



Latina/Latino Studies

Date: February 22, 2013

Re: Latina/Latino Studies Department Assessment Report

Latina/Latino Studies Department Mission: To prepare students with the comprehensive knowledge base, critical skills and social consciousness to function as effective leaders in an increasingly complex and diverse society.

Latina/Latino Studies Major Learning Outcome Goals:

Measurable Learning Outcomes	Place in curriculum where outcome is addressed
1. To understand and identify the origins and context of diverse individual and group experiences of Latinas and Latinos in the United States.	LTNS 215 Introduction to Latina/Latino Studies, LTNS 410 Seminar on Gender & Latinas/Latinos, Various LTNS courses.
2. To develop an understanding of Latina/Latino Studies that is community-centered, reflexive, gender sensitive, and grounded in a multidisciplinary perspective.	LTNS 215 Introduction to Latina/Latino Studies, LTNS 410 Seminar on Gender & Latinas/Latinos, Various LTNS courses.
3. To assess the historical and contemporary experiences of Latinas and Latinos with special emphasis on gender and how gender structures identities, roles, and relationships both domestically and transnationally.	Primarily LTNS 410 Seminar on Gender & Latinas/Latinos Also: LTNS 445 Gendered Borders LTNS 505 Gender, Sexuality, and Latino Communities LTNS 510 Latina/Latino Family Narratives LTNS 533 History of Women in Latin America
Measurable Learning Outcomes	Place in curriculum where outcome is addressed
4. To develop competency in the research and analysis of the personal, family, immigration, gender, and youth histories of Latinas/Latinos in the United States through the	Primarily LTNS 435 Oral History: Theory & Practice Also: LTNS 215 Intro, LTNS 460

utilization of oral history and ethnographic theoretical perspectives and methodologies. (see note 4A below)	Central Americans, LTNS 465 Mexican Americans, LTNS 467 Caribbeans in the US, LTNS 380 Afro/Latina/o Diaspora.
5. To be able to make links between content in the Latina/Latino Studies curriculum and practice in the community. (see note 5A below)	LTNS 680 (Latina/o Community Organizing), LTNS 694 Community Service Learning, Various LTNS courses with CSL options.
6. To develop an area of expertise and depth in Latina/Latino populations in the United States. In addition to the major's multidisciplinary foundation, we encourage students to sharpen their expertise in Latino demographics and one of the three broad areas of our departmental course offerings: #1 Arts and Humanities, #2 History, or #3 Behavioral and Social Science.	LTNS 215 Introduction to Latina/o Studies Also many LTNS thematic courses including: LTNS 660 Latino Politics, LTNS 280 Transculturation and Language, LTNS 470 Latina/o Immigration to the US, LTNS 560 Latina/o Literature, LTNS 530 Latinos and the Media.
7. To develop competency in writing skills relevant to Latina/Latino Studies and Ethnic Studies. (see note 7A below)	ETHS 300 GW : Writing in Ethnic Studies - GVAR

Notes

4A. Oral History Theory and Methods

We have chosen oral history as an example of one of the methodologies that is particularly appropriate for studying communities of color and other communities that have been under-represented or misrepresented in mainstream scholarship. Our core curriculum requires that students study oral history and then complete an oral history project as a way of fulfilling a more general learning objective of understanding the relationship between theory, method, and practice in Latina/Latino Studies. Some more specific learning objectives in this area of our curriculum include:

- a. To clearly articulate the theoretical foundations and research methodologies utilized in the research and analysis of the Latina/Latino experience in the U.S.
- b. To be able to construct a culturally competent set of questions inquiring into the social and cultural histories of Latinas/Latinos in the U.S.
- c. To collect and analyze historical information based on personal and ethnographic interviews.
- d. To develop a clear ability to understand the role and significance of Latina/Latino history through the application of oral history methodologies such as testimonials, ethnographies and autobiographical narratives.

Notes (continued)

5A. Community Engagement and Community Service Learning

The Latina/Latino Studies Department emphasizes the importance of community and civic engagement with a two-part requirement of our core – a community organizing core course and a community service-learning requirement for all LTNS majors. Students read course materials, write essays, and participate in class discussions about contemporary social, economic, cultural and political issues that confront Latina/o communities. They not only learn about this diversity of Latina/o issues but also evaluate the historical development of grassroots community organizing. By doing so, students examine both a diversity of Latina/o issues and their redress as well. Students are introduced to the basic components of grassroots organizing campaigns in the core course LTNS 680 (Latina/o Community Organizing). They learn about the organizing strategies around historical and contemporary Latina/o struggles and also intern with a community-based organization. This course has served to strengthen ties between SFSU and the larger San Francisco Bay Area community. All LTNS majors also complete a community service-learning requirement by volunteering or interning at one of our community partner organizations. Students can volunteer for a minimum of 40 hours per semester or make a greater commitment of 45 or more hours and enroll in our 3-unit on-line CSL course LTNS 694 (Community Service Learning). We encourage students to choose one semester in which they can link their community service learning experience to one or more related LTNS courses and to enroll in LTNS 694 during that semester. Our on-line CSL course is designed to help the student systematize their CSL experience and provides a collective forum through iLearn where students record general observations, focused observations, and reflections on their service learning experience in a series of assignments. Students can only enroll in LTNS 694 while taking another LTNS course that addresses the history and theories associated with this community-based organization. For example, students enrolled in LTNS 536 (Latina/o Journalism) learn about the history of the U.S. Latino press while volunteering at a bilingual neighborhood-based newspaper. Likewise, students enrolled in LTNS 210 (Latina/o Health Care Perspectives) learn about health conditions that are prevalent in underserved populations while volunteering at a clinic that serves economically disadvantaged Spanish-speaking communities. Students enrolled in LTNS 430 and LTNS 485 (Race, Crime and Justice and Youth, Crime and Justice) volunteer at one of six agencies that provide legal services or services to incarcerated populations. Sixteen LTNS courses are structured to be compatible with students simultaneously enrolling in LTNS 694 and completing their CSL requirement. An estimated 90 students enroll in LTNS 694 each semester.

7A. ETHS 300 GVAR (Writing Requirement for Ethnic Studies)

Since our last assessment the five departments and programs in the College of Ethnic Studies developed a college-wide GVAR course, ETHS 300. All LTNS majors are required to complete ETHS 300 or a suitable substitute with approval of the department. Starting in Fall 2013, the LTNS Department will cycle in Professor Maria Cetto to teach one section of ETHS 300 per semester.