

Course Outline

New Credit Course: PD 103 - Identity, Culture & Chicana/o/x and Latina/o/x Student Success

Department

Counseling

Prefix PD

Course Number 103

Full (Catalog) Course Title Identity, Culture & Chicana/o/x and Latina/o/x Student Success

Banner Course Title Identity Culture & Chicanx/Latinx Student Success

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.0	48.0 - 54.0	
Lab	0.0	0.0 - 0.0	
Outside-of-Class Hours	6.0	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 0.0	3.0
Total Contact Hours	3.0	48.0 - 0.0	

Number of Times Course may be Repeated 0.00

Grading Method Letter Grade or Pass/No Pass

Requisites

Entrance Skills

Entrance Skills Other (Legacy)

Catalog Description

An intersectional and interdisciplinary approach to understanding success in college for Chicana/o/x and Latina/o/x students. This course will explore factors which contribute to a successful experience in higher education for Chicana/o/x and Latina/o/x students. An examination of the cultural and educational

experiences of the Chicana/o/x and Latina/o/x communities in the United States. Emphasis on understanding the historical background of Chicana/o/x and Latina/o/x students in relation to current educational conditions and trends which impact student success.

Course Content

Lecture Content

1. Mesoamerican Civilizations: Chicana/o/x and Latina/o/x Cultural Foundations

- a. Mesoamerican Indigenous knowledge and cultural practices (decolonial knowledge systems): The Olmec, Maya & Aztec
- b. Native and Indigenous Identities
- c. Iberian (The effects of the Caste System in Mesoamerica, "New Spain")

2. Considerations Around Identities & "Labels"

- a. Mestiza/o
- b. Mexican-American
- c. Chicana, Chicano, Chicax
- d. Hispanic
- e. Latina, Latino, Latinx
- f. Indigenous Latina/o Identities
- g. Mestizaje Consciousness "Ni de aqui, ni de alla" (neither here nor there)
- h. Nepantla "in-between-ness"

3. Processes of Engagement with Dominant Society

- a. Assimilation
- b. Acculturation
- c. Multiculturalism
- d. Color Blind Society
- e. Microaggressions (Solórzano, D.G. & Huber, L.P.)
 - i. Microassaults, Microinsults & Microinvalidations (Wing Sue, D.)
 - f. Intersectionality (Crenshaw, K.)
 - g. Micro affirmations (Rowe, M.)

4. Chicana/o/x and Latina/o/x communities' historical, social, political, and economic experiences within the U.S.

- a. Historical construction of race and racism
- b. Impact of IQ Testing on Chicana/o/x and Latina/o/x communities (Sánchez, G.I.)
- c. Americanization Programs and Segregation
- d. Zoot Suits: Youth Culture and Resistance During World War II (1940s)

- e. Chavez Ravine (1950s)
- f. The East L.A. Blowouts (late 1960s)
- g. UFW and local histories connected to Santa Maria/Guadalupe communities

5. Positive Images of Chicana/o/x and Latina/o/x communities and self-identity

a. Community Cultural Wealth (Yosso, T.J.)

- i. Aspirational Capital
- ii. Familial Capital
- iii. Linguistic Capital
- iv. Social Capital
- v. Resistant Capital
- vi. Navigational Capital

b. Centering Chicana/o/x and Latina/o/x Student Voice

- i. Analyzing Dominant Narratives
- ii. Debunking Deficit Thinking (Valencia, R.R.)
- iii. Counter Storytelling (Yosso, T.J.)
- iv. Imposter Phenomenon (Young, V.)

c. Cuentos and Active Listening

- i. Oral tradition of storytelling
- ii. Pedagogies of the Home (Garica, N. & Delgado Bernal, D.)
- iii. Braiding Cultural Knowledge into Educational Practices & Policies (Godinez, F.)

d. The Intersectionality of Multiple Perspectives

- i. La Raza Cosmica – Jose Vasconcelos
- ii. I am Joaquin — Rodolfo Gonzalez
- iii. Mestiza Consciousness— Gloria Anzaldua
- iv. Cherríe Moraga
- v. Foundational Contributors: Anita Revilla, Gaspar de Alva, M. Blackwell, A. Hurtado, Trujillo, and others...

6. Diverse forms of Chicana/o/x and Latina/o/x Organizations & Leadership

- a. Major stages in the history of Chicana/o/x grassroots politics:

- i. Period of resistance (1848-1900);
 - ii. Period of the mutual aid societies, and industrial labor activism (1900-1940);
 - iii. The period marked by World War II (1940s-1960s);
 - iv. Civil rights (1960s-1970s);
 - v. Local and transnational forms of protest politics and grassroots organizing (1980s-1990s);
 - vi. Immigrant Rights Movement (1980s-present)
- b. Chicana/o/x Scholarship on Leadership
- i. Male centered perspective on leadership
 - ii. Chicana feminist critique of Chicano leadership
 - iii. Dimensions of grassroots leadership
 1. Networking
 2. Holding office
 3. Developing consciousness
 4. Organizing
 5. Spokesperson
 - iv. Positional aspect of leadership
 - v. "Doing Leadership"
- c. Chicana/o/x Leadership at the Local, State, and National Level
- i. Local institutions (e., school board, city council, police & sheriff department, criminal justice system, media)
 - ii. California senate members
 - iii. California state house of representatives
 - iv. California state congressional districts
 - v. Supreme Court
 - vi. National Hispanic Caucus
- d. Chicana/Chicano/Chicanx Leadership Development in the Central Coast
- i. Central Coast Alliance United for a Sustainable Economy (CAUSE)
 - ii. One Community Action
 - iii. CommUnify's Los Compadres
 - iv. Mixteco/Indigena Community Organizing Project (MICOP)
 - v. California Rural Legal Assistance
 - vi. League of United Latin American Citizens (LULAC)
 - vii. The Fund for Santa Barbara
 - viii. Future Leaders of America

7. Critical Literacies and Skills to Improve Material Conditions of Chicana/o/x and Latina/o/x Communities

- a. The Chicano Educational Pipeline (Yosso, T.J. & Solórzano, D.G.)
- b. Applying Resources and Services for Success on Campus
- c. Using Technology to Learn and Succeed
- d. Financial Literacy in Higher Education
- e. Earning your Degree and Life Long Learning
- f. Develop a Student Educational Plan
- g. Transition from Community College to the University or World of Work
- h. Preparing for a Graduate and/or Professional Degree
- a. Develop a Purpose Statement to guide personal, academic and professional goals

Lab Content

Course Objectives

- demonstrate an understanding of the relationship of Chicana/o/x and Latina/o/x cultural experiences
 1. to education.
- demonstrate an awareness and sensitivity of the Chicana/o/x and Latina/o/x condition as it applies to
 2. their life experiences.
- develop a critical and applied understanding on the impact of the Chicana/o/x and Latina/o/x
 3. condition in relation to academia.
- identify and comprehend factors of success involved in Chicana/o/x and Latina/o/x narratives
 4. regarding experiences in higher education.
- demonstrate an understanding of the importance of peer/group relationships and the campus
 5. community to academic success.
- employ a sense of equity and relationship with groups and individuals within and outside the
 6. Chicana/o/x and Latina/o/x experience.

- identify diverse forms of Chicana/o/x and Latina/o/x leadership and develop an individualized,
7. purpose statement.

 8. develop a comprehensive ability to identify and evaluate available campus student services and programs.

 9. recognize the process and application of skills involved in the transition from higher education to that of a career.

 10. define and discuss personal and educational goals and develop a student educational plan.
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Methods of Instruction

- Discussion

Detail

- Lecture

Detail

- Methods of Instruction Description:

Detail

Lecture

Audiovisual (including PowerPoint or other multimedia)

Discussion

Group Activity

Assignments

1. In-Class Assignments

Assignment Text

Students will identify factors of success involved in Chicana/o/x and Latina/o/x experiences in higher education and then reflect on their own current academic journeys. They will provide an individual presentation sharing student support services and/or programs that are needed for them to meet their educational and career goals.

2. Outside Assignments

Assignment Text

Students will participate in a group project where they will interview a community leader, and/or conduct online internet research of a community leader. The presentation will require students to make connections with course concepts, content and/or personal, lived experiences.

3. Other Assignments**Assignment Text**

Students will read from texts throughout the semester including, but not limited to: Academic Journals and other credible, academic sources. All materials will be available through course management system (Canvas)

Methods of Evaluation

- Exams/Tests
- Quizzes
- Papers
- Oral Presentation
- Class Participation
- Class Work
- Home Work
- Class Performance
- Writing Requirements

Texts and Other Instructional Materials**Representative Text(s)****1. Author Gonzalez, Juan**

Title Harvest of Empire: A History of Latinos in America

Edition 2

Year 2022

Rationale

2. Author Tapia, Miranda, Oscar R., et al.

Title Connections Are Everything: A College Student's Guide to Relationship-Rich Education

Edition 1

Year 2023

Rationale

OER Material - Project MUSE, <https://doi.org/10.56021/9781421443126>

Text Other

1. **Text Other**
Subtractive Schooling (2017)
Angela Valenzuela
2. **Text Other**
This Bridge Called My Back, 4th Edition: Writings by Radical Women of Color (2015)
Cherríe Moraga & Gloria Anzaldúa
3. **Text Other**
Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy And Epistemology (2006)
Dolores Delgado Bernal, C. Alejandra Elenes, Francisca E. Godinez, Sofia Villenas

Other Materials

1. **Description**
Instructor generated handouts, academic articles, and relevant media.
2. **Description**
Faculty Notes: Majority of texts are older but there are very few updated editions or replacements for these seminal/classic texts.

Student Learning Outcomes

1. demonstrate broad familiarity with Chicana/o/x and Latina/o/x histories and with the ways in which such histories have shaped and are shaping contemporary experiences within education.
2. recognize the relationships between gendered, classed, sexualized and racialized institutional forces and Chicana/o/x and Latina/o/x academic success.
3. demonstrate general knowledge of the diversity among Chicana/o/x and Latina/o/x in relation to their geographic and social locations within the nation, at the borders, throughout this hemisphere and across continents.
4. describe how gendered, classed, sexualized and racialized forms of identity intersect to shape how groups and individuals within and outside the Chicana/o/x and Latina/o/x communities experience past and present cultural orders.

demonstrate general knowledge of diverse forms of Chicana/o/x and Latina/o/x leadership and the impact on self, community and society.

- 5.

use the library's online catalog, academic databases, and the internet to identify and locate sources to understand the Chicana/o/x and Latina/o/x condition regarding academia.

- 6.

plan, organize and articulate ideas and information of Chicana/o/x and Latina/o/x cultural experiences to education and communicate them orally both individually and as part of a team.

- 7.

make effective use of the Counseling Department, student support services and programs to support individualized educational goals, including the development of a student educational plan.

- 8.

Distance Education

Review Dates