

NEW COURSE PROPOSAL

PROGRAM AREA :

EDUCATION & LIBERAL STUDIES: TEACHING LEARNING OPTION

1. Catalog Description of the Course:

EDUC 451 THE CHICANO/MEXICANO CHILD & ADOLESCENT (4)

Three hours lecture and two hours community service per week.

Examines the socio-cultural experiences and political/economic realities pertinent to the daily lives of Chicano and Mexican-origin children and adolescents. Emphasis will be on contemporary issues and effective educational and cultural practices for working with children and their families within Chicano/Mexicano communities. Field study requirement involves making connections and working in a child-centered setting or related service project.

Gen. ED: C-3b, D

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	____3____	____1____	_____
Seminar	_____	_____	_____
Laboratory	____1____	____2____	_____
Activity	_____	_____	_____

3. Justification and Learning Objectives for the Course. (Elective)

This course is an elective for students in any major. It is especially useful to students preparing to become teachers. These may be students who are in Liberal Studies or in any of the majors that prepare for subject matter knowledge such as English, mathematics and science. It can be a part of a Chicano Studies program.

The expanding Chicano/Mexicano population, especially children and adolescents in both California and our local service region, requires future educators to be knowledgeable, skillful, and cognizant of critical sociocultural issues and realities pertinent to this significant cultural population in order to be an effective educators.

Learning Objectives:

- To build an awareness of the powerful social experiences, political/historical realities, and cultural influences on the daily lives of Chicano/Mexicano children and adolescents.
- To construct pertinent cultural knowledge of Chicano/Mexicano students which impact K-12 educational experiences.
- To make personal connections to K-12 students, their families, and community-based personnel.
- To engage in a community-based setting serving Chicano/Mexicano students.
- To develop knowledge of contemporary issues related to language and culture in community and schooling contexts.

4. Is this a General Education Course **YES**

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Life Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	X
D (Social Perspectives)	X
E (Human Psychological and Physiological)	

5.Course Content in Outline Form.

Course topics will include:

- A. Chicano/ Latino cultural identity
- B. Educational equity and opportunities
- C. Bilingual education: Politics, Legalities, History, & Research
- D. Issues affecting migrant farm workers and their children
- E. Familial and cultural values impacting childhood development
- F. Economic realities and issues related to low-income children and families
- G. Using children's literature to explore cultural practices and societal issues
- H. Exploration of religious, spiritual, and ceremonial practices impacting children and adolescents
- I. Health issues affecting K-12 students.
- J. Fine arts and the increase in student achievement and school involvement.

*In addition, a web-based component with both interactive experience options and reflective writing activity will augment the lecture-discussion format.

6. References.

- Atkin,S.B.(2000). *Voices from the Fields : Children of Migrant Farmworkers Tell Their Stories*. Little Brown & Company.
- Castro,Rafaela.(2001).*Chicano Folklore*. Oxford University Press.
- Contreras, Josefina M.; Kerns, Kathryn A. M. Neal-Barnett, Angela. (2002). *Latino Children and Families in the United States: Current Research and Future Directions*. Praeger Publishers.
- Gibson, M; Gandara, P. & Koyama, J. *School Connections: U.S. Mexican Youth, Peers, and School Achievement*. (2004) New York: Teachers College Press.
- Lopez, T. (1993). *Growing Up Chicano*. New York: William Morrow & Co.
- Stavans, Ilan (2001). *Wachale! : Poetry and Prose about Growing Up Latino*. Cricket Books.
- Valencia, Richard R. (Ed.) (2002). *Chicano School Failure and Success: Past, Present, and Future*. Routledge Falmer.

7. List Faculty Qualified to Teach This Course. Dr. Kathleen Contreras; Dr. Lillian Castaneda

8. Frequency.

- a. Projected semesters to be offered: Fall X Spring X Summer

9. New Resources Required.

- b. Library needs: Continued expansion of children's and adolescent collection in Chicano/Latino literature.

10. Consultation.

- 11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification. (N/A)

Cr. Lillian Castaneda & Dr. Kathleen Contreras

Proposer of Course

9/16//04
Date

Approvals

Program Chair

Date

Curriculum Committee Chair

Date

Dean

Date

California State University Channel Islands
New Course Proposal Consultation Sheet

1. Course Title: EDUC 335 THE CHICANO/MEXICANO CHILD & ADOLESCENT (4)

2. Program Area: Education

Recommend Approval

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English				
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				

