

## PROGRAM PROPOSAL

Proposed Name of Degree/Credential: Bachelor of Arts in Chicana/o Studies \_\_\_\_\_

Date: April 2, 2007 \_\_\_\_\_

Faculty Proposing New Program: \_\_\_\_\_

Julia Balén  
Frank Barajas  
Renny Christopher  
Bradley Monsma  
Lillian Vega-Castañeda  
\_\_\_\_\_

### **Review and Approval:**

**Signature/Date** of Proposer: Frank Barajas \_\_\_\_\_

#### 1. Curriculum Committee Approval:

Curriculum Chair: \_\_\_\_\_ Date: \_\_\_\_\_

#### 2. Academic Senate Approval:

Chair, Academic Senate: \_\_\_\_\_ Date: \_\_\_\_\_

#### 3. Administration Approval:

President (or designee): \_\_\_\_\_ Date: \_\_\_\_\_

## 1. Definition of the Proposed Degree Major Program

### Abstract

As an outcome of the Post-WWII civil rights movement, Chicana/o Studies emerged as an academic field in the 1960s seeking to study the experience of Mexican Americans and rectify their severe under representation not only as subjects within United States history but also within the nation's university student body and curriculum. Demographically speaking, at the time Mexican Americans were primarily a US-born, regional minority located largely in the Southwest and Midwest. Presently, however, a large portion of the Mexican-origin population was born in Mexico and now is living in urban areas, not only in the Southwest, but across the United States. In short, there has been a dramatic shift in the demographic landscape and in the related cultural, linguistic, and social issues that today's Chicana/o Studies graduates will be asked to address. This shift invites universities to view the experiences of Chicanas/os and Latinas/os from a more nuanced transborder lens that recognizes structural transformations as well as continuities.

At CSUCI, the Chicana/o Studies major emerged out of discussions with the community, and community involvement will be a continuing characteristic of the major as it develops. Reflecting this involvement, the BA in Chicana/o Studies has a strong service learning component, requiring students to integrate their academic experience with service at a local community setting prior to graduation.

Indeed, the major builds upon the first generation of Chicano Studies programs in that it recognizes that Chicana/o and Latina/o populations today often work in simultaneous contexts. Complex patterns of hybridity are features of the Southwest; perspectives are often shaped by political, cultural and linguistic borders. The major recognizes that the experience of moving across economic, gender, geographic, and political borders dramatically shapes patterns of identity, and that complex interactions among peoples of the Americas (North, Central, and South) enrich the community and cultural life of the United States. From a public policy perspective, the major recognizes that border issues—the flow of capital and commerce, identity, citizenship and immigration, and economic and political equality are integral to the curriculum.

Therefore, the BA in Chicana/o Studies will be anchored in course work drawn from disciplines within the Humanities and Social Sciences that have been integral to Chicana/o Studies since its inception. Drawing on these disciplines, the major seeks to encourage students to see how methodologies and perspectives of these programs contribute to Chicana/o Studies and to the professional skills they will be able to utilize as they leave the University.

Definition

The proposed Bachelor of Arts degree in Chicana/o Studies at California State University Channel Islands offers a curriculum that examines current and past experiences of Chicanas/os and other hemispheric Americans whose origins exist south of the U.S./Mexican border from multi-disciplinary perspectives. This degree places students at the center in the investigation of local issues in context with transborder questions. The core courses at the lower and upper division level will provide majors with a solid training in Chicana/o Studies while providing them the opportunity to minor or double major in a related disciplinary program.

- 1a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.***

**Campus** - California State University Channel Islands

**Degree** - Bachelor of Arts in Chicano/a Studies

**Implementation** –AY 2008-09

- 1b. *Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility.***

The major in Chicana/o Studies will be offered and supervised by the division of Academic Affairs.

- 1c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.***

Julia Balén, Ph.D., Assistant Professor of English  
Frank Barajas, Ph.D., Assistant Professor of History  
Renny Christopher, Ph.D., Professor of English  
Bradley Monsma, Ph.D., Professor of English  
Lillian Vega-Castañeda, Ed.D., Professor of Education

Dr. Aida Hurtado, Department of Psychology, UC Santa Cruz, and Chair, National Association for Chicana and Chicano Studies, served as consultant on the program's development.

- 1d. *Objectives of the proposed degree major program.***

1. Prepare students for careers in the private sector, education, government agencies, or create non-profit organizations that serve communities with a significant population of people with origins from Mexico and other nations of Latin America.

2. Prepare students for graduate, professional, and post-baccalaureate studies.
3. Examine significant contemporary issues facing Chicana/o and Latina/o populations throughout the United States.
4. To sensitize prospective K-12 educators to the issues facing Chicana/o and Latina/o students.
5. Promote Service Learning and Civic Engagement opportunities for students.
6. Instill social and civic activism, consciousness, and responsibility.

Student Learning Outcomes:

1. Demonstrate knowledge of the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southern California.
2. Examine gender as a central theme of the study of the Chicana/o community.
3. Analyze the literary expression of Chicanas/os and Latinas/os.
4. Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.
5. Identify theoretical questions informing Chicana/o Studies.
6. Summarize the ideas of major thinkers who have influenced this area of study in the past and present.
7. Identify, locate, evaluate, synthesize and present current research and information on issues informing the experience of Chicanas/os and Latinas/os in Southern California and across the nation.
8. Summarize demographic trends in the United States of the past, present, and for the future.
9. Discuss the major theories and concepts of Chicana/o Studies and its subfields.
10. Effectively present research findings.
11. Demonstrate effective writing skills.

- 1e. *Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

**Total number of Units for the major: 120**

**Lower Division Degree Requirements (9-10 units)**

**\*New course needed to initiate the program.**

**†New course needed during the first two years after implementation.**

**Lower Division Core Requirements (9-10 units)**

CHS Introductory Courses (6)

California State University  
Channel Islands

CHS 100	Chicanas/os in Contemporary Society (3)
CHS 210	Chicanas/os Studies Service Learning and Civic Engagement (3)†

Language Requirement (3-4)

SPAN 202	Intermediate Spanish II (4) Prerequisite: Consent of the instructor.
or	
SPAN 212	Spanish for Heritage Speakers II (4) Prerequisite: SPAN 211 or equivalent or consent of the instructor.
or substitute an Upper Division Spanish course (3) approved by advisor.	

**Upper Division Core Requirements (36-37 units)**

Theory and Methods (6)

SOC 310	Research Methods in Sociology (3) Prerequisite: SOC 100; SOC 203 or equivalent; and, upper division standing.
CHS 491	Theoretical Foundations of Chicana/o Studies (3)† Prerequisite: CHS 331, Senior Standing, or consent of the instructor.

Chicana/o History and Culture (9 units)

HIST 360	History of Colonial Latin America (3)†
or	
HIST 361	History of Modern Latin America (3)†

And

ENGL 353	Chicana/o/Hispanic American Literature (3)
or	
HIST 350	Chicana/o History and Culture (3)
or	
HIST 402	Chicana/o Southern California History and Culture (3)

Chicano/Transborder Policy and Society (9-10 units)

CHS 331	Transborder Perspectives in Chicana/o Studies (3)†
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And six units from the course below

California State University  
Channel Islands

CHS 364	Chicano English (3)†
CHS 401	Legal Issues Facing Low-Wage Latino Workers (3)†
CHS 494	Independent Research (1-3)†
CHS 497	Directed Studies (1-3)†
HIST 445	Chicano Child and Adolescent (4)†

Upper Division Electives (9 units) The following courses inform the major:

ENGL 311	Bilingual Literacy Studies/Estudios Literarios Bilingues (3) Prerequisite: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or consent of the instructor.
ENGL 331	Narratives of the Working Class (3)
ENGL 378	Contemporary Native American Authors: Telecourse (3)
HIST 334	Narratives of Southern California (3)
HIST 349	History of Business and Economics in North America (3)
HIST 369	California History and Culture (3)
HIST 420	History of Mexico (3)
HIST 421	Revolutionary Mexico, 1876-1930 (3)
POLS 306	The Politics of Race and Ethnicity (3)

Service Learning Capstone for Graduation (3 units)

CHS 492	Service Learning (1-3)†
CHS 499	Service Learning Capstone in Chicana/o Studies (1-3)†

**Total Units in the Major - 45-47**

**Students are encouraged to identify a minor, or possibly major, in a related discipline such as English, History, Political Science, Sociology, or Spanish.**

Semester Unit Requirements:

Core Requirements (LD and UD):	45-47 units
General Education:	39 units
UDIGE: (2 courses double count and 1 completely outside major)	3 units
Title V Courses: (American Institutions)	6 units
<u>Electives:</u>	<u>25-27 units</u>
Total Units	120 units

**Lower Division: (9-10 units)**

**CHS 100 Chicanas/os in Contemporary Society (3) (existing course)**

This course offers an introductory study of Chicanos in contemporary society in the United States. It focuses on areas such as culture, history, fine arts, family, language, education, politics, economics, and social issues as they relate to the Mexican American experience in relationship to other groups in American society.

**CHS 292 Chicanas/os Studies Service Learning and Civic Engagement (3)  
(new course)**

This course introduces students to the practices necessary for effective research and work on issues of social justice in Chicana/o communities. Students will learn to how to identify, research, and reflect on dealing with these issues through "hands-on" service learning. Students will engage in and apply learned skills and techniques necessary for social change within Chicana/o communities to develop problem-solving methodologies as a practical means in advancing social and economic justice.

**SPAN 202 Intermediate Spanish II (4) (existing course)**

Prerequisite: SPAN 201 or equivalent

Through the study of the culture and civilization of the Hispanic world, students further develop their listening, speaking, reading and writing skills in Spanish.

**SPAN 212 Spanish for Heritage Speakers II (4) (existing course)**

Prerequisite: SPAN 211 or equivalent or consent of the instructor

This course is designed for students accustomed to hearing Spanish and English at home who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their language skills, particularly in speaking, reading and writing. Course content will include the culture and civilization of the Hispanic world, with emphasis on the U.S.

**Upper Division: (36 units)**

**CHS 331 Transborder Perspectives in Chicana/o Studies (3) (new course)**

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.

**CHS 364 Chicano English (3) (new course)**

Examination of the social, cultural and linguistic factors that influence the development of Chicano English. Investigates the language use of Chicano's and the sociolinguistic and sociocultural ways of speaking and communicating. Issues of language variety, influence of Spanish, social history and use and function in the Chicano community. Implications for K-12 schooling are addressed.

**CHS 401 Legal Issues Facing Low-Wage Latino Workers (3) (new course)**

Examines legal issues facing low-wage workers in the Chicano/Latino community. This course examines the American legal system from the perspective of low-wage immigrant laborers. The course presents cases that chart the trajectory of legal system accessibility in the Chicano/Latino community vis-à-vis labor relations and US-immigration status.

**CHS 491 Theoretical Foundations of Chicana/o Studies (3) (new course)**

Prerequisite: CHS 331, Senior Standing, or consent of the instructor

Guiding theoretical concepts that have shaped Chicana/o Studies. Includes a critical examination of emerging Chicana/o Studies theoretical perspectives in light of contemporary intellectual frameworks in the social sciences, arts, and humanities; post-modernism, critical theory, and critical race theory. Includes analysis of self-representation and socio-cultural developments in the Chicana/o community.

**CHS 492 Service Learning (1-3) (new course)**

Prerequisite: CHS 100 or CHS 210 or CHS 331, Senior Standing, or consent of the instructor

Work/volunteer experience in an appropriate setting. Students are required to write a reflective report of their experience.

**CHS 494 Independent Research (1-3) (new course)**

Prerequisite: Junior Standing and consent of an instructor within or affiliated with the program

Independent reading and/or research project under the supervision of a faculty member. Repeatable.

**CHS 497 Directed Studies (1-3) (new course)**

Prerequisite: Junior Standing and consent of an instructor within or affiliated with the program

Exploring an important Chicana/o Studies topic under the supervision of a faculty within or affiliated with the program. Topics vary and repeatable.

**CHS 499 Service Learning Capstone in Chicana/o Studies (1-3) (new course)**

Prerequisite: CHS 100 or CHS 210 or CHS 331, Senior Standing, or consent of the instructor

Students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the program. Completed projects will be disseminated to the campus community.

**ENGL 378 Contemporary Native American Authors: Telecourse (3) (existing course)**

An introduction to the fiction and poetry produced by contemporary Native Americans. Authors of the works studied join the discussion of their work and concepts important to their work. Modes of discourse and the impact of Native American cultures, concerns and philosophy on the fiction and poetry of these authors are the primary foci of the course. Students will meet with the course instructor three times during the semester; otherwise, students will view the telecourse tapes, read the assigned books, read the essays in the workbook, and do the assigned activities explained in the workbook on their own.

**ENGL 353 Chicana/o/Hispanic American Literature (3) (existing course)**

Study of the novels and poetry written by Hispanic American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between Hispanic/Chicana(o)/Latina(o) Americans and other peoples in North America. Authors writing in Spain, Mexico, Central America or South American countries may also be included in order to gain a more global perspective on the literature.

**HIST 333 History of Southern California Chicana/o Art (3) (existing course)**

An exploration of the Southern California Chicano/a culture focusing on the genesis, vitality and diversity represented in the painting, sculpture and artistic traditions of Mexican American artists. Historical movements, politics, cultural trends and Mexican folklore underlying the development of this dynamic style of art will be investigated within a variety of contexts.

**HIST 445 Chicano Child & Adolescent (4) (existing course)**

Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration

of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.

**HIST 350 Chicana/o History and Culture (3) (existing course)**

Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries.

**HIST 360 History of Colonial Latin America (3) (new course)**

This course examines the social, political, economic and cultural foundations of colonial Latin America. Emphasis is given to the political, economic, and cultural transformations taking place from the conquest in the fifteenth century to Independence in the early nineteenth century.

**HIST 361 History of Modern Latin America (3) (new course)**

This course examines the social, political, economic and cultural foundations in modern Latin America. Emphasis is given to the political, economic, and cultural transformations taking place in these countries in the nineteenth and twentieth centuries.

**HIST 402 Chicana/o Southern California History and Culture (3) (existing course)**

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 Chicano/as.

**HIST 420 History of Mexico (3) (existing course)**

Examines the social and political history of Mexico from the period of European contact to the present. The modern phase of Mexico's history is examined in relation to the overall development of North America.

**SOC 310 Research Methods in Sociology (3) (existing course)**

Prerequisite: SOC 100; SOC 203 or equivalent; and, upper division standing

An introduction to the quantitative methods sociologists use to study human societies and their members. Topics include: survey research design, hypothesis formulation, questionnaire and interview design, scaling, sampling, data preparation and statistical analysis of quantitative data through SPSS. The political and ethical issues surrounding social research also will be explored.

- 1f. *List of elective courses, by catalog number, title, and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

## **COURSES**

### **ENGL/SPAN 311 Bilingual Literary Studies/Estudios literarios bilingües (3) (existing course)**

Prerequisite: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or consent of the instructor

This course explores the literatures of the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo mágico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual.

### **ENGL 331 Narratives of the Working Class (3) (existing course)**

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials included literature, film, and case studies. Same as ECON 331, SOC 331, HIST 331, POLS 331

### **HIST 334 Narratives of Southern California (3) (existing course)**

Ours is a region made up of many cultures which produce the one we call Southern California.” In this class we will take a historical approach to study of the narratives oral, written and filmed of Southern California. Course work may also include obtaining oral histories and compiling them. Same as HIS 334

### **HIST 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3) (existing course)**

Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies.

### **HIST 369 California History and Culture (3) (existing course)**

Examines the cultural and institutional development of California prior to the 16th century and since.

**HIST 421 Revolutionary Mexico, 1876-1930 (3) (existing course)**

Evaluates the social and political causes and consequences of the Mexican Revolution. Particular attention is also given to the influence and intervention of the United States of America in Mexico's economic and domestic affairs.

**POLS 306 The Politics of Race and Ethnicity (3) (existing course)**

Examines the ways in which race and ethnicity affect American politics and public policy. Special attention will be paid to issues of race and politics in contemporary southern California.

**1g. *If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.***

None.

**1h. *Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.***

Admission and matriculation to the university.

For admission as an upper-division transfer student: admission and matriculation to the university.

**1i. *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.***

The uniqueness of this program consist of:

- its commitment to examine and broaden the questions informing Chicana/o Studies regionally (Southern California, specifically, and the other Southwestern states more broadly) and from transborder perspectives.
- an emphasis on at least one required Service Learning and Civic Engagement experience is another special characteristic.

**1j. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.***

The Chicano/a Studies major will conform to the Lower Division Transfer Pattern (LDTP) developed by the CSU statewide. The program will recognize 6 units of transferable Chicana/Chicano Studies courses from community colleges. If no

Chicana/Chicano Studies courses are available, it will recommend courses in Spanish.

Courses available for articulation at regional community colleges include:

Oxnard College - CHST R101 Introduction to Chicano Studies, CHST R107 History of the Mexican People in the United States, and CHST R108 Sociology of the Chicano Community;

Ventura College - CHST V01 Introduction to Chicano Studies; CHST V02 Chicano Studies Issues, and CHST V24 Sociology of the Chicano Community;

Moorpark College - CHST M01 The Chicano in Contemporary Society, CSHT M02 Chicano Culture, and CHST M03 Chicana Issues; and

Santa Barbara City College - CHST 101 Mexican-American (Chicano) History in US, CHST 102 The Chicano & Latino in US History, and CHST 103 Mexican-American (Chicano) Culture.

**1k. *Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.***

Not applicable.

**2. *Need for the Proposed Degree Major Program.***

As is the case with most baccalaureate degrees, especially those in the Humanities and Social Science, this major offers graduates opportunities to further their education at the graduate and professional school level as well as careers in private and public sectors of the economy. This major is particularly suited for professions in education, government, law enforcement, public and mental health, business, marketing, non-profit agencies, and other industries that serve communities of Chicana/o and Latina/o origins.

The local community has expressed a strong desire for this program since before the university opened, and it has been developed in response to that desire, as well as out of interest within the university. The program has been developed in consultation with representatives of the local community, and seeks to be responsive to community need.

**2a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.***

Arizona State University  
California State University at Dominguez Hills

California State University at Fresno  
 California State University at Fullerton  
 California State University at Long Beach  
 California State University at Los Angeles  
 California State University at Northridge  
 San Diego State University  
 San Francisco State University  
 San Jose State University  
 University of Arizona  
 University of California at Los Angeles  
 University of California at Santa Barbara

**2b. *Differences between the proposed program and programs listed in Section 2a above.***

The difference of this program consist of:

- its commitment to examine and broaden the questions informing Chicana/o Studies regionally (Southern California, specifically, and the other Southwestern states more broadly) and from transborder perspectives.
- the Chicana/o Studies major emerging out of discussions with the community.
- its commitment to community involvement by way of Service Learning and Civic Engagement community partnerships.
- the BA in Chicana/o Studies having a strong service learning component, requiring students to integrate their academic experience with service at a local community setting prior to graduation.

**2f. *Professional uses of the proposed degree major program.***

As with many baccalaureate degrees, this major offers persons opportunities to attend graduate and professional schools as well as work in private and public sectors of the economy. This major is particularly suited for careers in education, government, law enforcement, business, marketing, and non-profit agencies.

**2g. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.***

	<u>Number of Majors</u>	<u>Number of Graduates</u>
Initiation Year	20	0
Third year	30	15
Fifth year	50	25

**3. Existing Support Resources for the Proposed Degree Major Program.**

A minor in Chicano/a Studies already exists. As a result, much of the coursework needed for the major already exists. There is a high degree of faculty and staff interest, as evidenced by the participation on the development committee of faculty, students, staff from Academic Affairs and Student Affairs, and community members. A great deal of faculty expertise already exists in the History, English, Sociology, and Art programs.

**3a. *Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the program.***

Julia Balén, Ph.D., Assistant Professor of English

Areas of specialization include twentieth-century world literature, feminist studies, activism and social change, sexuality and gender studies. During her tenure at the University of Arizona where she served as Associate Director, Professor Balén worked with others to develop strong MA and internship programs and an innovative concentration in Chicana Studies.

Frank Barajas, Ph.D., Assistant Professor of History.

Areas of specialization include Chicana/o History and the History of Southern California. Dr. Barajas has conducted research on agricultural labor and Post-WWII political movements in the United States. Currently, he is completing a journal manuscript on the implementation of a civil gang injunction upon a Chicana/o street gang in the City of Oxnard. In addition, Professor Barajas is writing book manuscript on the history of Chicana/os in Ventura County.

Renny Christopher, Ph.D., Professor of English

Her teaching and research interests focus on issues of race, class, and gender in U.S. literature and culture. A poet as well as a teacher and scholar, she has published in a number of venues. My Name is Medea won the New Spirit Press chapbook award in 1996; Longing Fervently for Revolution won the Slipstream Press chapbook competition in 1998; Viet Nam and California, a full-length collection, was published by Viet Nam Generation/Burning Cities Press in 1998.

Bradley Monsma, Ph.D., Professor of English

Specializes articles on multicultural literary theory, cross-cultural reading, religious identity, rock art, and the history of bears in Southern California. He has also written The Sespe Wild: Southern California's Last Free River (University of

Nevada Press, 2004), the first work of literary nonfiction about Ventura County 's magnificent backcountry.

Lillian Vega-Castañeda, Ed.D., Professor of Education.

Specializes in the area of language, culture and literacy in multicultural/multilingual contexts. Dr. Vega-Castaneda has conducted research in language and literacy in mainstream and multilingual contexts, community based education, and second language acquisition for English Only and English Language learners. Current scholarship includes the development of English language and literacy as a simultaneous process for English Learners; the nature of Chicano English by native English speakers.

And affiliated faculty in other programs, tenure-track, adjunct and lecturers.

**4. Additional Support Resources Required.**

One new faculty to start in the fall of 2007.

**4b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.***

Fluency in English and Spanish.

**4c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.***

Since this major is part of CSUCI's overall Academic Master Plan for the campus, physical space will be available by virtue of that master plan. Units associated with Chicana/o Studies for 2010 -15 are included in the overall physical space planning for classrooms and computer labs.

Specifically, CSUCI has placed renovation and new construction for North Hall on its facilities request plan for 2010, to be located adjacent to the North Quad in the central campus. The North Hall project involves renovation of approximately 37,290 assignable square feet (ASF) and new construction of approximately 10,480 ASF. It will provide capacity spaces for 435 lecture stations, 72 laboratory stations, and 115 faculty offices, and 60-plus administrative offices. North Hall will support a variety of majors in the arts and sciences, including biology, English, environmental science and resource management, biology, sociology, political science, history, and Chicana/o Studies.

**4d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.***

We are currently in consultation with faculty and administrators in the Library. The campus is committed to supporting the program by purchasing or borrowing materials via ILL.

**4e. *Additional equipment or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.***

None

**5. *Abstract of the Proposal and Proposed Catalog Description***

Abstract

As an outcome of the Post-WWII civil rights movement, Chicana/o Studies emerged as an academic field in the 1960s seeking to study the experience of Mexican Americans and rectify their severe under representation not only as subjects within United States history but also within the nation's university student body and curriculum. Demographically speaking, at the time Mexican Americans were primarily a US-born, regional minority located largely in the Southwest and Midwest. Presently, however, a large portion of the Mexican-origin population was born in Mexico and now is living in urban areas, not only in the Southwest, but across the United States. In short, there has been a dramatic shift in the demographic landscape and in the related cultural, linguistic, and social issues that today's Chicana/o Studies graduates will be asked to address. This shift invites universities to view the experiences of Chicanas/os and Latinas/os from a more nuanced transborder lens that recognizes structural transformations as well as continuities.

At CSUCI, the Chicana/o Studies major emerged out of discussions with the community, and community involvement will be a continuing characteristic of the major as it develops. Reflecting this involvement, the BA in Chicana/o Studies has a strong service learning component, requiring students to integrate their academic experience with service at a local community setting prior to graduation.

Indeed, the major builds upon the first generation of Chicano Studies programs in that it recognizes that Chicana/o and Latina/o populations today often work in simultaneous contexts. Complex patterns of hybridity are features of the Southwest; perspectives are often shaped by political, cultural and linguistic borders. The major recognizes that the experience of moving across economic, gender, geographic, and political borders dramatically shapes patterns of identity, and that complex interactions among peoples of the Americas (North, Central,

and South) enrich the community and cultural life of the United States. From a public policy perspective, the major recognizes that border issues—the flow of capital and commerce, identity, citizenship and immigration, and economic and political equality are integral to the curriculum.

Therefore, the BA in Chicana/o Studies will be anchored in course work drawn from disciplines within the Humanities and Social Sciences that have been integral to Chicana/o Studies since its inception. Drawing on these disciplines, the major seeks to encourage students to see how methodologies and perspectives of these programs contribute to Chicana/o Studies and to the professional skills they will be able to utilize as they leave the University.

## **Chicana/o Studies**

### *Programs Offered*

- Bachelor of Arts in Chicana/o Studies
- Minor in Chicana/o Studies

The Bachelor of Arts degree in Chicana/o Studies is designed to examine the historical and contemporary experiences of Chicanas/os and other hemispheric Americans whose origins exist south of the U.S./Mexican border by integrating the disciplinary perspectives of Art, Education, English, History, Spanish, and other programs. It accomplishes this by placing students at the center in the investigation of local issues in context with transborder phenomena by requiring a Service Learning and Civic Engagement experience for graduation. The core courses at the lower and upper division level provide students with a solid training in Chicana/o Studies while providing students the opportunity to minor or double-major in a related disciplinary program.

### *Careers*

As is the case with most baccalaureate degrees, especially in the Humanities and Social Science, this major offers graduates opportunities to further their education at the graduate and professional school level as well as careers in private and public sectors of the economy. This major is particularly suited for professions in education, government, law enforcement, public and mental health, business, marketing, non-profit agencies, and other industries that serve communities of Chicana/o and Latina/o origins.

### *Program Learning Outcomes*

The Chicana/o Studies program is designed to:

- Reproduce the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southern California.
- Examine gender as a central theme of the study of the Chicana/o community.
- Analyze the literary expression of Chicanas/os and Latinas/os.
- Identify and critically analyze the concerns of Chicanas and Latinas.

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- Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.
- Identify theoretical questions informing Chicana/o Studies.
- Summarize the ideas of major thinkers who have influenced this area of study in the past and present.
- Identify, locate, evaluate, synthesize and present current research and information on issues informing the experience of Chicanas/os and Latinas/os in Southern California and across the nation.
- List the interactions of Chicanas/os and Latinas/os among each other and with other groups.
- Summarize demographic trends in the United States of the past, present, and for the future.
- Discuss the major theories and concepts of Chicana/o Studies and its subfields.
- Effectively present research findings.
- Write clearly on Chicana/o and Latina/o issues.

*Faculty*

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## **REQUIREMENTS FOR THE BACHELOR OF ARTS IN CHICANA/O STUDIES (120 UNITS)**

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### **LOWER DIVISION REQUIREMENTS ( 9-10 UNITS)**

CHS 100 Chicanas/os in Contemporary Society  
CHS 210 Chicanas/os Studies Service Learning and Civic Engagement (3)  
SPAN 202 Intermediate Spanish II (4)  
or  
SPAN 212 Spanish for Heritage Speakers II (4)  
or substitute an Upper Division Spanish course (3) approved by advisor

### **UPPER DIVISION REQUIRED MAJOR COURSES (24-25 UNITS)**

#### **Theory and Methods (6)**

SOC 310 Research Methods in Sociology (3)  
CHS 491 Theoretical Foundations of Chicana/o Studies (3)

#### **Chicana/o History and Culture (9 units)**

HIST 360 History of Colonial Latin America (3)  
or  
HIST 361 History of Modern Latin America (3)

And

ENGL 353 Chicana/o/Hispanic American Literature (3)  
or  
HIST 333 History of Southern California Chicana/o Art (3)  
or  
HIST 350 Chicana/o History and Culture (3)  
or  
HIST 402 Chicana/o Southern California History and Culture (3)

#### **Chicano/Transborder Policy and Society (9-10 units)**

CHS 331 Transborder Perspectives in Chicana/o Studies (3)

And six units from the course below

CHS 364 Chicano English (3)  
CHS 401 Legal Issues Facing Low-Wage Latino Workers (3)  
CHS 494 Independent Research (1-3)  
CHS 497 Directed Studies (1-3)  
HIST 445 Chicano Child and Adolescent (4)

### **UPPER DIVISION ELECTIVE MAJOR COURSES (9 UNITS)**

ENGL 311 Bilingual Literacy Studies/Estudios Literarios Bilingues (3)  
ENGL 331 Narratives of the Working Class (3)  
ENGL 378 Contemporary Native American Authors: Telecourse (3)  
HIST 334 Narratives of Southern California (3)  
HIST 349 History of Business and Economics in North America (3)  
HIST 369 California History and Culture(3)  
HIST 420 History of Mexico (3)  
HIST 421 Revolutionary Mexico, 1876-1930 (3)  
POLS 306 The Politics of Race and Ethnicity (3)

### **SERVICE LEARNING CAPSTONE REQUIRED (3 UNITS)**

CHS 492 Service Learning (1-3)  
CHS 499 Service Learning Capstone in Chicana/o Studies (1-3)

### **REQUIRED SUPPORTING AND OTHER GE COURSES (48 UNITS)**

Upper Division Interdisciplinary course outside Chicana/o Studies Major (3)  
American Institutions (6)  
Other GE Courses in Categories A-E (39)

### **ELECTIVES (25-27 UNITS)**

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## **REQUIREMENTS FOR THE MINOR IN CHICANA/O STUDIES (18 UNITS)**

The minor in Chicano/a Studies affords students the opportunity to investigate the multi-dimensional culture of the Chicano/a community in the United States. It is, by definition, interdisciplinary and seeks to provide students with a nuanced appreciation of this population. The minor offers non-majors the opportunity to investigate the historical complexities of societies and social movements and their legacies in the present.

**LOWER DIVISION REQUIREMENTS (6 UNITS)**

- CHS 100 Chicanas/os in Contemporary Society (3)  
CHS 210 Chicanas/os Studies Service Learning and Civic Engagement (3)

**UPPER DIVISION REQUIREMENTS (12 UNITS)**

Choose from the following:

- CHS 331 Transborder Perspectives in Chicana/o Studies (3)  
CHS 364 Chicano English (3)  
CHS 401 Legal Issues Facing Low-Wage Latino Workers (3)  
CHS 491 Theoretical Foundations of Chicana/o Studies (3)  
ENGL 453 Chicana/o/Hispanic American Literature (3)  
HIST 333 History of Southern California Chicano/a Art (3)  
HIST 349 History of Business and Economics in North America (3)  
HIST 350 Chicano/a History and Culture (3)  
HIST 360 History of Colonial Latin America (3)  
HIST 361 History of Modern Latin America (3)  
HIST 402 Chicana/o Southern California History and Culture (3)  
HIST 445 Chicano Child and Adolescent (4)  
HIST 420 History of Mexico (3)  
HIST 421 Revolutionary Mexico, 1876-1930 (3)  
Other upper division courses approved by the minor advisor