



Course Syllabus
CHS 430: THE CHICANA/O/X CHILD
CSU Northridge
Wednesdays 7:00 PM – 9:45 PM In-Person

<https://csun.zoom.us/j/81536507831>

Meeting ID: 815 3650 7831

Guadalupe Carrasco Cardona, MA (Profe Cardona)

Office hours: One Hour After Each Class

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CATALOG DESCRIPTION

This class examines the physical, cognitive, language, and emotional development of Chicana/o/x and Latina/o/x children from a theoretical perspective, in addition to consideration of the social and cultural context. It examines how peers, family, school, and broader society factors shape Chicana/o/x and Latina/o/x children and other language minority students. Available for Section A of the Multicultural Requirement for Credential Candidates.

PROFESSOR'S EXPANDED COURSE DESCRIPTION

This course assumes a critical socio-cultural, socio-political analysis of the lives of Chicana/o/x and Latina/o/x children and families. This course situates Chicana/o/x child development in a critical, contextual, and historical context. As such, it requires one to examine the psychological, social, cultural, and emotional development of Chicana/o/x & Latina/o/x children and families who are impacted by broader social, political, economic issues. A people impacted by ideological and political forces affecting the daily existence of Chicana/o/x & Latina/o/x families. It is critical to situate the physical, cognitive, linguistic and emotional development of Chicana/o/x & Latina/o/x children in the present socio-political context their families negotiate on a daily basis.

It is important to point out that the power of Chicana/o/x Studies is its commitment to community and struggle. At the present time, the Chicana/o/x family has been severely impacted by the COVID-19 pandemic, and as our city and state grapple with the realities of Covid 19 we witness multigenerational uprisings calling for end to the continued brutality directed at black and brown bodies. Chicano/a/x & Latina/o/x children do not grow up in a vacuum, their daily existence is impacted by racism and white supremacy. Therefore, we will situate this class in the present sociopolitical context and study both the impact of Covid 19 and

racism, including a very frank discussion of anti-Blackness and anti-Indigeneity in the Chicano/a/x & Latina/o/x family.

This course is intended for future educators, as such students will spend some time examining the familial, educational, developmental issues affecting Chicana/o/x & Latina/o/x children. Students will engage in interactive learning activities that can be replicated in a K-6 classroom. While it is my hope that students are exposed to effective teaching strategies and the latest research on Chicana/o/x & Latina/o/x students, it is my hope that students will leave this course fully committed to confronting and addressing the social inequities in our schools, and not simply possess the additional knowledge of people's cultural traditions, holidays and music.

I will do all in my power to make this class meaningful for you, as such; I will diligently plan for this class by preparing comprehensive and interactive lectures. For the asynchronous learning space, I will design individual and cooperative group activities based on reading and lectures. I ask that you participate fully in the class by completing assignments, sharing your thoughts and feelings and working cooperatively with your colleagues on class activities.

Finally, I believe that each of us must demonstrate mutual respect and respect also means paying attention in class.

AB 1460 ETHNIC STUDIES COURSES CORE COMPETENCIES (SLOS)

SLO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

SLO 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

SLO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

CHICANA/O/X STUDIES DEPARTMENTAL STUDENT LEARNING OUTCOMES

1. Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o/x experience in the local and global society
2. Acquire the leadership skills that will promote social change in Chicana/o/x communities and the broader society.

STUDENT LEARNING OBJECTIVES

1. Demonstrate knowledge of contemporary theories and concepts of child development and apply them to the lived experiences of Chicana/o/x and Latina/o/x children.
2. Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o/x educational experience in the local and global society
3. Gain knowledge and understanding of the impact that environmental, socio-economic, socio-cultural and socio-political factors can have on Chicano/a/x communities and families including the issues like racism, anti-blackness and xenophobia.
4. Examine pertinent research, demographic trends and data on Chicana/o/x children and families and engage in critical readings, reflection and dialogue about what might be done to address the educational opportunity gap.

CLASS FORMAT

SYNCHRONOUS IN PERSON LECTURES & ASYNCHRONOUS/SYNCHRONOUS LEARNING SESSIONS TBD (PENSAMIENTOS, PLÁTICAS, PRESENTATIONS)

According to the principles of Paolo Freire, traditional pedagogy maintains that students are empty vessels and that teachers fill these vessels with information. In this class I make every attempt to challenge this majoritarian instructional practice. Therefore, wherever possible I incorporate the practice of reflection (pensamientos), dialogue (plática) and praxis (incorporation of theory and practice) into the course. The following are instructional techniques I use:

REQUIRED READINGS AND COURSE FORMS:

All readings and required forms can be found on **Canvas** or (<https://canvas.csun.edu/>)

Attendance and Participation- If absent, it is your responsibility to obtain notes and information missed from another classmate. All students are expected to come to class fully prepared (e.g. course readings completed) and to be active discussants and full participants.

Students are expected to engage in synchronous learning. At this time, students will be expected to read the assigned articles, complete the written activities, work on projects or when assigned participate in the plática.

Research Paper- Each student will be required to complete a research paper on a topic of relevance to the Latina/o/x/ & Chicana/o/x child development experience

Step I: Choose a topic: Each student will choose a topic related to the course content. Each student will be expected to write an inquiry question on the topic and should be related specifically to the Chicana/o/x/Latina/o/x child. All questions/topics must reflect the current sociopolitical context negotiated by Chicana/o/x community and infuse some aspect of Chicana/o/x/Latina/o/x linguistic, cultural or historical knowledge.

For example:

1. How does Chicana/o/x community cultural knowledge help families negotiate the current Covid 19 pandemic?

2. What are manifestations of anti-blackness in the Chicana/o/x/Latina/o/x community and what is the impact on the perspective Chicana/o/x/Latina/o/x children have of the African American community? What can educators do to challenge anti-blackness in school?
3. To what extent does the level of English competency impact the level of classroom engagement of Chicana/o/x/Latina/o/x EL third graders? What interventions might facilitate greater student engagement? **BTPE: 1.3**
4. What power does Chicana/o/x Studies have in shaping the identity development of Chicana/o/x/Latina/o/x children? What types of activities can be used to facilitate the teaching of Chicana/o/x Studies in an elementary classroom?
5. Can Chicano/a Studies concepts, ideas and knowledge be meaningful taught to a third grader? How much historical knowledge can a child comprehend from an Ethnic Studies lesson plan on the Chicano/a civil rights movement?

Step 2: Research your topic. At least three-peer reviewed scholarly references must be used in your observation paper. Articles can be found via the college library web site and over the Internet (Google Scholar). Informational websites, Encyclopedias, Magazines (e.g. Psychology Today), YouTube, Wikipedia, etc....are NOT considered scholarly research. Your course readings **cannot** be considered as one of your major research sources.

Step 3: Write your paper. The research paper needs to be 6-9 pages, excluding the title and the reference page. The paper does not require an Abstract. All papers should be typed, double-spaced and conform to APA style.

Please visit <https://owl.english.purdue.edu/owl/section/2/10/>.

A rubric on the format of your paper will be posted on Canvas. Make sure to proofread your paper for spelling and grammatical errors prior to submission.

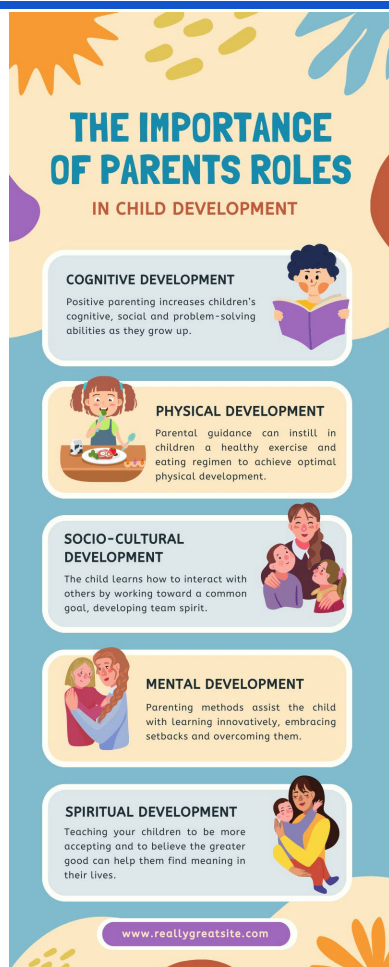
Step 4: Submit your paper. The observation/research paper is due by date stipulated on the syllabus and Canvas.

Week 1	<p>Introduction to Class & What's In A Name?</p> <p><u>La Plática:</u></p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment ● Goals, Community Agreements, Class Format ● Major Assignments <ul style="list-style-type: none"> ○ Synchronous Session ○ Asynchronous Session? ○ La Tarea ○ Digital Librito ○ Research Paper <p><u>La Plática: Interactive Lecture & Praxis</u></p> <ul style="list-style-type: none"> ● Interactive Lecture <ul style="list-style-type: none"> ○ <i>What's in a name?</i>
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	<ul style="list-style-type: none"> o <i>The Chicano/a moratorium</i> o <i>What does it mean to be Chicana/o/x? - moved to week 2.</i> o Class Video <p><u>La Tarea - due 9/6 by midnight</u> Complete the slide and upload to Canvas: What's in a name? Google Slide</p> <p>Jigsaw Readings - Pick any 2 of these and write a 2 page reflection on how the article helps you as an educator to understand your role:</p> <ul style="list-style-type: none"> ● Annie E Casey Foundation. (2020). 2020 Kids count data book: State trends in child well-being. ● Ramirez, Gallion, Aguilar & Swanson. (2017). The state of Latino early childhood development: A research review. ● Watanabe, T. (2020, July 16) For the first time, Latinos are the largest groups of Californians admitted to the UC. ● Wildsmith, Ramos-Olazagasti & Alvira-Hammond. (2018) The job characteristics of low-income Hispanic parents.
<p>Week 2</p> <p>Virtual via Zoom</p>	<p>Who Are We? Who are our Children?</p> <p><u>La Plática:</u></p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment <p>La Plática: Interactive Lecture & Praxis</p> <ul style="list-style-type: none"> ● Interactive Lecture <ul style="list-style-type: none"> o <i>What we know? What we don't know?</i> o <i>Portrait of the Chicana/o Family</i> o CLASS SLIDES <p><u>La Tarea - due 9/13 by midnight</u> Complete the slide and upload to Canvas: Ancestor Acknowledgement: Google Slide</p> <p><u>La Tarea: due by 9/13 at midnight</u></p> <p>Jigsaw Readings</p> <ul style="list-style-type: none"> ● Hayes-Bautista & Hsu (2020) For Whom the bell tolls: Covid 19 death patterns in California. ● Kochhar, R. (2020, June 9). Hispanic women, immigrants, young adults hit hardest by Covid 19 job losses.

	<ul style="list-style-type: none"> ● Tondreau, C. Talking to Young Children about Covid 19. In Rethinking Schools: The fight of our lives: Schools and the pandemic ● Keys-Adair, J. (2020).Balancing online/remote and in-person learning for young children. Agency & Young Children Research Collective
Week 3	<p><i>What are the issues facing Latina/o/x & Chicana/o/x children today?</i></p> <ul style="list-style-type: none"> ● Mutual Aid Associations/Mutualistas ● What is Sentipensante Pedagogy? ● Explanation of Sentipensante Activity to be completed asynchronously ● CLASS SLIDES <p><u>La Tarea: due by 9/20 at midnight</u></p> <p>Readings BTPE: 1.4; 2.1</p> <ul style="list-style-type: none"> ● Rivera, Jose. <i>Mutual aid societies in the Hispanic southwest</i>. UNM repository ● Saltmarch, J. Sentipensante (Sensing/Thinking) Pedagogy: Educating for wholeness, social Justice and liberation. Laura I.Rendon. Review Essay: New American Scholar ● Sentipensante Zine Template Force Copy ● Example of a student Zine
Week 4	<p>Life Under “Mass Legal Bias” BTPE: 6.1</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment ● CLASS SLIDES <p><i>o Chicanax/Latinx Life Under Mass Legal Bias</i></p> <p>Reading 1-2 page reflection due by midnight 9/27:</p> <ul style="list-style-type: none"> ● Chapter 3 Resisting the School-to-Prison Pipeline Utilizing Guidance from the Frontlines: Chicano Student Experiences as a Source of Knowledge and Strength
Week 5	<p>Theories Around Microaggressions on Child Development</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment ● <i>From Behavioral to Contextual Learning Theories Around Microaggressions</i> <ul style="list-style-type: none"> <i>o Application to Chicana/o Children</i> BTPE: 6.6

	<p><u>CLASS SLIDES</u></p> <p>Reading 1-2 page reflection due midnight 10/4:</p> <ul style="list-style-type: none"> ● <u>“Tú No Eres de Aquí”: Latino Children's Experiences of Institutional and Interpersonal Discrimination and Microaggressions</u> Ayón, Cecilia ; Philbin, Sandy P <i>Social work research</i>, 2017, Vol.41 (1), p.19-30
<p>Week 6</p>	<p>Brain Development: Towards Culturally Responsive to Physical Development</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment <p>La Plática: Interactive Lecture & Praxis</p> <ul style="list-style-type: none"> ● P8 T <i>Learning Theory</i> ● Interactive Lecture <ul style="list-style-type: none"> o <i>Brain Development: Motor Skills</i> <p>La Tarea</p> <p>Readings: BTPE: 1;5; 1.6; 6.4; 6.5</p> <ul style="list-style-type: none"> ● <u>Cabrera, N., & Hennigar, A. (2019). <i>The early home environment of Latino children: A research synthesis.</i></u> ● <u>Kaiser, Martinez, Horowitz, Lamp , Johns, Espinoza, et al. (2015). <i>Adaptation of a culturally relevant nutrition and physical activity program for low-income, Mexican-origin parents with young children.</i></u> ● <u>Weddle, Ramirez, Gallion. (2015). <i>Helping Latino children reach a healthy weight by kindergarten.</i> Salud America</u> <p>For la tarea, read these really great three articles on Chicano/Latino child development. Create an infographic with the most important points about Latino Child development. You can use a free online application such as canva.com and use a template of an infographic that you can edit. Below is an example of a Canva template that could be edited in Canva.com.</p>

**Week 7**

1. Class will be by appointment today only. **No whole class meeting.** This is to allow me to give one-on-one attention to the students in need of catching up. Email me at guadalupe.cardona@csun.edu and I'll give you a time slot during the regular class time. If you do not need one-on-one attention move on to #2.

2. You will receive an **email about a survey regarding AB1460.** Please take the survey since our class CHS 430 qualifies as an AB1460 CSU graduation requirement class. Take a screenshot of something that shows that you completed it and I will give you 2 extra credit points. Your name is not associated with your responses. You do not have to show me your responses. The questions are about Ethnic Studies and not about me, so do not worry about that.

3. Complete the Declaration Form (Google Form) before midnight tonight to solidify your research paper which includes observations of a child/class.

<https://forms.gle/FL8vfzmpn2rogkcd7> to an external site.

<p>Week 8</p>	<p>Identity Development: Mental Health & the Racialization of the Latina/o/x & Chicana/o/x Family</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment <p>La Plática: Interactive Lecture & Praxis</p> <ul style="list-style-type: none"> ○ <i>The Racialization of the Chicana/o/x Child</i> ○ <i>Critical Race Theory: Intersectionality</i> ○ <i>Explaining Race to Young Chicana/o/x Children</i> <p><u>CLASS SLIDES</u></p> <p>La Tarea</p> <p>Readings:</p> <ul style="list-style-type: none"> ● <u>Sparks & Olsen-Edwards. <i>Teaching About Identity, Racism, and Fairness Engaging Young Children in Anti-Bias Education</i>. p.35-39.</u> ● <u>Carter, M. & Curtis, D. <i>Developmental themes in ABE Work. Rethinking early childhood education.</i></u> <p><i>Explaining Racism to a Young Latina/o/x Child.</i></p> <ul style="list-style-type: none"> ○ For the age group of your choice ○ Create a short vignette or dialogue with a child about the current “Black Lives Matter Movement” ○ Discuss why you think it is age appropriate.
<p>Week 9</p>	<p>Only one-on-one office hours - make up opportunity.</p> <p>NO SYNCHRONOUS CLASS.</p>
<p>Wk 10</p>	<p>Panel discussion on el <i>Dia de los Muertos and Culture Wars</i></p> <p>You will meet on the same Zoom Link but class will be combined with students from across Los Angeles.</p> <p>Extra Credit H.W. A Google Slide with your ancestor <i>ofrenda</i> and your reflection on the panel discussion in the comments section below the slide.</p>

Wk 11	<p>From the Self to the Community: Towards Community Solidarity</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment <p>La Tarea</p> <p>Readings BTPE: 2.4</p> <ul style="list-style-type: none"> ● Community Cultural Wealth handout. FOR HOMEWORK, USE CANVA.COM to create a document that explains what each type of capital is according to Yosso. The audience would be for teachers. ● CLASS SLIDES ON CRITICAL RACE THEORY
Wk 12	<p>School to Prison Pipeline: Education as a Tool to Disrupt Carcerality</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment ● THE POSSIBILITY REPORT From Prison to College Degrees in California ● CLASS SLIDES ON INCARCERATION TO HIGHER EDUCATION <p>Guest Speaker: Carlos Padilla</p>
Wk 13	<p>NO CLASS</p> <p>Work on your research paper!</p>
Wk 14	<p>Ethnic Studies for Elementary Education</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment <p>La Plática</p> <ul style="list-style-type: none"> ● Interactive Lecture: <ul style="list-style-type: none"> o La Trenza Pedagogy o <i>Teaching Chicano/a Studies to Young Children</i> <p>La Tarea</p> <ul style="list-style-type: none"> ● Watch: La Trenza

	<i>La Tarea: Research Paper</i>
Wk 15	<p>Language Development and Bilingualism</p> <p>La Plática:</p> <ul style="list-style-type: none"> ● Land Acknowledgement ● Grounding In & Ancestor Acknowledgment ● Review <i>Librito, Child Observation & Research Paper</i> <p>La Plática: Interactive Lecture</p> <ul style="list-style-type: none"> ● Interactive Lecture: <ul style="list-style-type: none"> o <i>Theories of Language Acquisition and Development</i> o <i>Political Interference: Promise or Peril</i> o <i>California Roadmap</i> o P15 I : Language Map <p>La Tarea</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Zepeda & Rodriguez. <i>Bilingual Development in Early Childhood Research & Policy</i> ● Midobuche, Benavides, & Koca. <i>Issues in Educating American English Language Learners.</i> <p><i>Language Map</i></p> <p>Reading: Flores, Y. <i>Sexualities in Chicana and Chicano Mental Health.</i> 110-118 <i>Discussion Questions 1-5 on P.188</i></p>

* Schedule subject to change with sufficient notice.

COURSE GRADES SCALES:

A	94-100	B	83-86	C	73-76	D	63-66
A-	90-93	B-	80-	C-	70-73	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 or <

NOTE: If you receive an incomplete in a class, the incomplete must be cleared by the end of the next academic semester. Otherwise, an incomplete will become a permanent F on your student record.

Technology:

Students enrolled in this course should have regular access to a computer with Internet capabilities. If you need a laptop, tablet, or other device loan for remote learning, or you need internet access, please consult the following link:

<https://www.csun.edu/it/device-loaner-program>

Internet Access: Access to your CSUN Gmail account. If you prefer use of a non-CSUN email account (e.g. Gmail, iCloud, AOL, Yahoo, etc.) you **MUST** forward your CSUN Gmail account using the Settings option in Gmail. All official class emails will be sent to your CSUN Gmail account.

Technology Software

Modular Object-Oriented Dynamic Learning Environment (Canvas): This course utilizes the platform Canvas for presentation materials and assignments. You will also need to access:

- **PowerPoint Viewer** (use this if you don't have PowerPoint)
- **Padlet**
- **Google Docs**
- **Flip Grid**

Use of other applications (Twitter, Facebook, Instagram, email, internet browsing, etc.) is not acceptable.

In Case of Technical Problems:

Contact the Information Technology Resources Department at <http://www.csun.edu/it/need-help> or by calling the Helpdesk at 818.677.1400

ADA Compliance, Student Conduct and other Policies:

Academic Integrity

This university and the California State University system expressly prohibit all forms of academic dishonest (e.g. cheating, plagiarism, fabrication, etc.). Any student who violates these rules will receive the grade of "F" and be subject to disciplinary action as listed in Section 41301, Title 5, California Code of Regulations. For more information, click on <http://catalog.csun.edu/policies /academic-dishonesty/>

ADA Statement

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2054. If you would like to discuss your need for accommodations with me, please contact me to set up an appointment.

Student Support

If you need other support, including food or housing resources, please consult the following link, which has information about services available to you as a student related to housing and food insecurity and mental health support:

<https://www.csun.edu/hear>

Sharing Personal Information on Sexual Violence with Instructor

In the event that you share having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a CSUN student, federal and state education laws require that, as your instructor, I notify the Campus Title IX Coordinator of such incident(s), including any identifying information. The Campus IX Coordinator will contact you to assist you with on-and off-campus support services, and to let you know about your rights and options as a survivor, including possibilities for holding accountable the person who harmed you.

The Campus Title IX Coordinator is:

Susan Hua, Director of Equity and Diversity

Phone: (818) 677-2077

E-Mail: susan.hua@csun.edu

University Hall Room 285

Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday

CSUN also provides **confidential** resources where you can speak with the following people on campus and in the community. The following resources, with limited exceptions, may not report information about the sexual violence incident without your consent.

Confidential Resources

Campus Care Advocate

Katie LaRue

Phone: *818) 677-7492

E-mail: katelin.larue@csun.edu

Klotz Student Health Center Room 140G

Strength United 24/7 Crisis Hotline

Phone: (818) 886-0453 or (661) 253-0258

<http://www.csun.edu/eisner-education/strength-united>

University Counseling Services

Phone: (818) 677-2366

Bayramian Hall Room 520

Hours: 8:00 a.m. to 5: 00 p.m., Monday through Friday

After hours, urgent care assistance (818) 677-2366, option 3

<http://www.csun.edu/counseling>

Klotz Student Health Center

Phone: (818) 677-3666

Located east of the bookstore, across from the National Center on Deafness

Hours: 8:00 a.m. to 5:00 p.m., Monday through Wednesday; 9:00 a.m. to 5:00 p.m., Thursday; 8:00 a.m. to 5:00 p.m., Friday

<http://www.csun.edu/shc>

CSUN HelpLine

(in conjunction with UCS and Associated Students, Inc.)

Phone: (818) 349-HELP (4357) -ALL CALLS ARE CONFIDENTIAL

Hours: 6:00 p.m. to 12:00 a.m., Sunday through Thursday;

7:00 p.m. to 10:00 p.m., Friday and Saturday

<http://www.csun.edu/helpline>

If it is determined that a perpetrator poses an imminent or immediate threat to you and/or the broader campus community or if person(s) under 18 years of age are involved, CSUN employees are required to notify the Campus Title IX Coordinator and/or **CSUN Police Services**:

Captain Scott VanScoy

Phone: (818) 677-2764

E-Mail: scott.g.vanscoy@csun.edu

18111 Nordhoff Street, Northridge, CA 91330

Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday

24 Hour Police Dispatch (818) 677-2111

<http://www.csun.edu/police>

For more information regarding your rights and options as a victim/survivor of sexual violence, please visit the University Title IX website: www.csun.edu/shinealight or the Office of Equity and Diversity websites: www.csun.edu/eqd.

Syllabus revision: The instructor, as needed during the course, may revise the syllabus and course schedule. Revisions may address both the schedule and the content of the material presented. Students will receive oral and written notice in Canvas of any revisions.

Reading:

- Christensen, L. (2018). Raised by women: Celebrating our homes. Rethinking Schools: *Teaching for Black Lives*. 311-318
- Mora, A.S. (2008). *What color is beautiful?* Rethinking early child education. Rethinking schools. Pp. 3-6

Jigsaw Readings

- Segura. (2018) Rethinking Identity.. Raised by Women: Celebrating our homes. Rethinking Schools: *Teaching for Black Lives*. 340-347

- Tenorio, R. (2008) *Raising issues of race with young children*. Rethinking early childhood education. Rethinking Schools. 17-21
- Boutte & Bryan. (2019) *When will Black children be well? Interrupting anti-Black violence in early children classrooms and schools*. Teaching for black lives. Rethinking Schools.
- Tenorio, R. (2019). *Brown kids can't be in our club*. Teaching for black lives. Rethinking School
- *Raised by Women*

CHS 430: The Chicana/o/x Child
 Bilingual Authorization Program Standards Course Matrix

Pages on which Standards are **Introduced are in yellow.**

BTPE

1.1

1.2

1.3 – p.4

1.4 – p.6

1.5 – p.7

1.6 – p.7

1.7

BTPE

6.1 – p.6

6.2

6.3

6.4 – p.7

6.5 – p.7

6.6 – p.6

6.7

BTPE

2.1 – p.6

2.2

2.3

2.4 – p.10

2.5

2.6

2.7

BTPE

3.1

3.2

3.3

3.4

3.5

BTPE

4.1

4.2

4.3

4.4

BTPE

5.1

5.2

5.3

5.4