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April 22, 2010

KEITH ALLEY
EVC/ PROVOST

Re: Minor in Chicano/a Studies

Dear Keith:

The Undergraduate Council reviewed the SSHA proposal for a new minor in Chicano/a Studies and approves the proposed program based on its academic merit. Senate Standing Committees (in this case Committee on Rules and Elections and Committee on Academic Planning and Resource Allocation) reviewed the proposal and had no dissenting comments.

The Divisional Council, on behalf of the Academic Senate, recommends approval of the proposed minor.

Sincerely,

Martha H. Conklin, Chair

cc: VPUE Viney
Divisional Council
Senate Office

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED
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MERCED, CA 95344
(209) 228-SSHA
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April 20, 2010

To: Undergraduate Council

RE: Chicano/a Studies Minor

On April 20, 2010, the voting period to consider the *Chicano/a Studies Minor* concluded with the proposal being approved by the SSHA faculty. The *Chicano/a Studies Minor* was also approved unanimously by the SSHA Curriculum Committee on April 12, 2010. Additionally, the Dean's Office has reviewed the proposal for resource implications and has determined that there are none for the School. Therefore, on behalf of the School of Social Sciences, Humanities and Arts, I submit to you the *Chicano/a Studies Minor* (33 votes for; 2 vote against; 2 Abstentions; 9 ballots not returned).

A copy of the Chicano/a Studies Minor is attached for your review.

Thank you for your consideration.

Mark Aldenderfer
Dean, SSHA

Proposal for a *Minor in Chicano/a Studies* in the School of Social Sciences, Humanities, and Arts, University of California, Merced

1. Faculty Associated with the Program

The following ladder-rank faculty have agreed to participate in the proposed program at inception:

- Robin M. DeLugan, Assistant Professor, Anthropology
- Ignacio López-Calvo, Professor, Literature
- Sean Malloy, Assistant Professor, History
- Manuel M. Martín-Rodríguez, Professor, Literature
- Cristián Ricci, Assistant Professor, Literature
- Simón Weffer-Elizondo, Assistant Professor, Sociology

As well as non-ladder faculty:

- Virginia Adán-Lifante, Lecturer SOE, Coordinator Spanish Language Program
- Loren Qualls, Lecturer, Writing Program
- Christopher Ramirez, Lecturer Writing Program
- Nicholas Valdez, Lecturer, Writing Program

The program will remain open to the participation of other interested existing and newly hired faculty whenever their courses are relevant to the goals of the program.

2. Rationale for the Program

The proposal for a *Minor in Chicano/a Studies* is based on a set of several perceived needs and opportunities that suggest the convenience of adding this program to the offerings currently available to UC Merced students. These include:

- **Maximizing existing curricular offerings** by bringing existing courses together to form a cohesive plan of studies. UC Merced faculty currently offers at least fifteen courses that speak directly to concerns addressed by Chicano/a Studies (see section 4, below). With the addition of one required course (LIT 060: Introduction to Chicano Culture and Experiences), that will serve as an introduction to the field and to the program, the proposed minor will offer students at UC Merced the opportunity to pursue a plan of studies that transcends the individual disciplines represented, so as to explore Chicano/a Studies as a focus.
- **Fostering interdisciplinarity.** Chicano/a Studies, *since its inception*, has been conceived of as an interdisciplinary field in which different areas interrogate and illuminate each other. A study of Chicano/a literature, for example, will always produce better results with attention to social, linguistic, and political issues and, by the same token, literature has contributed in fundamental ways to anthropological and sociological studies on the Chicano/a population. Fundamentally, this minor will give students a set of analytical tools from a multitude of disciplines to critically examine

what it means to be Chicano/a, the impacts of Chicanos/as on social institutions, the cultural impacts of Chicanos/as on U.S. culture, and all other intersectionalities of being Chicano/a in U.S. society. Considering UC Merced's overall commitment to interdisciplinarity, the minor in Chicano/a Studies appears to be a natural fit.

- **Fostering diversity.** UC Merced's guiding principles include awareness of self and society and recognizing the value of diversity. Chicano/a Studies, as a field, concentrates on a rather diverse social group, not only in the sense that it studies the largest minority group in the country but, also, because the population it studies includes traditional rural societies that have lived in this country for centuries, recent and not so recent immigrants, the descendants of multiple Native American groups, groups that speak several different languages, among other differences. Without the intellectual guidance of a Chicano/a Studies program, these differences often end up subsumed into a homogenizing identity, promoted by or derived from mass media simplifications. Moreover, in this climate of hatred that seems to be pervading the UC system as a whole, establishing Chicano/a studies on this campus will send a strong signal to the campus and system as a whole of SSHA's (and by extension UC Merced's) commitment to diversity.
- **Aligning UC Merced offerings with other Research Universities.** Chicano/a Studies programs have a presence in most (if not all) major research universities. At the University of California system, the following programs in Chicano/a Studies exist: Ph.D. (UCSB, UCI[1]), M.A. (UCSB), Major (UCB, UCD, UCI,[3] UCLA, UCSB), Minor (UCD, UCI,[3] UCLA, UCR, UCSD[2]). The following campuses have Departments of Chicano/a Studies: UCD, UCI,[3] UCLA, and several campuses (e.g. UCLA, UCSB, UCSC) have Chicano/a Studies Research Centers. As of this writing, UCLA is waiting for approval of a proposal to implement graduate programs in Chicano/a Studies. Chicana/o studies programs can also be found at peer institutions outside the UC system such as Stanford, University of Texas-Austin, University of Minnesota, University of Arizona, and the University of Wisconsin-Madison.
- **Student demographics**. Chicano/a and Mexican American enrollment at UC Merced is the highest (percentage-wise) in the system at 33%[4]. The percentage of Chicano/a and Mexican American residents is also high in Merced as a city (48.5%), Merced County (52.4%) throughout the entire Central Valley, and in the State of California as a whole (38%). The *Minor in Chicano/a Studies* will be a valuable asset for UC Merced in order to fulfill its mission to serve the population of the state, and its vision to educate and train the youth of the Central Valley. Moreover, as a Hispanic Serving Institution, UC Merced will benefit from additional programs (such as this proposed minor) that directly serve this large part of its student population.
- **Student demand**. For several years, students at UC Merced (both Chicanos/as and students from other Ethnic groups) have expressed their strong interest in an academic program in Chicano/a Studies. Student leaders have collected more than four hundred signatures in support of academic degrees in Chicano/a Studies (appended), which suggests the proposed minor will benefit from very healthy

[1] Emphasis in Chicano/Latino Studies available in conjunction with multiple Ph.D. programs.
[2] Combined with Latino/a Studies and Humanities.
[3] Combined with Latino/a Studies.
[4] Data from UCM Institutional Planning and Analysis.

enrollments. The students have also written a letter of support to reinforce the petition and their commitment to, and interest in, Chicano/a Studies.

- **Maximizing synergies with existing faculty research programs.** As attested by the list of courses below (section 4), the minor will have linkages with several research programs directed by faculty participating in the minor. This, in turn, will offer students in the program ample opportunities to participate in research projects and to gain hands-on experience on research methods and procedures. The relevant research programs (and their directors) include: Social Mobilization in California (Weffer-Elizondo), Community Health in San Joaquin Valley rural locales and urban neighborhoods (DeLugan and Weffer-Elizondo), Indigenous migration from Latin America to California (DeLugan), the Chicano/a Literature Intertextual Database (Martín-Rodríguez), and the Chicano/a Readers Oral Project (Martín-Rodríguez). Additional programs that may offer students in the minor opportunities for research include the Latino Obesity in the Central Valley (Rudy Ortiz, Biology, and Weffer-Elizondo) and the interdisciplinary Center of Excellence in Health Disparities, which encompasses faculty from Anthropology, Biology, Psychology and Anthropology to examine Health Disparities in the Central San Joaquin Valley. Students enrolled in the minor will also have the opportunity to analyze Chicano/a cultural representations on a comparative perspective that involves migration, bilinguism, and transculturation of Latin American, Maghrebi and Sub-Saharan peoples to Europe (Ricci), *Social Spatializations and Anxieties in Latino Los Angeles' Cultural Production*, which focuses on the evolution of the imaging of Los Angeles as depicted in Chicano cultural production from different theoretical perspectives, including ecocriticism, post-nationalism, gender studies, and cultural studies (Lopez-Calvo).

3. Resources

The *Minor in Chicano/a Studies* has been designed with special attention to UC Merced's existing strengths and resources. We are conscious of the current fiscal hardships affecting UC Merced's ability to obtain new resources, and are mindful of those potential constraints. The proposed minor is a financially responsible program that uses resources already in place with no additional needs in personnel, space, equipment, or library materials.

The *Minor in Chicano/a Studies* is based on existing courses, taught in regular intervals by current ladder-rank faculty, and it only requires the creation of one new course. The rationale for creating this new course (LIT 060: Introduction to Chicano Culture and Experiences) is simple: from a pedagogical standpoint, we believe that the minor would benefit from an introductory lower-division course. Rather than relying on a course already in existence (e.g. LIT 061: Hispanic/Latino Children's Literature and Film), the creation of LIT 060 makes sense as it allows it to be built from scratch to serve the dual purpose of required introductory course for the *Minor in Chicano/a Studies* and as an elective for the *Major in Literatures and Cultures*. The CRF for this new course is being submitted concurrently with this proposal. LIT 060 will offer a thoroughly interdisciplinary approach to Chicano/a culture. All participating faculty have agreed to offer guest lectures, and we anticipate inviting others as well.

In addition, the writing faculty have developed a course WRI 40: Ethnic Writing: Chicana/o Rhetoric and Writing and a corresponding upper division course WRI 140. The course will be an examination of composition and rhetoric through ethnic writing. Students will refine their ability to write in correspondence with cultural literacies. This class will develop a mode of rhetoric that is distinctive to academic reasoning beyond the formal praxis of the Western canon. The upper division course will also include the creation of a portfolio by each student in the course.

In addition to the required introductory course, students in the program must take four upper-division courses from a list of fifteen courses (in Anthropology, History, Literature, and Sociology) included in section 4 (below), all of which are taught, at least, every other year.

4. <u>Program Curriculum and Description</u>

The *Minor in Chicano/a Studies* is an interdisciplinary program that introduces students to the complex experiences, history, cultural practices, and social interactions of one of the largest ethnic groups in the United States. The program has been designed around conceptual and theoretical units that are central to Chicano/a Studies as a field. This approach has three significant advantages: 1) it allows us to maximize interdisciplinary approaches by having faculty from different disciplines consider a similar set of issues from their respective fields of expertise; 2) it permits us to give the program a definite UC Merced identity and flavor, based on current faculty expertise, research interests and projects; 3) it facilitates transitioning in new hires in the future, regardless of their disciplinary homes or new courses from the current faculty.

In the upper division courses, students, in final papers/projects, will be able to critically examine the concepts below as they tie in to each particular course. UC Merced's *Minor in Chicano/a Studies* is organized around the following central questions that the program will explore, and students will address, from multiple disciplinary perspectives:

- the role that race and ethnicity play and have played in shaping the experiences of different ethnic groups in the United States, with an emphasis on Chicanos/as;
- the dynamics of migration and immigration, and the ensuing changes in identity, language, social and cultural practices, and national (or transnational) allegiances; particular attention will be paid to the borderlands and its role in defining a Chicano/a identity over the years;
- cultural contact and conflict in a historical context, including an in-depth examination of activism and its role in raising consciousness, political mobilization (both contentious and non-contentious behavior), building a sense of community, and advancing Chicano/a civil and human rights;
- literature and the ways in which it reflects and advances social changes, produces artistic renditions of Chicano/a and non-Chicano/a life, facilitates a sense of community, and interacts with readers from different cultural backgrounds;
- language, with special attention to bilingualism, the social and the artistic uses of mixing languages, as well as the tension between spoken and written versions of those languages;

- the indigenous component of the Chicano/a identity; Chicanos/as are the descendants of multiple indigenous groups from present-day Mexico and the United States, and exploring that descent is central to Chicano/a studies.

General Academic Information:

- To complete this minor, students must complete a minimum of five courses, at least four of which must be upper division.
- All courses must be taken for a letter grade.
- A minimum overall grade point average of 2.0 (C) in upper division courses is required.
- At least four of the five required courses must be taken at UC Merced.
- Only one course may be used simultaneously to satisfy requirements for two minors.
- Only one course may be used to satisfy both a minor and a major requirement.
- Students must consult the UC Merced General Catalog for prerequisites to required courses.
- Topics courses (such as LIT 150 and LIT 180) will be approved on a case by case basis, as the material is related to Chicanos/as.
- Only one topics course may be used in satisfying the requirements for the minor.

Requirements:

A. LIT 060: Introduction to Chicano/a Culture and Experiences [4]
B. Four upper-division courses from the following list:
- ANTH 110: Migration, Diaspora and Transnational Belonging [4]
- ANTH 116: Indigenous Activism in the Americas [4]
- HIST 119: Topics in the History of Migration and Immigration [4]
- HIST 123: Comparative Race and Ethnicity in the United States [4]
- LIT 111:Empire, the Postcolonial and Representation: Reading East and West[4]
- LIT 150: Topics in Hispanic Literature: The Mexican Revolution[4]
- LIT 162: Bilingualism and Borders in Hispanic Literatures [4]
- LIT 168: Chicano Literature [4]
- LIT 169: US Latino Literature [4]
- SOC 110: Social Movements, Protest and Collective Action [4]
- SOC 131: Urban Inequality
- SOC 180: Advanced Issues in Race and Ethnicity [4]
- SOC 181: Chicanos in US Society[5]
- SPAN 180 Topics on Spanish Language and Culture.
- WRI 140: Ethnic Writing: Chicana/o Rhetoric and Writing [4]

We have included a teaching matrix for AY 2010-11 and AY 2011-12 so that it can be clear how students may complete the minor in a timely fashion. Appendix A also includes a rationale for the courses we included as part of the minor which are not *explicitly* in their title Chicana/o.

[5] This course is currently in development.

Proposed Teaching Matrix for Chicana/Chicano Studies Fall 2010-Spring 2012

Fall 2010	Spring 2011	Fall 2011	Spring 2012
ANTH 110	LIT 60	HIS 123	WRI 40
LIT 150 (Mexican Revolution)	SOC 180	SOC 131	SOC 181
SPAN 180	SOC 110	ANTH 116	LIT 60
	LIT 168	WRI 140	LIT 111
			LIT 169

5. <u>Learning Outcomes</u>

Students who complete the minor in Chicano/a Studies will develop an understanding and appreciation of Chicanos/as as a group with a particular history, social and cultural experience, aesthetics, politics, and linguistic practices.

More specifically, the program's learning outcomes are as follows:

- Students will be able to identify and analyze (both verbally and in writing) Chicano/a cultural practices, including an understanding of their origins, historical development, and social contexts;
- Students will understand the role that race, gender and ethnicity have played in defining Chicanos/as as a group, and they will be able to apply that knowledge to specific academic areas (e.g. literature, anthropology, etc.);
- Students will be able to recognize and discuss internal differences within the Chicano/a group, and to relate those differences to processes of migration, diaspora, transnationalism, and other forms of geographical displacement, as well as to their indigenous roots in the Americas;
- Students will understand the role that activism and struggle have played in building a Chicano/a consciousness;
- Students will be able to recognize the main elements of a Chicano/a aesthetics, as manifested in literature and language, as well as in cultural practices and rituals.
- For upper-division courses, students will be able to produce research papers exploring topics salient to Chicano/a Studies.

6. <u>Timetable for Implementation</u>

Since the program does not require any additional resources, our goal is to begin offering the degree in Fall 2010, pending all necessary approvals. The program will be open to students in both junior and senior levels.

7. <u>Appendices</u>

Rationale of proposed courses for Chicano/a studies; student letter of support.

Appendix A. Rationale for Proposed Courses for Chicano/a Studies.

Please find below the rationale for courses to be included in the Chicano/a Studies minor, if they are not *explicitly* titled as Chicano/a Studies courses.

ANTH 110: Migration, Diaspora and Transnational Belonging: Examines migration, and immigration using the Anthropological lens to understand topics such as Diaspora and transnational belonging as well as topics such as cultural citizenship. Chicano's complicated migration history, where the land was annexed by the United States changing their citizenship status, to the ever present push-pull dynamics of US and Mexico immigration is examined.

ANTH 116: Indigenous Activism in the Americas: Highlights the concept of indigenous rights and indigenous activism that was fundamentally part of the Chicano movement in the late 1960's and early 1970's. This connection to the indigenous peoples of Mexico pre-Spanish Conquest is a crucial part of the construction of the *mestizo* identity and expressions of indigeneity that Chicanos embrace both historically and currently.

HIST 119: Topics in the History of Migration and Immigration: Discusses how historians understand the issues of migration and immigration and it's impacts on Chicanos/as in the United States.

HIST 123: Comparative Race and Ethnicity in the United States: Approximately 1/3 of the course material deals directly with Chicano/a-Latino/a topics. Overall course theme involves racial formation in the U.S. in a comparative context and thus provides relevant theoretical and historical tools for understanding the formation of Chicano/a identity.

LIT 111: Empire, the Postcolonial and Representation: Reading East and West: This course uses texts by Chicana/o writers and scholars to understand issues of borders, migration, being "the other", and other topics faced by Chicano's in a transnational comparative context.

LIT 150: Topics in Hispanic Literature: The Mexican Revolution

LIT 162: Bilingualism and Borders in Hispanic Literatures: Chicanos/as are one of the principle examples of issues of bilingualism and cultural hybridism as manifested in art and culture when contact occurs in borderland areas. The issue of "the boarder" is a central theme throughout Chicana/o literature and film.

LIT 169: US Latino Literature: Examines literature from pre-Colonial to the present, and examines how socio-historical process effect the major Latino groups in a comparative context, and thus Chicana/o literature is compared to that of Puerto Ricans, Cubans, and Central-Americans.

SOC 110: Social Movements, Protest and Collective Action: This course explicitly examines the Chicano movement of the late 1960's and 1970's as well as more contemporary movements that effect Chicano's such as the Immigration Rights Movement, the Minuteman Movement

(anti-immigration), transnational social movements in border areas (such as El Paso and Ciudad Juarez), as well as its connection to identity movements more broadly.

SOC 131: Urban Inequality: This course specifically addresses the differences in Chicana/o poverty relative to African-Americans, and how issues such as race, ethnicity, nativity, and citizenship differentially impact Chicanos, as well as differences by region (i.e. Southwest vs. Midwest).

SOC 180: Advanced Issues in Race and Ethnicity: This course examines the multitudes of intersections between race and ethnicity in both US society and internationally. An examination of how issues such as the construction whiteness/blackness, the role of environmental racism, disadvantage in institutional settings (i.e. politics, education), health outcomes, and other social phenomena are examined for Chicano's as well as other racial and ethnic minorities.

SPAN 180 Topics on Spanish Language and Culture: Rotating topics on Hispanic culture/Spanish Language. Past topic have included Hispanic Film, and Translation. Among the future topics that will be offered are the Mexican Corrido, and Varieties of Spanish in the USA .