

ETHN 211: FOUNDATIONS OF CHICANA/O/X AND LATINA/O/X STUDIES

In Workflow

1. ETHN Committee Chair (baker@csus.edu; tfong01@csus.edu; palesa.mosupyoe@csus.edu)
2. ETHN Chair (alreed@csus.edu)
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Approval Path

1. Wed, 05 Apr 2023 18:45:18 GMT
Palesa Mosupyoe (palesa.mosupyoe): Approved for ETHN Committee Chair
2. Thu, 06 Apr 2023 20:41:04 GMT
Annette Reed (alreed): Rollback to ETHN Committee Chair for ETHN Chair
3. Fri, 07 Apr 2023 15:29:58 GMT
Palesa Mosupyoe (palesa.mosupyoe): Approved for ETHN Committee Chair
4. Fri, 07 Apr 2023 20:05:16 GMT
Annette Reed (alreed): Rollback to ETHN Committee Chair for ETHN Chair
5. Thu, 13 Apr 2023 17:47:17 GMT
Brian Baker (baker): Rollback to Initiator
6. Sat, 16 Sep 2023 01:51:23 GMT
Tim Fong (tfong01): Approved for ETHN Committee Chair
7. Tue, 19 Sep 2023 19:37:28 GMT
Annette Reed (alreed): Approved for ETHN Chair
8. Wed, 25 Oct 2023 05:32:21 GMT
Rachel Flamenbaum (flamenbaum): Approved for SSIS College Committee Chair
9. Wed, 25 Oct 2023 16:51:08 GMT
Marya Endriga (mendriga): Approved for SSIS Dean
10. Wed, 01 Nov 2023 23:18:51 GMT
Katie Hawke (katiedickson): Approved for Academic Services

New Course Proposal

Date Submitted: Fri, 14 Apr 2023 15:36:26 GMT

Viewing: ETHN 211 : Foundations of Chicana/o/x and Latina/o/x Studies

Last edit: Tue, 17 Oct 2023 02:41:15 GMT

Changes proposed by: Bao Lo (102091858)

Contact(s):

| Name (First Last) | Email | Phone 999-999-9999 |
|-----------------------|-----------------------|--------------------|
| Nancy Huante-Tzintzun | nancy.huante@csus.edu | 916-278-6646 |

Catalog Title:

Foundations of Chicana/o/x and Latina/o/x Studies

Class Schedule Title:

Chicana/o/x and Latina/o/x Std

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Ethnic Studies; African Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

ETHN - Ethnic Studies

Catalog Number: (course number)

211

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This is a curricular need as it is an elective course for the new Ethnic Studies Masters Program. As part of the curriculum, this course fulfills an important need for the Ethnic Studies MA Program and the Department of Ethnic Studies. Chicana and Latina Studies is a subfield of Ethnic Studies and this course covers the theoretical foundations of Chicana and Latina Studies. The course examines foundational and current trends of Chicana and Latina Studies to help students comprehend the important role of Chicana and Latina Studies as a sub-discipline of Ethnic Studies. Chicana and Latina Studies provides students with the knowledge and critical analysis of pertinent issues that impact Chicana and Latina communities in relation to indigenous communities and other communities of color. The class also pushes critical thinking of students to comprehend how scholars make sense of Chicana/o/x and Latina/o/x identities and experiences as these are central to Chicana/o/x and Latina/o/x Studies.

In this course, students reflect on the importance and meaning of Chicana/o/x and Latina/o/x studies, not only as a body of knowledge, but as a discipline (PLO #2; ILO#1 and #3). Students will analyze perspectives and paradigms affecting Chicana/o/xs and Latina/o/xs that encompass interdisciplinary and transdisciplinary approaches and diverse theoretical frameworks such as asset-based theories, constructivism, feminist and queer theories, or poststructuralism (PLO #2; ILO#1 and #3).

Students will also evaluate the current and ethnohistorical experiences of Chicana/o/xs and Latina/o/xs in the United States as it pertains to issues related to identity, language, culture, family, education, religion, and immigration (PLO #5; ILO#1 and #6). Students will also synthesize and develop a plan on how Chicana/o/x and Latina/o/x Studies impact students' scholarly persona and approach to research, teaching, and service work (PLO #5; ILO#1 and #6).

Program Learning Outcome (PLO) 2: Critically analyze systems of power and marginalization and the ways communities of color respond such as social movements, resistance, and coalition building in the U.S. and globally to address social issues

Program Learning Outcome (PLO) 5: Articulate the complexity of disciplinary theories, perspectives, and concepts (such as institutional racism, imperialism, white supremacy, decolonization, racial capitalism, and/ or intersectionality,) within and across indigenous communities and communities of color nationally and/or globally

Institutional Learning Outcome (ILO) 1: Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations

Institutional Learning Outcome (ILO) 3: Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers

Institutional Learning Outcome (ILO) 6: Intercultural/ Global Perspectives: Demonstrate relevant knowledge and application of intercultural and/or global perspectives

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Course analyzes the theoretical foundations of Chicana/o/x and Latina/o/x Studies. This course foregrounds theoretical research in Chicana/o/x and Latina/o/x Studies and centralizes the multiplicity of Chicana/o/xs and Latina/o/xs experiences from a historical and contemporary lens. The course addresses critical topics that contest the ways Western research paradigms are presented as traditional paradigms that assume objectivity and neutrality while ignoring intersecting layers of power transmitted through race, gender, class, and other privileges.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

Admittance to the Ethnic Studies graduate program or instructor permission.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

| | Expected Learning Outcome | Assessment Strategies |
|---|---|---|
| 1 | Reflect on the importance and meaning of Chicana/o/x and Latina/o/x studies, not only as a body of knowledge, but as a discipline. (PLO#2 & #3; ILOs #1 and #3) | <p>Participation (25%): You are expected to come to class having done the reading and prepared to actively participate in discussion. Accommodations will only be made in the event of a medical emergency, family situation, immigration crisis, or when there are professional duties where scheduling is out of your control (e.g. conference attendance). The readings are meant to be a jumping off point for our conversations. It is less important to understand the particularities of the argument and analysis than to think about how the themes and topics are related to the development of the discipline and your own work.</p> <p>Weekly Critical Reflections/Short Papers/ Questions (30%): Due at [insert time] the day of the corresponding class meeting. This assignment will help you think critically as you complete the assigned readings and help you in preparation for the subsequent class discussion. Inquiry based learning is a fundamental practice that furthers our learning. You will write three 1-2 page single-spaced memos where you will reflect on the readings for the week prior to each class session. Your memos should do the following: Generating one question/comment per each assigned reading is required. Ask questions and make connections among the readings. Do not summarize but rather raise critiques and connections to other ideas presented in that week's readings or that we have considered in prior weeks. Submit a soft copy via Canvas, but also bring a hard copy to class. To obtain credit for completing this class requirement, you need to email your questions to the instructor before class [insert day and time]. There will be no way to make up for the loss of points incurred by missing or late weekly questions. Late questions can be used for class discussion, but you will receive zero points.</p> |

- 2 Evaluate the current and ethnohistorical experiences of Chicana/o/xs and Latina/o/xs in the United States as it pertains to issues related to identity, language, culture, family, education, religion, and immigration. (PLO#5; ILOs #1 and 6)
- Visual Reflective Presentation (10%): Weeks 13 & 14: This assignment is meant to encourage and support your practice of self-actualizing yourselves as scholars and/or practitioners. Selecting a topic of your choice, choose at least five pieces from the assigned readings shared with you this semester. Organize them in a way that makes sense for you. Then, consider expressing how these readings really impacted you on a personal level in terms of deepening your understanding of the Chicana/o/xs and Latina/o/xs communities. We will workshop during Week 13 and 14 so you have dedicated time to be in conversation with others to share your ideas or directions. To efficiently make the use of this time, come prepared with a couple of options about how you want to represent the work. This is an organic process that places us in conversation with the many layered realities. You will be granted points based on the materials you co-construct with the cohort. The presentation can be no more than 10-15 minutes in length.
- 3 Analyze perspectives and paradigms affecting Chicana/o/xs and Latina/o/xs that encompass interdisciplinary and transdisciplinary approaches and diverse theoretical frameworks such as asset-based theories, constructivism, feminist and queer theories, or poststructuralism. (PLO#3; ILOs #1 and 3)
- Co-leading two discussions (15%): Partnering with another student you will facilitate class discussion during half-of-one of our weekly meetings. When you lead a discussion, prepare a short overview of the week's reading(s). The presentations should not last more than 5 minutes for each discussion leader. Focus your comments on the main issues raised by the works. Do not just summarize the arguments but reflect on the ways in which the readings converse with one another. In addition, prepare a list of topics or questions that you would like the class to explore. You and your partner should ask questions that lead us through the readings and also engage the week's themes as listed in the syllabus. Remember, your job as a facilitator is not to dominate but to facilitate and engage a discussion of the readings. Please do not turn in a reading response for the readings when you co-lead discussion. I am available to meet with you beforehand if you have questions.

| | | |
|---|---|---|
| 4 | Synthesize and develop a plan on how Chicana/o/x and Latina/o/x Studies impact students' scholarly persona and approach to research, teaching, and service work. (PLO#5; ILOs #1 and 6) | <p>Letter of Introduction (5%): Before the second week of class, each of you should write a brief letter to me (1-2 pages, type-written) that introduces who you are, your interests in education and your future goals. Most importantly, please tell me a little about who you are as a learner. That is, how do you learn best? I'd also like to have you reflect on—and share—an example of a powerful learning experience you've had in the past (this may not have been in a formal school or university setting). What made this a powerful learning experience? What about this experience clicked for you? What might this experience reveal about how you learn best, or what makes education powerful for you? This will be completed in class on the first day.</p> <p>Final Reflection Paper (15%): Your final paper is an opportunity to reflect on what you have learned from this class and its implications for your practice of Chicana/o/x-Latina/o/x Studies. It is an invitation to begin constructing your persona as a scholar and imagine a way to further develop this given your own goals, research interests, and the constraints of contemporary academia. The paper should be approximately 8-10 double spaced pages and should respond to the following prompt: What is the purpose of Chicana/o/x-Latina/o/x Studies as a discipline? How will you integrate this purpose into your scholarly persona? Identify at least three tools/perspectives from the class and how these have impacted your (planned) approach to research, teaching, and service work.</p> |
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Attach a list of the required/recommended course readings and activities:

ETHN 211_updated.pdf

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MA in Ethnic Studies

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication

Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Annette Reed (alreed) (Thu, 06 Apr 2023 20:41:04 GMT): Rollback: Committee Chair Requested Rollback to Committee

Annette Reed (alreed) (Fri, 07 Apr 2023 20:05:16 GMT): Rollback: Rolling back again

Brian Baker (baker) (Thu, 13 Apr 2023 17:47:18 GMT): Rollback: As requested rolling it back so you can make some edits.

Key: 14905