

NEW COURSE PROPOSAL

College: **[Humanities]**

Department: **[Chicana and Chicano Studies]**

Note: Use this form to request a single course that can be offered independently of any other course, lab or activity.

1. Course information for Catalog Entry

Subject Abbreviation and Number: **[CHS 261]**

Course Title: **[Race, Racism and the Sciences (3)]**

Units: **[3]** units

Course Prerequisites: **[]** (if any)

Course Corequisites: **[]** (if any)

Recommended Preparatory Courses: **[]** (if any)

2. Course Description for Printed Catalog: *Notes:* If grading is NC/CR only, please state in course description. If a course numbered less than 500 is available for graduate credit, please state "Available for graduate credit in the catalog description."

[This course will provide a survey of different schools of thought within the applied sciences with special attention to debates around race and racism. Students will learn about how social darwinism, intelligence testing, forced sterilization, eugenics movements, modern psychiatry and experimentation have negatively impacted Chicano, Latino, African-American and Indigenous communities. This course is designed for students who are interested in interdisciplinary approaches to applied sciences in order to better understand how scientists have debated over racial taxonomies in the modern world. With this interdisciplinary approach, students will read scholarly debates within the fields of the history of science, critical environmental studies, comparative ethnic studies, Chicana/o Studies, African American Studies, as well as Indigenous Studies.**]**

3. Date of Proposed Implementation: (Semester/Year): **[Fall] / [2018]** *Comments*

4. Course Level

[X] Undergraduate Only

[] Graduate Only

[] Graduate/Undergraduate

5. Course Abbreviation "Short title" (maximum of 17 characters and spaces)

Short Title: **[RACE, RACISM, SCIENCE]**

6. Basis of Grading:

[] Credit/No Credit Only

[X] Letter Grade Only

[] CR/NC or Letter Grade

7. Number of times a course may be taken:

[1] May be taken for credit for a total of **[1]** times, or for a maximum of **[3]** units

[] Multiple enrollments are allowed within a semester

8. C-Classification: (e.g., Lecture-discussion (C-4).)

[3] units @ **[c] [4]**

9. Replaces Current Experimental Course?

☐ YES ☒ NO

Replaces Course Number/Suffix: ☐

Previously offered ☒ times.

10. Proposed Course Uses: *(Check all that apply)*

☒ Own Program: ☒ Major ☒ Minor ☐ Masters ☐ Credential ☒ Other

☒ Requirement or Elective in another Program

☒ General Elective

☒ General Education, Section **[Comparative Cultural Studies, Race, Class and Ethnic Studies]**

☒ Meets GE Information Competence (IC) Requirement

☐ Meets GE Writing Intensive (WI) Requirement

☐ Community Service Learning (CS)

☐ Cross-listed with: *(List courses)* ☐

11. Justification for Request: *Course use in program, level, use in General Education, Credential, or other.*

Include information on overlap/duplication of courses within and outside of department or program. (Attach)

This course is sponsored by BUILD PODER, a campus wide initiative that supports interdisciplinary research on race, racism, and the sciences. As part of instructional development, students who major in the sciences will take courses in ethnic studies courses that are relevant to the history of ethics, responsibility, and health care. This course will assist these students in bedside manner, we envision it to be cross listed with other ethnic studies departments as BUILD PODER courses develop.

12. Estimate of Impact on Resources within the Department, for other Departments and the University. *(Attach)*

Impact on resources within the department of Chicana and Chicano Studies will be minimal. A tenure track professor was hired this academic year with expertise in the fields of geography, Chicana/o Studies, environmental justice and the history of science. In addition, several tenured faculty within the Department of Chicana/o Studies are qualified to teach this course.

(See Resource List)

13. Course Outline and Syllabus *(Attach) Include methods of evaluation, suggested texts, and selected bibliography. Describe the difference in expectations of graduates and undergraduates for all 400 level courses that are offered to both.*

See attachment.

14. Indicate which of the PROGRAM'S measurable Student Learning Outcomes are addressed in this course. *(Attach)*

See attachment.

15. Assessment of COURSE objectives *(Attach)*

A. Identify each of the course objectives and describe how the student performance will be assessed

(For numbers 14 and 15, see [Course Alignment Matrix and the Course Objectives Chart](#))
see attachment

16. If this is a General Education course, indicate how the General Education Measurable Student Learning Outcomes (from the appropriate section) are addressed in this course. (Attach)

Please see attached course matrix with assignment explanations.

17. Methods of Assessment for Measurable Student Learning Outcomes (Attach)

A. Assessment tools

The Chicana and Chicano Studies Department has established a Curriculum and Assessment Committee and a uniform procedure to assess the department's learning outcomes. This procedure includes identification of a signature assignment addressing the relevant GE SLO's, development of a rubric, as well as reflection and brainstorming about possible changes in the teaching of the course, and identification of further training and/or resources which may be needed to better support student learning. This committee is charged with providing oversight on the assessment of the course and assuring alignment of course activities and content to the Department's Student Learning Outcomes (SLOs) and relevant University GE SLO's.

B. Describe the procedure dept/program will use to ensure the faculty teaching the course will be involved in the assessment process (refer to the university's policy on assessment.)

Capstone assignments will undergo review to assignments meet the requirements of the GE. The protocol is for faculty and the assessment committee to agree upon a capstone assignment prior to the semester in which the assignment were to be evaluated. For example, a capstone assignment will include a 5 pp. research paper in which all students in each section of this course are asked to conduct original research, use the same citation style, and have the same page quota. Faculty will meet to create a rubric of evaluation and at the end of the semester the committee will evaluate the capstone assignment in a one day evaluation. Faculty will be compensated for their time spent doing evaluation of the capstone assignment. These assignments will be guided by the assessment guidelines provided by the department and the Office of Academic Assessment and Program Review.

Course Requirements

Assignments

Grading Scale

Attendance/Participation: 10%

93-100 A 73-76 C

Midterm: 20%

90-92 A- 70-72 C-

Response Papers: 30%

87-89 B+ 67-69 D+

Final examination: 20%

83-86 B 63-66 D

Research paper: 20%

80-82 B- 60-62 D-

77-79 C+ 0-59 F

- Attendance & Participation (10%): Students must come to all class meetings having read required material and prepared to discuss readings in depth. Every unexcused absence after **three** missed classes will result in **5%** deduction from cumulative final grade. Lateness will also result in grade deduction.
- Midterm (20%): In-class examination
- Response Papers (30%): Five response papers, two pages each (double-spaced). You select the five submissions that work best for you based upon the syllabus deadlines. Credit/No Credit with possibility of rewrite
- Research paper (20%): 5 pp. double spaced paper based upon data collection
- Final Examination (20%): In class examination

18. Record of Consultation: *(Normally all consultation should be with a department chair or program coordinator.) If more space is needed attach statement and supporting memoranda.*

Date:	Dept/College:	Department Chair/ Program Coordinator	Concur (Y/N)
<input type="checkbox"/>	[Geography]	[Edward Jackiewicz]	[Y]
<input type="checkbox"/>	[Africana Studies]	[Theresa White]	[]
<input type="checkbox"/>	[Central American Studies]	[Beatriz Cortez]	[Y]
<input type="checkbox"/>	[Gender and Women Studies]	[Breny Mendoza]	[]
<input type="checkbox"/>	[Asian American Studies]	[Eunai Shrake]	[Y]
<input type="checkbox"/>	[American Indian Studies]	[Brian Burkhart]	[]
<input type="checkbox"/>	[Biology]	[Larry Allen]	[Y]
<input type="checkbox"/>	[Environmental and Occupational Health]	[Peter Bellin]	[]

[]	[Psychology]	[Jill Razani]	[]
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Consultation with the Oviatt Library is **recommended** for experimental courses to ensure the availability of appropriate resources to support proposed course curriculum.

Collection Development Coordinator

Date

Please send an email to: collection.development@csun.edu

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19. Approvals:

Department Chair/Program Coordinator:	Date:	[]
College (Dean or Associate Dean):	Date:	[]
Educational Policies Committee:	Date:	[]
Graduate Studies Committee:	Date:	[]
Provost:	Date:	[]

Department of Chicana and Chicano Studies

Fall 2018

Professor Stevie Ruiz; Email: stevie.ruiz@csun.edu

Classroom: Wednesdays, 4-6:45pm in JR 301

Office Hours: Tuesdays & Thursdays, 1:00-2:00pm; Wednesdays, 3:00-4:00pm

Office: JR 144E; Office Phone: 818-677-7355

Course Description: Biological determinism, eugenics and forced experimentation have called into question the foundation of applied science. Included in this debate is *why* scientists continue to use biased scientific methods yet still maintain the position that western scientists are objective in pursuits of knowledge about the natural world. Applied science historically has been used as a means to authenticate biological inferiority across different racial categories. This course will provide a survey of different schools of thought within the applied sciences with special attention to debates around race and racism. Students will learn about how social darwinism, intelligence testing, forced sterilization, eugenics movements, modern psychiatry and experimentation has negatively impacted Chicano, Latino, African-American and Indigenous communities. This course is designed for students who are interested in interdisciplinary approaches to applied sciences in order to better understand how scientists have debated

over racial taxonomies in the modern world. With this interdisciplinary approach, students will read scholarly debates within the fields of the history of science, critical environmental studies, comparative ethnic studies, Chicana/o Studies, African American Studies, as well as Indigenous Studies.

Information Competence Student Learning Outcomes:

1. Demonstrate effective search strategies for finding information using a variety of sources and methods
2. Organize and synthesize information in order to communicate effectively
3. Explain the legal and ethical dimensions of the use of information

Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages

Student Learning Outcomes

Students will:

- 1 Explain how various cultures contribute to the development of our multicultural world.
- 2 Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.

Americans with Disabilities Act: Students with special needs as addressed by the Americans with Disabilities Act and who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Resources and Educational Services Office located in Bayramian Hall 110, Telephone (818) 677-2684, dres@csun.edu as early in

the semester as possible. All discussions will remain confidential. Please visit <http://www.csun.edu/dres> for more information.

Peer Contact Information: In the event that you are absent from class, you should consult with one of your peers to ask what material you missed prior to contacting the professor.

Student name: _____ Email address: _____

Student name: _____ Email address: _____

Academic Dishonesty: Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Intentional and unintentional plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course, or dismissal from the university.

Sexual Violence Disclosures: In the event that you choose to write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a CSUN student, federal and state education laws require that, as your instructor, I notify the Campus Title IX Coordinator of such incident(s), including any identifying information. The Campus Title IX Coordinator will contact you to assist on-and-off campus support services, and to let you know about your rights and options as a survivor, including possibilities for holding accountable the person who harmed you. You may contact Susan Hua, Campus Title IX Coordinator at 818-677-2077 or via email at susan.hua@csun.edu if you have any questions pertaining to this policy.

Classroom Policy: a) Restrictive laptop/device use, no social media b) Each assignment must be printed c) Late submissions will not be accepted and d) All assignments must be completed in order to receive a course grade

Email Policy: In the event you have a concise question please allow at least 5 business days for the professor to respond via email. If you have questions that require an extensive and detailed response, please visit the professor during his assigned office hours.

Guiding Principles: Along with the CSU Northridge's Principles of Community, the following guidelines are the basis for meaningful discussions.

- Assume nothing
- Respect is key
- Support your arguments by engaging the texts

Course Requirements

AssignmentsGrading Scale

Attendance/Participation: 10%	93-100	A	73-76	C
Midterm: 20%	90-92	A-	70-72	C-
Response Papers: 30%	87-89	B+	67-69	D+
Research paper: 20%	83-86	B	63-66	D
Final Examination: 20%	80-82	B-	60-62	D-
	77-79	C+	0-59	F

- Attendance & Participation (10%): Students must come to all class meetings having read required material and prepared to discuss readings in depth. Every unexcused absence after **three** missed classes will result in **5%** deduction from cumulative final grade. Lateness will also result in grade deduction.
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- Research paper (20%): 5 pp. double spaced paper based upon data collection
- Final Examination (20%): In class examination

Required Texts:

Peer reviewed journal articles are available via moodle. All books listed below are accessible via CSU Northridge's bookstore for your convenience.

- Miroslava Chavez Garcia, *States of Delinquency: Race and Science in the Making of California's Juvenile Justice System* (Berkeley: University of California Press, 2012).
- Stephen Jay Gould, *The Mismeasure of Man* (New York: W.W. Norton & Company), 1989.
- Gabriel Mendes, *Under the Strain of Color: Harlem's Lafargue Clinic and the Promise of an Anti-Racist Psychiatry* (Ithaca: Cornell University Press, 2015).
- Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide* (Durham: Duke University Press, 2015).

Week 1: Racial Formation

- Wednesday, 8/31: Introduction to class

Week 2: What is scientific racism?

- Wednesday, 9/7: Gould, *Mismeasure of Man*, Ch. 1, and Ch. 2

Week 3: The Making of Undesirable Races

- Wednesday, 9/14: Gould, *Mismeasure of Man*, Ch. 3 and Ch. 4
(Response paper #1 due)

Week 4: The mismeasure of man

- Wednesday, 9/21: Gould, *Mismeasure of Man*, Ch. 5 and Ch. 6

Week 5: Constructing deviants

- Wednesday, 9/28: Chavez Garcia, *States of Delinquency*, Introduction and Ch. 1
(Response paper #2 due)

Week 6: Linking intelligence to criminalization

- Wednesday, 10/5: Chavez-Garcia, *States of Delinquency*, Ch. 2 and Ch. 3
(ArcGIS Online tutorial)

Week 7: Reforming youth of color

- Wednesday, 10/12: Chavez-Garcia, *States of Delinquency*, Ch. 4 and 5
(Response paper #3 due)

Week 8: Resistance in reform schools

- Wednesday, 10/19: Chavez-Garcia, *States of Delinquency*, Ch. 6 and Epilogue
(midterm review week)

Week 9: Midterm

- Wednesday, 10/26: Midterm examination

Week 10: Scientific involvement in sexual violence

- Wednesday, 11/2: Andrea Smith, *Conquest*, Introduction and Ch. 1

Week 11: Boarding schools, intelligence testing and sexual violence

- Wednesday, 11/9: Andrea Smith, *Conquest*, Ch. 2 and 3

Week 12: Sterilization as a form of genocide

- Wednesday, 11/16: Andrea Smith, *Conquest*, Ch. 4 and Ch. 5

Week 13: The Making of Modern Psychiatry

- Wednesday, 11/23: Gabriel Mendes, *Under the Strain of Color*, Intro. and Ch. 1

Week 14: Racialization of psychiatry

- Wednesday, 11/30: Gabriel Mendes, *Under the Strain of Color*, Ch. 2 and Ch. 3

Week 15: Race, racism and mental health

- Wednesday, 12/7: Gabriel Mendes, *Under the Strain of Color*, Ch. 4 and Ch. 5

Week 16: Finals week

- Final examination, 12/14 5:30-7:30pm

Majoring or Minor in Chicana and Chicano Studies at CSUN

Many students take a Chicano Studies course because the topic is of great interest or because of a need to fulfill humanities, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. A Chicano Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Chicano Studies major or minor, please contact: Gabriel Gutierrez at gabriel.gutierrez@csun.edu or Rosa RiVera Furumoto at rosa.furumoto@csun.edu. You may also make call the department office at (818) 677-2734.

COURSE ALIGNMENT MATRIX

Directions: Assess the how well CHS 261 (course) contributes to the program’s student learning outcomes by rating each course objective for that course with an I, P or D.

I=introduced (basic level of proficiency is expected)

P=practiced (proficient/intermediate level of proficiency is expected) D=demonstrated (highest level/most advanced level of proficiency is expected)

Course Objectives	Student Learning Outcome 1 Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o experience in the local and global society.	Student Learning Outcome 2 Demonstrate competency in oral-communication, written-communication, and research skills.	Student Learning Outcome 3 Acquire the leadership skills that will promote social change in Chicana/o communities and broader society.	Student Learning Outcome 4 Acquire a comprehensive knowledge and understanding of Chicana/o history, culture, arts, language, and socio-political issues.
1. Demonstrate effective search strategies for finding information using a variety of sources and methods	I	I	I	I
2. Organize and synthesize information in order to communicate effectively	I	I	I	I
3. Explain the legal and ethical dimensions of the use of information	P	P	P	P
4. Explain how various cultures contribute to the development of our multicultural world.	I	I	I	I
5. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.	I	I	I	I

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Course Objectives	Assessments of Student Performance
Demonstrate effective search strategies for finding information using a variety of sources and methods	Research paper will require students conduct primary source research including newspapers, historical scientific case studies, as well as peer reviewed research. This will culminate in a 5 pp. double spaced research paper. For example, students will be expected to conduct research at local archives about science, race, and medicine. Topics may include forced sterilization, intelligence testing, and eugenics movements which were prominent in California.
Organize and synthesize information in order to communicate effectively	Response papers will require students synthesize information from readings about race and science. Additionally, students will have to communicate in class the arguments from the readings. For example, when reading <i>Mismeasure of Man</i> by Gould, students will be asked to write a 2 pp. double spaced paper in which they synthesize the main arguments and then examine the evidence of support in a synthesized version.
Explain the legal and ethical dimensions of the use of information	In research papers, in class discussion, and response papers, students will explain the ethical and legal consequences of unethical scientific practices with regard to communities of color, experimentation, as well as racial classification. We will also study how laws have supported scientific racism. For example, in <i>States of Delinquency</i> , students will read how law enforcement officials conducted intelligence testing on Mexican American youth in order to prove their intellectual inferiority. These tests were used as scientific proof about the criminal tendencies these young people had.

<p>Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.</p>	<p>Students will be evaluated in their research papers about how social categories such as race, gender and sexuality are constructed by the sciences.</p> <p>In response papers, students will be asked to analyze how these social categories such as race, gender, and sexuality change over time in the history of science.</p> <p>In discussion during lecture, students will be introduced to classification and categorization as a scientific philosophy in terms of strata, typology, and category.</p>
<p>Explain how various cultures contribute to the development of our multicultural world.</p>	<p>In research papers, students will be evaluated to the types of medicine and healing practices that communities of color generate for themselves that allow students to alternative epistemologies debated within the sciences. Students will show how communities of color contribute to the complexity and diversity of the sciences from a multicultural perspective.</p>