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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | La Raza Studies 141 | **Number of Weeks** | 18 |
| **Course Title** | Introduction to the Psychology of Individual and Group Behavior of the La Raza Student I | **Lecture Hours** | 3 |
| **Prerequisite** | None | **Lab Hours** |  |
| **Challenge Policy** | None | **\*Hours By Arrangement** |  |
| **Co-requisite** | None | **Activity Hours** |  |
| **Challenge Policy** | None | **Units** | 3 |
| **Advisory** | None |

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| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course presents a study of human needs, as related to identity challenges of the La Raza student using the structure of the small-group experience, supplemented with video programs, assigned readings, writing weekly journals and autobiography. Not repeatable. |

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| **COURSE OBJECTIVE** | |
| At the completion of the course the student will be able to: | |

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| 1. Explain, for home, marriage and career, the importance of developing affective,  interpersonal, communication skills acquired by means of the group experience. |
| 2. Apply the stages of development to him/herself as a Hispanic, Cuban-American,  Chicano (a)/Latino (a), Mexican American, etc. individual through the group experiences. |
| 3. Compare and contrast the psychological implications of such concepts as Hispanic,  Cuban-American, Chicano(a)/Latino(a), Mexican-American, etc., as related to stages of  development, assimilation, and/or acculturation. |
| 4. List some of the psychological effects of prejudice and discrimination upon Raza  students who come to the United States. |
| 5. Explain changes in cultural roles of members of the Raza family as related to time and  place lived, and school(s) attended in the United States. |
| 6. Prepare an AA/AS educational plan degree that includes at least a Liberal Studies  major. |
| 7. Prepare an educational plan which prepares the student to transfer to a California State  University or to a University of California campus. |
| 8. As a result of the group experience to list at least 5 areas of his/her life in which they experience stress. |
| 9. As a result of the group experience to write at least two statements that describe their attitude or feelings (before taking and at the end of the course) towards persons who may be children of non-married partners, drug users, or homosexuals and who are HIV positive or who have Aids**.** |

**COURSE CONTENT:** (In detail; attach additional information as needed and include percentage breakdown)

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| 10 | **%** | Need for interpersonal communication ability at home, in marriage and professional career, meaning of affective communication. |
| 10 | **%** | Importance of group experience in developing listening and speaking skills. |
| 10 | **%** | Hendrix’s seven stages of development. |
| 10 | **%** | Characteristics and values of Raza family life; the socialization process effected by time family in the United States; motives for doing well. Nature of assimilation and acculturation in the United States; development of a sense of personal, ethnic and national identity. |
| 10 | **%** | The educational system as a major area cultural conflict. |
| 10 | **%** | Changing roles in the Raza community related to time lived in the United States and educational level at time of immigration; meaning of machismo; need for parental involvement with the schools; degrees of assimilation. |
| 10 | **%** | Higher, public education in California: community colleges, California States University and Colleges and the University of California systems; AA/AS degree requirements; majors and general education requirements. |
| 10 | **%** | Meaning of transfer concept, units and grades; UC Breath requirements; Intersegmental General Education Transfer Curriculum (IGETC), CSU Gen Ed, Req. |
| 10 | **%** | Nature of stress related to the fast pace daily life; characterized by such patterns of behavior; review of personal quiet time and participation in support groups. |
| 10 | **%** | Being HIV positive, acquiring aids through birth, blood transfusion, shared needles & sexual contact; victims through birth, transfusion; monogamous partners; effects on families; acceptance or rejection. |

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| **METHODS OF INSTRUCTION** |

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| 1. Lecture |
| 1. Group discussion |
| 1. Guest speakers |
| 1. Videos |

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| **INSTRUCTIONAL MATERIALS** |

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| **Textbook Title:** | A textbook will be developed during the semester using a binder and handouts. |
| **Author:** |  |
| **Publisher:** |  |
| **Edition/Date:** |  |

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| **COURSE EXPECTATIONS** (Use applicable expectations) |

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| **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments | 2 |
| Weekly Writing Assignments | 2 |
| Weekly Math Problems | 0 |
| Lab or Software Application Assignments | 0 |
| Other Performance Assignments | 2 |

**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| 20 | **%** | Logs |
| 10 | **%** | Video Evaluations |
| 5 | **%** | Educational Plan for AA/AS Degree |
| 5 | **%** | Family Tree |
| 10 | **%** | Autobiography Outline |
| 20 | **%** | Mid-term |
| 30 | **%** | Final Exam |

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| **GRADING POLICY (Choose LG, CR/NC, or SC)** |

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|  | **Letter Grade** |  | **Pass / No Pass** | X | **Student Choice** |
| 90% - 100% = A | | 70% and above = Pass | | 90% - 100% = A |
| 80% - 89% = B | | Below 70% = No Pass | | 80% - 89% = B |
| 70% - 79% = C | |  | | 70% - 79% = C |
| 60% - 69% = D | |  | | 60% - 69% = D |
| Below 60% = F | |  | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |

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| **Prepared by:** | Alfred Zuniga |

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| **Content Review Date:** | FA2009 |

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