



Artist: Raul Gonzalez

Course Syllabus

CHS 431

The Chicana/o Adolescent

California State University, Northridge

Department of Chicana/o Studies

Wednesdays 7-9:45

Assignments due the Sunday by midnight before each class

Instructor: Guadalupe Carrasco Cardona

Jerome Richfield 132

Office hours by zoom: <https://csun.zoom.us/j/89032090784>

Monday-Friday by appointment

E-mail address: guadalupe.cardona@csun.edu

Catalog description: Preparatory: Completion of lower division writing requirement. Explores patterns of selection, innovation and recreation of ethnic and gender identity theories of adolescent formation among Chicana/o and other Latina/o adolescents. Fieldwork/observation and regular written assignments required. For perspective elementary and secondary school teachers. Available for Section A of the Multicultural Requirement for credential candidates.

Course Description: The patterns of selection, innovation and recreation of ethnic and gender identity and theories of adolescent formation will be explored among Chicana/o and other Latino adolescents. Field work/observation and

regular written assignments are required. The course is intended for prospective elementary and secondary school teachers. (Available for Section A of the Multicultural Requirement for Credential Candidates).

The patterns of selection, innovation and recreation of ethnic and gender identity and theories of adolescent formation will be explored among Chicana/o and other Latino adolescents. Field work/observation and regular written assignments are required.

PROFESSOR'S EXPANDED COURSE DESCRIPTION

This course employs a critical race, historical, sociocultural contextual perspective to the examination of the experiences of Chicana/o/x and Latina/o/x youth. The course maintains that the psychological, linguistic and social development; the educational experiences; and, the current economic future of the Chicana/o/a-Latina/a/x is affected by deleterious social, political, economic circumstances. Furthermore, in exploring adolescent development and educational experiences of Latinx and Chicax youth, one must consider the current political contexts and ideological forces that shape the Chicana/o, Chicax, Latina/o experiences.

It is also important to point out that the power of Chicana/o 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 in the Chicano/a/x-Latinx/a/o family. We will not just discuss the destructive nature of the pandemic, racism or white supremacy, but interactively seek hopeful solutions to the complex problems facing Latinx-Chicax families.

Working towards the development of a critical, sociocultural and contextual understanding of Chicax, and Latinx youth, participants will be asked to participate in writing assignments, interactive lectures, group projects, and service learning experiences. The intent of this course to facilitate the development of a transformative critical educational agenda for improving the education for Latina/o/x and Chicana/o/xs, understanding that Chicana/o/x and Latina/o/x families and communities are sites for collective survival, resistance, and development. Using a funds of knowledge, community cultural capital approach, we will explore the possibilities of education and community strategies in addressing the needs and the psycho-social- emotional development of Chicana/o/x, and Latina/o/x youth. We also examine the linguistic development of Chicano/a children, particularly those that are second language learners.

The **culminating activities** for this course will be a team-developed *Chicana/o Studies Instructional Unit* with five detailed lesson plans, *Quien Soy Yo* photo/story digital biography and final essay.

CHS 431 Student Learning Outcomes

1. Understand and explain the historical, sociocultural and linguistic experiences of Chicax-Latinx students, both immigrant and non-immigrant, in the United States.
2. Examine the social, historical, cultural and educational experiences of Chicano/a adolescents, their families, and communities through the collective examination of current research, demographic trends, and data on Chicana/o academic achievement.
3. Engage in critical dialogue/research on what might do to improve the academic achievement of Latinx-Chicax adolescents.
4. Through a series of reflective and interactive activities, students will critically reflect upon their own understandings and biases as they relate to Chicana/o, Chicax, Latina/o, Latinx youth and communities.
5. Examine, study and explain selected pedagogical and theoretical frameworks on the education, including: second language acquisition, critical biculturalism, feminist and critical race theories and apply these frameworks to the particular experiences/case studies of Chicax adolescents their families and communities.
6. Construct a content-based instructional unit on a topic of relevance to Chicax youth. The unit will focus on addressing the various intersectionalities of Chicax youth and will be aligned to the Liberated Ethnic Studies Model Curriculum Framework. The unit will also reflect the students' understanding of student language proficiency level.

CHS Departmental Student Learning Outcomes:

- Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o experience in the local and broader community.
- Acquire knowledge and understanding of Chicana/ o Studies history, culture, arts, language, and socio-political issues.
- Acquire leadership skills that will promote social change in Chicana/o communities and the broader society.

CHS Graduate Student Learning Outcomes

- Demonstrate a refined ability to think critically, analytically and creatively beyond the undergraduate level about the Chicana/o experience in the local and global society.
- Demonstrate strong oral, writing, and research skills.
- Demonstrate a sufficient level of expertise in a particular field within the discipline, having read most of the literature in that area, and be able to develop and teach a course in that field.
- Master a comprehensive knowledge and understanding of Chicana/o Studies history, culture,
- Develop further leadership skills that will promote social change in Chicana/o communities and the broader society.

Writing Intensive General Education Courses (Required Upper Division GE Courses)

- Develop and clearly define their ideas through writing;
- Ethically integrate sources of various kinds into their writing;
- Compose texts through drafting, revising, and completing a finished product;
- Express themselves through their writing by posing questions, making original claims, and coherently structuring complex id

COURSE REQUIREMENTS, ASSIGNMENTS, ASSESSMENTS AND GRADING

<u>1.</u>	<u>Packback Discussions: “I AM NOT YOUR PERFECT MEXICAN DAUGHTER”</u> (12 x 10 points each)	120 points
<u>2</u>	<u>Deep Dives</u> (4 x 20 point each) Each DEEP DIVE should be 2-3 pages APA FORMAT and submitted through Packback.	80 points
<u>3</u>	<u>Liberated Ethnic Studies Lesson Plan with Slides/Presentation(Final)</u> (6x 20 points) The lesson plan is split into four parts, each worth 20 points. The slides are worth 20 points and the final presentation is 20 points.	120 points
		320 points

Week 1	Introduction to the class Making class decisions Review of Syllabus Review of Packback and Canvas 7pm (short class)
	Jerome Richfield 132

<p>Week 2 - 1/29/2023</p> <ul style="list-style-type: none"> ● Packback Deep Dive #1 	<p>What's In a Name? Chicana/o Identity</p> <p>The word Chicana or Chicano and now Chicanx, has a long history. In this deep dive, please reflect on how the term has impacted the identity of people of Mexican or Latin American descent. Include why you think the negative connotations persist to this day. How do you think educators can continue to educate on how identity as a Chicanx person persists to this day?</p> <p>Cite all of the sources below and add any other reflection you may have beyond the prompt above.</p> <p>Readings for the Packback Deep Dive #1</p> <ol style="list-style-type: none"> 1. Who is a Chicano? And what is it a Chicano Wants? Column by Ruben Salazar 2. What is a Chicano? Who the hell knows. by Cheech Marin 3. The Word Chicana/o, by Rudolfo Acuña <p>Video for the Packback Deep Dive #1</p> <ol style="list-style-type: none"> 1. Chicano Moratorium Film. Requiem 29: The Chicano Moratorium 2. What is a Chicano? 3. I am Joaquin! Yo soy Joaquin! Part One 4. I am Joaquin! Yo soy Joaquin! Part Two
<p>Week 3 - 2/05/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #1 ● <u>Liberated Ethnic Studies Plan CC1</u> <p>LINK TO I AM FROM TEMPLATE</p>	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 1-3</u></p> <p>Make a Google Doc copy of the Liberated Ethnic Studies Lesson Plan in Canvas. Once you've made a copy, make sure to bookmark it because you will use the same document for four different assignments.</p>
<p>Week 4 - 2/12/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #2 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 4-5</u></p>
<p>Week 5 - 2/19/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #3 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 6-7</u></p>
<p>Week 6 - 2/26/2023</p>	<p>Chicana/o/x Mental Health BTPE 2.4</p>

<ul style="list-style-type: none"> ● Packback Deep Dive #2 	<p>What are important issues in Chicana/o/x mental health that are vital for us to understand as educators and community members? How does culture help heal? What are other pertinent issues that are vital to know about Chicana/o/x mental health?</p> <p>Cite all four readings in your deep dive and remember to use APA format in your response.</p>
	<p>Readings for the Packback Deep Dive #2</p> <ol style="list-style-type: none"> 1. Adolescent Mental Health by Yvette G. Flores 2. The Notion of Deficit Thinking by Richard Valencia 3. La Cultura Cura by Ginwright 4. La Cultura Cura by: Latino Culture, Shared Experiences, and Recovery in Northern California Anexos by Victor Garcia, Anna Pagano, Carlos Recarte & Juliet P. Lee
<p>Week 6 - 2/26/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #4 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 8-9</u></p>
<p>Week 7 - 3/05/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #5 ● <u>Liberated Ethnic Studies Plan CC2</u> 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 10-12</u></p> <p>Use the same lesson template you've been working on.</p>
<p>Week 8 - 3/12/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #6 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 13</u></p>
<p>Week 9 3/19/2023 No Class This Week (Spring Recess)</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #7 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 14-15</u></p>
<p>Week 10 - 3/26/2023</p> <ul style="list-style-type: none"> ● Packback Deep Dive #3 	<p>Your Role as an Educator in Countering Deficit Narratives BTPE 1.3; 1.4; 6.6</p> <p>Reflect on your role as an educator in countering deficit narratives. Use all the sources below to reflect on how we can teach and honor students' language, culture and the capital that they bring to the classroom?</p>
	<p>Readings for Packback Deep Dive #3:</p>

<p>BTPE 1.5; 1.6; 2.1; 6.5</p>	<ol style="list-style-type: none"> 1. Yosso, T. (2005). “Whose Cultural has Capital? A Critical Race Theory Discussion of Capital. Race Ethnicity and Education Pp. 69–91 2. Moll, Amanti, Neff and Gonzalez. (1992). “Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms”. Theory and Practice. Pp. 132-141. 3. Rios, C.(2013). A curriculum of the borderlands: High school Chicana/o Studies as sitios and lengua. Urban Review. Pp. 58-73
<p>Week 10 - 3/26/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #8 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 16-18</u></p>
<p>Week 11 - 4/2/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #9 ● <u>Liberated Ethnic Studies Plan CC3</u> 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 19-21</u></p> <p>Use the same lesson template you’ve been working on.</p>
<p>Week 12 - 4/9/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #10 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 22-24</u></p>
<p>Week 13 - 4/16/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #11 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 25-27</u></p>
<p>Week 14 - 4/23/2023</p> <ul style="list-style-type: none"> ● Packback Deep Dive #4 	<p>Rethinking Chicana/o/x Identity BTPE 6.1; 6.4</p> <p>In this deep dive I want you to Rethink Chicana/o/x identity, including race, language, etc. Why is it vital for Chicana/o/x adolescents to be aware of the rich and complex histories, including how the racist caste system has impacted internalized racism and horizontal violence. How can Chicana/o/x families be empowered to advocate and what community supports are there?</p>
	<p>Readings for Packback Deep Dive #4:</p> <ol style="list-style-type: none"> 1. Rethinking Identity: Afro-Mexican 2. Bettina Love. Chapter 2 Educational Survival 3. Manipulation of Racial Identity by Jack Forbes
<p>Week 14 - 4/23/2023</p> <ul style="list-style-type: none"> ● Packback Discussion Questions #12 	<p><u>I AM NOT YOUR PERFECT MEXICAN DAUGHTER CH 28-29</u></p>
<p>Week 15 - 4/30/2023</p> <ul style="list-style-type: none"> ● <u>Liberated Ethnic Studies</u> 	<p>Use the same lesson template you’ve been working on.</p>

<u>Plan CC4</u>	
Week 16 - 5/7/2023 <ul style="list-style-type: none"> Liberated Ethnic Studies Slides that correspond to your lesson plan. 	Make a Google Doc copy of the Liberated Ethnic Studies Lesson Plan in Canvas. Once you've made a copy, make sure to bookmark it.
Last Class - 5/10/2023 Final Presentations	Liberated Ethnic Studies Lesson Plan Presentations in Teams BTPE 1.4
	See instructions in Canvas.

All assignments should be turned in on time. Late assignments will result in a loss of points. Incompletes will be given only under **highly extraordinary** circumstances. Final grades will be given according to the following scale.

A	94-100 points	A-	90-93 points	B+	87-89 points
B	83-86 points	B-	80-82 points	C+	77-79 points
C	73-76 points	C-	70-72 points	D+	67-69 points
D	63-66 points	D-	62-60 points	Not Passing	59 or below

Audiovisuals – Students may be assigned or select different movies and documentaries throughout the semester. Some of the films are controversial and that is their purpose. They will provide us with an opportunity for discussion, as well as an application of the concepts being discussed in this course.

Required texts/Readings - Both texts will be available in PDF format but you might want to buy these invaluable resources as well.

- Cuauhtin, Zavala, Sleeter & Au. 2019. **Rethinking Ethnic Studies.** Rethinking Schools. Milwaukee, WI.
- Sanchez, E. 2017. **I Am Not Your Perfect Mexican Daughter.** Random House: New York, New York OR YOU CAN USE THE LINKS TO THE AUDIO PROVIDED.
- All other readings will be distributed in class or available from Canvas.

Attendance and Participation- Since so much of the class requires peer interaction and dialogue. Missing a class does not only affect individual students, but that of your peers. Students are expected to to be present every Wednesday regularly, arrive on time, and to stay until the end of each session.

As a courtesy, if students cannot attend class, please email me at guadalupe.cardona@csun.edu

or text me at 323-490-9575. If absent, it is the student’s 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.

Bilingual Authorization students will be required to write the lesson in Spanish. *Presentation of lesson plan:* Students will present in small teams and will do a 20 minute presentation of the lesson plan on the last class.

Course Grades Scales:

A	94-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-93%	B-	80-82%	C-	70-72%	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.

INTERNET RESOURCES

- Rethinking Schools On-Line: <http://www.rethinkingschools.org/>
- Edchange: <http://www.edchange.org>
- National Association For Multicultural Education: <http://www.nameorg.org>
- Global Exchange: <http://www.globalexchange.org/>
- Fair Test: <http://www.fairtest.org>
- Teaching Tolerance: <http://www.tolerance.org>
- Gay, Lesbian, Straight, Education Network: <http://www.glsen.org>
- Network for Public Education: <https://networkforpubliceducation.org>
- Save California Ethnic Studies: <https://www.savecaethnicstudies.org>

Technology

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

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>. You will need access to both for this class. You will also need access to:

- **Modular Object-Oriented Dynamic Learning Environment (Canvas)**
- This course utilizes the platform Canvas for presentation materials and assignments,
- **Packback**

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 dishonesty (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.

Other Sources of 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/heart>

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

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.vanscov@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 AND through the LIVE Google Version of this syllabus.

CHS 431: The Chicana/o Adolescent
Bilingual Authorization Program Standards Course Matrix

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

BTPE

- 1.1
- 1.2
- 1.3 – **p. 5**
- 1.4 – **p. 5; p. 7**
- 1.5 – **p. 6**
- 1.6 – **p. 6**
- 1.7

BTPE

- 6.1 – **p. 6**
- 6.2
- 6.3
- 6.4 – **p. 6**
- 6.5 – **p. 6**
- 6.6 – **p. 5**
- 6.7

BTPE

- 2.1 – **p. 6**
- 2.2
- 2.3
- 2.4 – **p. 4**
- 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