

# COUN A107: CHICANA/O & LATINA/O EXPERIENCE AND SUCCESS IN HIGHER EDUCATION

Item	Value
Curriculum Committee Approval Date	03/12/2025
Top Code	493013 - Academic Guidance
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2)</li> <li>Area 7 Life Skills, Lifelong Learning, and Self-Development 7A Theory/ Non-activity (OE1)</li> </ul>
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> <li>Area 4 Social and Behavioral Sciences (OSD)</li> </ul>
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> <li>CSU D7 Interdisciplinary Study (D7)</li> <li>CSU E1 Lifelong Understanding (E1)</li> </ul>

## Course Description

Counseling theoretical frameworks will be utilized to explore factors that contribute to a successful experience in higher education for Chicana/o and Latina/o students and a Mestizaje identity. An examination of Mestizaje and the educational experience of the Chicana/o and Latina/o community in the United States. Emphasis on an understanding of Mestizaje and the background of Chicana/o and Latina/o students in relation to current educational conditions and trends. Enrollment Limitation: COUN A107H; students who complete COUN A107 may not enroll in or receive credit for COUN A107H. ADVISORY: ENGL C1000. Transfer Credit: CSU; UC: Credit Limitation: COUN A104, COUN A105, COUN A107 and COUN A107H combined: maximum credit, 3 units.

## Course Level Student Learning Outcome(s)

1. Demonstrate by written account an understanding of the background and condition of Mestizaje and the Chicana/o and Latina/o experience and success in higher education.
2. Develop an awareness of the barriers and challenges toward educational equity and the Chicana/o and Latina/o community through problem solving exercises and group discussion.

3. Comprehend the importance of peer/mentor/group relationships and the campus community related to academic success and well being in terms of cultural competency and cultural humility.
4. Articulate a presentation on the context of the Chicana/o and Latina/o experience regarding education and cultural capital related to community cultural wealth.

## Course Objectives

- 1. Demonstrate an understanding of Mestizaje and the relationship of Chicana/o and Latina/o cultural experiences to education.
- 2. Demonstrate an awareness and sensitivity of the Chicana/o and Latina/o condition as it applies to their life experiences and Mestizaje.
- 3. Develop a critical and theoretical understanding on the impact of the Chicana/o and Latina/o condition and Mestizaje regarding academia.
- 4. Identify and comprehend factors of success involved in Chicana/o and Latina/o narratives regarding experiences in higher education and the role of Mestizaje.
- 5. Demonstrate an understanding of the importance of peer/mentor/group relationships and the campus community to academic success in higher education.
- 6. Employ a sense of equity and relationship with groups and individuals within and outside the Chicana/o, Latina/o, and Mestiza/o experience and identity.
- 7. Develop a comprehensive ability to comprehend the Mestizaje experience and identity that includes the intellectual development and theoretical frameworks related to the Chicana/o Latina/o narratives and experience.
- 8. Understand and recognize the role of Community Cultural Wealth and Cultural Capital involved in the success of Chicana/o and Latina/o experiences in higher education and society.
- 9. Demonstrate ability to establish an appreciation and understanding of an interdisciplinary academic background and a counseling foundation that synthesizes intellectual and emotive worldview.
- 10. Discuss and comprehend the educational needs and goals of the Chicana/o and Latina/o community and manifestation of Mestizaje.
- I understand Mestizaje and the contextual agency the role of Mestizaje serves for the Chicana/o and Latina/o community and success in higher education and society.

## Lecture Content

I. Counseling A. Definition, American Counseling Association 20/20  
 a. Professional Relationship that Empowers 1. Individuals 2. Groups 3. Families 4. Communities b. Areas of Empowerment 1. Personal 2. Educational 3. Career II. Framework of Multicultural Counseling A. Examples of Diversity a. Counseling for Race b. Counseling for Ethnicity c. Counseling for Gender d. Counseling for Culture 1. Geographical Origins 2. Historical Origins 3. Language 4. Religion e. Multicultural Counseling for Race, Ethnicity, Gender, and Culture. B. Perspectives on Diversity a. Assimilation b. Pluralism c. Myths C. Personal and Social Barriers that inhibit Success a. Prejudice b. Discrimination ; c. Stereotypes d. Ethnocentrism e. Limited Perceptions f. Prejudice Plus Power g. Segregation h. Deficit Mindset I. Subtractive Education D. Stages of Ethnic and Cultural Typology a. Cultural Captivity b. Cultural Encapsulation 1. Cultural Ethnocentrism 2. New Discovery of Cultural Identity c. Cultural Identity Clarification d. Biculturalism e. Multiculturalism f. Cosmopolitanism/Applied Ethics III. Counseling:

Multicultural Competency and Mestizaje A. Multicultural Perspective a. Fourth Force in Counseling B. Formation of Mestizaje and the Chicana/o and Latina/o background a. A Hybrid Background 1. Amerind 2. Iberian 3. Mestizaje C. Mestizaje and Intraplurality of Group Identity Perspectives a. Jose Vasconcelos 1. La Raza Cosmica b. Rodolfo Gonzalez 1. I am Joaquin c. Gloria Anzaldua 1. Borderlands and Mestiza/Hybrid Identity d. Guillermo Gomez Pena 1. Collective Identities and Politics of identity e. Ilan Stavans 1. The United States of Mestizo f. Robert Con Davis-Undano 1. Mestizos Come Home! g. Brian W. McNeill 1. The Mestizo Perspective D. Laura Rendon and Identity Validation a. Counseling the Hispanic 1. Identifying and Validating b. Counseling the Latina/o 1.. Identifying and Validating c. Counseling the Mexican-American 1. Identifying and Validating d. Counseling the Chicana/o 1. Identifying and Validating IV. LatCrit and Counseling A. Latina/o Critical Theory a. Analyzing and understanding Master Narratives b. Analyzing and understanding Meta-Narratives c. Appreciation of an Interdisciplinary Education B. Cuentos and Memoirs a. oral tradition of storytelling b. historical accounts 1. Burro Genius by Victor Villasenor C. Addressing Latina/o and Chicana/o Barriers to Well Being a. Derald Wing Sue 1. Microaggressions a. Microassaults b. Microinsults c. Microinvalidations 2. Overcoming Educational Experiences of Segregation a. The Lemon Grove Incident b. Sal Castro and The East L.A. Blowouts c. Jaime Escalante and Garfield High School D. Addressing Latina/o and Chicana/o Well Being a. Cultural Capital 1. Community Cultural Wealth a. Aspirational Capital b. Familial Capital c. Linguistic Capital d. Social Capital e. Resistant Capital f. Navigational Capital E. The Practice of Cultural Democracy in Education 1. Biculturalism 2. Bilingualism V. Latina/o and Chicana/o College Success A. Short Stories of How I Made it in College 1. Terry Guzman, Social Service Executive 2. Leo Raul Valverde, Attorney and Author 3. Tomas Morales, College President 4. Christopher Flores, Attorney 5. Jose Angel Gutierrez, University Professor 6. Onelia Garcia Lage, Pediatrician 7. Sandra Soto Mayor, Supreme Court Justice B. Mentoring and College Interviews VI. Barrios to Burbs A. Divergent Backgrounds and Pathways into the Suburbs B. Family Obligations and the Narrative of Individualism C. The Educated Minority and American Identities D. Latina/o and Chicana/o Professional Associations E. The Minority Culture of Mobility and the New American Identity of Success VII. Drink Cultura A. Latina/o and Chicana/o Aesthetic Contributions to the American Culture B. Cinco de Mayo c. Cuelaxochitl VIII. Visual Literacy A. Visual Literacy Defined B. Critical Thinking and Visual Literacy C. Creative Thinking and Visual Literacy D. David Alfaro Siqueiros 1. Polyforum 2. America Tropical E. Barbara Carrasco F. Judy Baca IV. Worldviews and Time A. Nopantla B. Ecosis C. Dia de Muertos D. Anthropocentrism X. Cultural Icons A. Cesar Chavez B. Dolres Huerta C. Luis Valdez

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

Lecture, discussions, research, video, film, biographies, individual presentation, and group projects.

## Reading Assignments

Students will be assigned readings from the required texts.

## Writing Assignments

Students will provide written responses from the assigned questions from the readings assigned in the course. Written outlines of textbook

material for class discussion and review. Reflective essay related to class material.

## Out-of-class Assignments

Students will be assigned to conduct searches for information that is relevant to the course material via hard copy and online sources available in the library for individual presentation and group projects.

## Demonstration of Critical Thinking

Students will develop questions and summaries related to the class material for group discussion and review. Active listening will be emphasized to support critical thinking formation. Oral and written responses to the questions and summaries will involve consideration of diverse perspectives which may include difference in outlook and worldviews. Students will demonstrate reflective thinking by self monitoring and correcting their judgements based on the course material. Ability to exemplify an open mind regarding incorporation of information provided by peer review.

## Required Writing, Problem Solving, Skills Demonstration

Students will develop a summary of position papers reflecting the ability to synthesize diverse material that employs evidence of critical thought and formation of an outlook on their understanding of Mestizaje and the Chicana/o and Latina/o background and condition related to the educational experience. Students will be able to problem solve and create agency of informed thought as a means to understand their identity and role educational and society. Students will demonstrate develop reflective abilities and metacognitive skills through individual presentations and group discussions and projects.

## Eligible Disciplines

Counseling: Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) Master's degree required. Title 5, section 53410.1

## Textbooks Resources

1. Required Valverde, L. A.. The Latino Student's Guide to College Success, 2nd ed. Santa Barbara, CA: ABC CLIO, 2012 Rationale: Text provides short stories of college success of Latinas and Latinos that serve as a means to analyzing and understanding narratives and counter narratives. 2. Required Villasenor, V.. Burro Genius, 1st ed. New York City, NY: Harper Perennial, 2004 Rationale: A memoir that depicts the life and educational experience of a Latino and the formation of their identity. Presents topics for understanding and validating the background of mestizaje identity 3. Required Con Davis-Undiano, R. . . Mestizos Come Home!, 1st ed. ed. Norman, OK: University of Oklahoma Press, 2017 Rationale: Text addresses the context for understanding the development of Mestizaje identity. 4. Required Stavans, I. . . The United States of Mestizo, 1st ed. ed. Montgomery, AL.: New South Books, 2012 Rationale: Text provides context in understanding the mindset of Mestizaje and key figures involved in its global expansion.