Southern California. Note: This course is already GE as HIST 402; this proposal to cross-list it with CHS repeats the criteria approved for HIST 402 Feb 2003.

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

The course introduces students to different historical approaches to the study of Chicana/o history. The course trains students in recognizing the historical roots of contemporary problems facing Chicanas/os of Southern California. Note: This course is already GE as HIST 402; this proposal to cross-list it with CHS repeats the criteria approved for HIST 402 Feb 2003.

# Approval Sheet

**Course:** CHS/HIST 402

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		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

Dean of Faculty		
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Signature

Date