

**Proposal for Shared Courses and Certificate Programs between Washington State University
and Eastern Washington University/A Chicana/o Studies Consortium**

Proposed by the Inland Northwest Chican@ Latin@ Studies Alliance

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Inland Northwest Chican@ Latin@ Studies Alliance



INTRODUCTION:

In fall of 2010 Professors Linda Heidenreich and Jerry García met at the North West FOCO Conference for the National Association of Chicana and Chicano Studies and discussed the disproportionate effect of the recent economic downturn on Chicana/o Studies in the Inland Northwest. While most departments in Washington universities experienced some losses due to the fiscal crisis, Chicana/o Studies was losing teaching positions and classes at the same time that the Chicana/o and Latina/o population of Washington State was growing. To exacerbate the problem, universities in near-by states, such as California, were able build and strengthen their Chicana/o Studies programs, despite similar fiscal circumstances in that state.¹

In the winter of 2011, Chicana/o Studies faculty from the Inland Northwest began meeting to discuss ways in which they might share resources to meet the needs of their universities and the growing population of Chicana/o and Latina/o students at each of their schools. Shrinking funds on all of their campuses demanded creative and innovative thinking. As a result of these early meetings, progress was made toward sharing resources between universities in order to strengthen the curriculum of them all. Collectively, they began to function as the Inland Northwest Chicana/o Latina/o Studies Alliance (INCLSA), developing new ways to share curriculum and learning from programs who had accomplished such tasks in the past.

Losing resources from Chicana/o Studies at a time when the Chicana/o Latina/o population of Washington was increasing and other states were increasing resources for their Chicana/o Studies programs, raised several concerns for us:

- That a curriculum that ignored the histories, culture and scholarly contributions of Chicanas/os would make our campuses less appealing to the growing population of

¹ In the last decade, the University of California Santa Barbara and UCLA both expanded their departments to offer PhDs in Chicana/o Studies; even the University of Wyoming in our nation's mid-west, expanded its course offerings and established a Chicano Studies program in its College of Arts and Sciences. See UC Santa Barbara, Chicano Studies MA, PhD Program, <http://www.chicst.ucsb.edu/phd/index.shtml> ; UCLA César E. Chavez Department of Chicana/o Studies, "Announcing A New PhD in Chicana/o Studies at UCLA," <http://www.chavez.ucla.edu/academic-programs/graduate/announcing-a-new-ph.d.-in-chicana-o-studies-at-ucla> ; University of Wyoming College of Arts and Sciences, Chicano Studies Program, <http://uwadmnweb.uwyo.edu/ChicanoStudies/> .

Chicana/o Latina/o students in the Northwest. Thus, Washington state students would choose to study elsewhere.

- That a curriculum that failed to meet the life experiences of students would negatively affect retention rates.
- That a lack of courses in Chicana/o Studies would make all students on our campuses less competent in a nation where Chicana/os and Latinas/os are now the majority minority (and where data suggests the demographic shift will continue for several decades to come).

In light of our concerns we invited several faculty and staff members, faculty and staff with either a strong background in Chicana/o Studies scholarship and/or demonstrated commitment to the promotion of the field to join us in developing remedies to our current crisis. The proposal you hold in your hands, for *Shared Courses and Certificate Programs between Washington State University and Eastern Washington University*, is the product of our endeavors. We propose a cross-university program of shared courses and certificate programs, where students and faculty from Washington State University and Eastern Washington University can benefit from the joint resources of our two institutions. Such resource sharing will increase the visibility of Chicana/o Studies in the Inland Northwest, improve the visibility of our scholarship and curriculum nationally, and improve the ability of our universities to attract and retain Chicana/o Latina/o students as well as forward looking majority students committed to acquiring the skills necessary for succeeding in a multi-cultural America.

TERMS:

INCLSA: An Alliance Inland Northwest Chicana/o Studies Scholars dedicated to strengthening the field of Chicana/o Studies in the Inland Northwest. Its mission is to strengthen Chicana/o Studies teaching research, and service programs throughout the Inland Northwest through course sharing and cross-university collaboration in teaching, service and research. It seeks to make scholarship and Chicana/o Studies knowledges available to university students at Washington State University and Eastern Washington University, the communities of the Inland Northwest, Washington state and the larger nation.

Chicana/o: American citizens and US residents of Mexican descent. The term saw a revival in the 1960s and 1970s. Today the term used by Mexican Americans and other Mestizo peoples who are committed to social change.

Hispanic – An umbrella term used by The United States government to label residents who were born or have lived in the U.S. for many years and who are descendants of Spanish or Spanish Latin America (meaning all countries that were colonized by Spain in North America,

Central America, South America, and the Caribbean). The terminology is sometimes considered derogatory because it ignores/erases the heterogeneity, diversity and even the mixed heritage of many groups and individuals.

Latina/o: The term has its roots in “Latino Americano.” An umbrella term which represents any person from the Latin American or of Latin American descent. Because the term has strong roots in Latina/o communities, it is sometimes considered less problematic than “Hispanic.” Note: Latino/Latinos is generally used to refer to males, and Latina/Latinas is generally used to refer to females.

Mexican –American: American citizen of full or partial Mexican origin or descent.

Mestizo: Person of mixed Spanish or Portuguese heritage and indigenous ancestry.

GROWING NEED FOR A CONSORTIUM:

Latinas/os are the fastest growing ethnic minority in the United States. Washington State reflects this growing diversity with 10.2% of the state population of Hispanic descent.² Even in 2000, for counties neighboring Whitman county, the percentage population was much higher with Yakima, Grant and Franklin counties all having Latinas/os comprising between 20.1 and 47.2 percent of the county population (see chart below). As the population of the state shifts, it has become increasingly important to have a curriculum to meet the needs of Latinas/os in our state and nationally.

Research shows that a relevant curriculum aids in retention of minority students. The Association of American University Women, for example published a report titled *Sí Se Puede! Yes, We Can: Latinas in School*, which, in part, mapped the importance of culturally relevant curriculum in improving minority retention.³

Chicana/o Studies, a field which emerged with the increase in numbers of Mexican American students to the U.S. Universities in the late twentieth-century, is among the most germane fields for meeting the needs of the twenty-first century university. The field is interdisciplinary, pulling from the social sciences, liberal arts, performing and visual arts, and sciences. What brings cohesiveness to the field is the relevance of course material to Mexican American

² Executive Summary: Population by Race and Hispanic Origin: 200 and 2010.
www.ofm.wa.gov/pop/race/10estimates/executivesummary10.pdf .

³ Angela Ginorio and Michelle Houston. *Sí Se Puede! Yes, We Can: Latinas in School* (AAUW Educational Foundation, 2001); see also Richard M. Krieg and Charles Wheelan. “A Nation Divided by its Schools.” *Journal of Blacks in Higher Education* 7 (Spring 1995): 81-85.

communities, with its origins, research and application always relevant and intersecting with the lives of Chicanas/os.⁴ It is one of those fields, which helps bring the university to life for students of Mexican descent and all students committed to just futures; it drives home the relevance of a university education to students and community alike.

Population and National Origin, Washington State, 2008

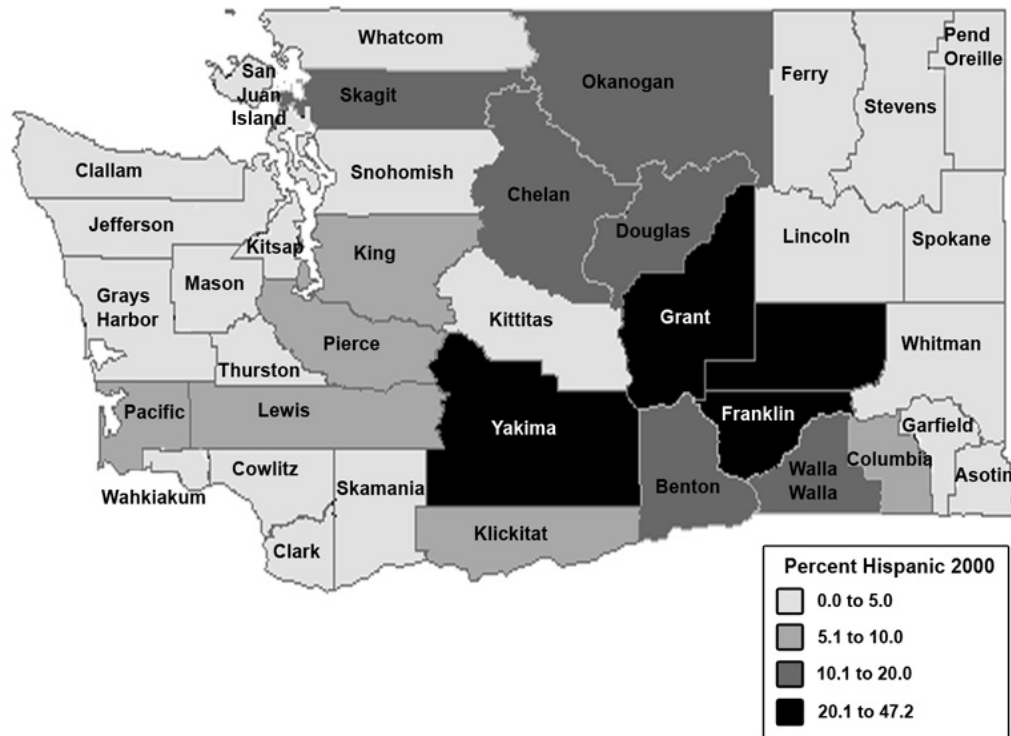
		U.S. Rank
Total Hispanic Population in Washington	643,000	13
Hispanics as Percent of State Population	10%	16
Mexican Origin (Percent of Hispanics)	83%	9
Non-Mexican Origin (Percent of Hispanics)	17%	19

School Enrollment

		U.S. Rank
Number of Hispanics Enrolled in K-12	165,000	11
Hispanics as Percent of All K-12 Students	15%	14

Source Pew Hispanic Center: <http://pewhispanic.org/states/?stateid=WA>

⁴ National Association for Chicana and Chicano Studies, Bylaws (NACCS, 1999): 6-7.



Source: National Vital Statistics Reports, in Kirschner, Growth and Change in Washington State's Hispanic Population

CURRENT STATUS, AN ALLIANCE WITH SOME SHARED RESOURCES:

At present there are two courses that have been designed as courses to be offered through INCLSA. These courses are CES/WST 454 out of WSU, and xyz out of Eastern University. Both courses are scheduled to be offered in spring of 2011. They will be available to WSU Pullman students, distance students, Eastern students, and University of Idaho students.

The core faculty and staff of INCLSA include Zinthia Briseño-Rosales, Josue Estrada, Linda Heidenreich and Brian McNeill at Washington State University. Jerry García, Christina Torres-García, and Martín Meraz-García from Eastern Washington University. The faculty meet every two weeks to collaborate on curriculum development as well as the development of the consortium project.

FROM ALLIANCE TO CONSORTIUM:

We propose a cross-university Consortium, recognized and promoted by both Washington State University and by Eastern Washington University. Jointly, the universities would be able to offer a certificate, minor, and/or major in Chicana/o Studies. This would be accomplished

through offering face-to-face classes cooperatively as well as targeting on-line, blended courses to be available to students enrolled through either of the universities, including their distance degree programs.

Below is a blueprint and explanation of how these programs would be constituted on each campus.

Washington State University

Certificate: The Certificate is modeled on Chicana/o Studies and Indigenous Studies certificates offered at Rainy River Community College, California State University Long Beach, and the University of Madison, Wisconsin. It would be in full compliance with WUS's *Guidelines for Officially Recorded Undergraduate Certificates*. The Certificate program is open to community members and professionals, and to WSU students. Grade-point average in courses in the certificate program must be at least 2.5.*

21 Required Units:

Required Courses:

CES 151: Introduction to Chicano/Latino Studies

CES 201: Foundations of Comparative Ethnic Studies

CES 309: Queer Identities in Contemporary Cultures

CES 454: La Chicana in US Society

SPAN (min. 3 credits): One Semester of Spanish (students may not "pass out" – if student has fluency, they must take at least one semester of film or literature in Spanish).

Electives (2 of the following):

CHST 218: Chicano History (available through EW, online)

CES 220: Introduction to Multicultural Literature

CES 254: Comparative Latino Cultures

CES 353: Chicana/o Literature

CES 357: Chicanas/os and Popular Culture

CES 358: U.S. Latinos/as in Film

CES 359: Chicana/o and Latina/o Politics

CES/CoPsy 457: Chicana/o Latina/o Psychology

*Note: Initially certificates and minors will only be available on campus at WSU and EWU. INCLSA is working to develop a join on-line certificate. At present, CHST 218 is available on-line

through EWU. As of Spring 2013 CES 454: La Chicana will be available on-line (Here also when Brian's course will be available online). Our target date for having a full certificate and minor available through distance education is Fall 2015, this pending the hire of another full-time Chicana/o Studies professor at WSU.

The Minor: Students must be enrolled at WSU in order to complete the minor in Chicana/o Studies. Students must earn a minimum of a 2.0 in all required classes. It is recommended that students minoring Chicana/o Studies satisfy the language requirement in Spanish.

18 Required Units:

Required Courses:

CES 151: Introduction to Chicano/Latino Studies
CES 201: Foundations of Comparative Ethnic Studies
CES 309: Queer Identities in Contemporary Cultures
CES 454: La Chicana in US Society

Electives (2 of the following):

CHST 218: Chicano History (available through EW, online)
CES 220: Introduction to Multicultural Literature
CES 254: Comparative Latino Cultures
CES 353: Chicana/o Literature
CES 357: Chicanas/os and Popular Culture
CES 358: U.S. Latinos/as in Film
CES 359: Chicana/o and Latina/o Politics
CES/CoPsy 457: Chicana/o Latina/o Psychology

The Major: Students majoring in Chicana/o Studies must fulfill all of the university's requirements for graduation, as well as 39 hours in Chicana/o, Latina/o and Indigenous Studies, as outlined below. At least half of all CES/CHST courses must be taken at the 300-400 level.

Required Courses (18 Hours)

CES 151: Introduction to Chicano/Latino Studies
CES 201: Foundations of Comparative Ethnic Studies
CES 309: Queer Identities in Contemporary Cultures
CES 491: Theories of Racism and Ethnic Conflicts
CES 454: La Chicana in US Society

CES 499: Directed Independent Study (students, in groups of no less than three, must develop a community project)

Electives (20 Hours)

CHST 218: Chicano History (online, avail. through EWU)

CES 171: Introduction to Indigenous Studies

CES 254: Comparative Latino Cultures

CES 220: Introduction to Multicultural Literature

CES 254: Comparative Latino Cultures

CES 301: Race and Global Inequality

CES 353: Chicana/o Literature

CES 357: Chicanas/os and Popular Culture

CES 358: U.S. Latinos/as in Film

CES 359: Chicana/o and Latina/o Politics

CES 499: Directed Study (Students may complete a second project, for a total of 6 units toward the major.

CES/CoPsy 457: Chicana/o Latina/o Psychology

Eastern Washington University

CHST 101 Introduction to Chicano Culture (5) *FWS*

[Satisfies cultural and gender diversity university graduation requirement.]

A study of Chicano culture providing an initial overview of its roots and conflicts. Specific components discussed are cultural identity, customs, language, psychology and the arts.(Cross-listed ANTH 161)

CHST 201 Latinas/os in Contemporary American Society (5)

[Satisfies cultural and gender diversity university graduation requirement.]

The course examines the experience of the other Latinos (Hispanics) in the United States: Puerto Rican, Cuban American and Central Americans. The course presents a brief historical overview of their entrance in American Society and a demographic comparison of significant socio-economic variables of the groups. The primary focus of the course is to examine the social and cultural profile of the Puerto Rican, Cuban and Central American groups in the U.S. The course covers historical, social and cultural themes, which include the impact of American institutions on identity, culture, language, the family and the future implications of immigration from Latin America. (Cross-listed ANTH 201)

CHST 218 Chicano History (5) FWS

[Satisfies cultural and gender diversity university graduation requirement.]

This course offers a study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes. (Cross-listed HIST 218)

CHST 230 Chicanas and Latinas in the United States (5)*Prerequisite: CHST 101 or permission of the instructor.*

This course provides a description and analysis of the experience of Chicanas and Latinas in the United States. First, the course presents a review of Chicana studies scholarship and the evolution of Chicana feminist theory. Next, the course examines the historical, cultural, political and social-economic themes which define the experience of Chicanas/Latinas in the United States.

CHST 300 Survey of Chicano Literature (5) *alt Recommended: CHST 101 or 218.*

This course offers students an overview of the historical development and current trends in Chicano Literature. The course focuses on the literary forms of poetry, novel and the short story. The class gives students an understanding of various theoretical approaches utilized in critically analyzing literary works. Students will be expected to read, discuss and apply theoretical techniques on specific Chicano literary works. (May be cross-listed ENGL 498)

CHST 310 Latinas and Latinos in the U.S. Media (5) *Prerequisites: CHST 101 or 218 or permission of the instructor.*

This course surveys how Latinos and Latinas have been depicted in film, news, television and other media formats in the United States. The first section of the course examines Hollywood depictions of the Latino/a experience in the film industry from the early period of U.S. cinema to contemporary representations as well as the depiction of U.S. Latinos/as in Mexican cinema. The second section examines the depictions of Latinos/as in television and the news. Finally, the course presents the emergence of Chicano cinema from the early documentary to the full length dramatic feature.

CHST 320 Chicano-Latino Politics in America (5)*altRecommended: CHST 101 or 218.*

The purpose of this course is to study the political reality of Latinos in the United States: a heterogeneous group made up largely of Mexican, Puerto Rican, Cuban American origin and others (Central and South Americans). The focus taken in this class is to look at the Latino population in terms of its orientation to the political system, its institutions and actors and their participation in the electoral process. The course will examine the political orientation of the Latino community towards power, authority, role of government and actions taken by governmental bodies and linkages to political participation. Overall, the goal of the course is for students to have a better understanding of the political experience

of the second largest racial/ethnic group in the United States. (May be cross-listed GOVT 350)

CHST 330 Latino Immigration to the United States (5)*Prerequisites: CHST 101 or 218 or permission of the instructor.*

This course is a historical overview of Latino immigration from Mexico, Central America and the Caribbean. Special attention is given to the largest Latino sub groups in the United States. This course examines the social phenomenon of labor migration and immigration from Latin America and places it in the context of political economic national inequalities. Themes covered in the course include the transnational character of Latino immigrants, the political economy of immigration, the social and cultural impact of immigrants in the U.S. Latino communities and the transnational economic links between the sending and receiving communities.

CHST 331 The Latino Family in the United States (5)*Prerequisite: CHST 101 or 218 or permission of the instructor.*

This course presents an overview of the general direction of current scholarship on the Chicano/Latino family, with a special focus on basic familial structure and the dynamics of change. First, the course examines traditional interpretations and methodologies and suggests alternative theoretical perspectives. Second, the course examines research issues such as familism, machismo, gender roles, parenting, divorce, family violence, aging, immigration and family and public policy on family life.

CHST 340 Latina/o Communities in the U.S.: Field Research in Chicana/o Latina/o Studies (5)

The course is designed to accomplish three objectives. First it presents a typology of the diverse experience of Latina/o communities in the U.S. Second, it provides a critical review of theories and methods utilized in the study of the Chicano-Latino experience in the U.S. Third, it incorporates a field research component whereby students apply the theories and methods examined in the course.

CHST 396 Experimental Courses (1-5)

CHST 495 Internship/Practicum (1-5)*Prerequisite: permission of the instructor, department chair and college dean.*

CHST 498 Chicano Experience (1-5) FWS

Chicano topics discussed from various disciplines including the humanities and social sciences.

CHST 499 Directed Study (1-5) FWS*Prerequisite: permission of the instructor, department chair and college dean.*

An in-depth, independent research project.

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