



CSUN Division of Academic Affairs Curriculum Proposal

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Proposal Status
PROPOSAL MANAGER

Proposal Date
04/10/2017

Last Save Date
05/03/2017 01:52:29 PM

College *
COLLEGE OF HUMANITIES

Department/Program *
CHICANO/A STUDIES

Effective Term
FALL

Effective Year
2018

Name of Submitter *
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Proposal Type *
NEW COURSE

Course Information**Subject Abbreviation and Course Number**

Subject Abbreviation (e.g., ENGL) *
CH S

Course Number (e.g., 115) *
261

Course Type (if applicable)

Select all that apply.

☒ **General Education** ☐ **Lecture/Lab Combo** ☐ **New Experimental Topic** ☐ **Selected Topic (part of existing series)**

Course Level

Select if the course level is Undergraduate Only, Graduate Only or Undergraduate/Graduate. Note:

- 001-399: Undergraduate Only
- 400-499: available for undergraduate credit: Undergraduate Only
- 400-499: available for undergraduate and graduate credit: Undergraduate/Graduate
- 500-799: Graduate Only

See catalog.csun.edu/policies/course-numbering-system for more information on CSUN's course numbering system.

Course Level *
UNDERGRADUATE ONLY

Experimental Course Information

Does this new course proposal replace a current experimental course?
No

Replaces Subject Abbreviation

Replaces Course Number/Suffix

Number of Times Previously Offered

Course Title

Lecture Course Title
RACE, RACISM AND THE SCIENCES

Activity/Lab Course Title

Short Title

(Note: Maximum of 17 characters, including spaces)

Lecture Short Title
RACE, RACISM, SCI

Activity/Lab Short Title

Unit Value**Lecture Unit Value**

3

Activity/Lab Unit Value**Classification**

Refer to the Course Classification Guide at www.csun.edu/sites/default/files/Course_Classification.pdf for details. Consult department chair with questions. Note: For C7 and above, include a statement in the course description if the course requires more than 3 contact hours based on the classification (e.g., 6 hours per week).

C-Classification Lecture

C-04

C-Classification Activity/Lab**Requisites**

Note: For lecture/lab combo courses, include the course/lab as corequisites of each other.

Prerequisite(s)**Corequisite(s)****Recommended Preparatory****Course Description**

Note: Please state if grading is Credit/No Credit only. If a course numbered less than 500 is available for graduate credit, please state "Available for graduate credit." Include the subject abbreviation and course number, title, units, and requisites as part of the course description.

Course Description

CHS 261: Race, Racism, and the Sciences (3). This course will provide a survey of different schools of thought within the natural sciences with special attention to debates around race and racism. Students will learn about how intelligence testing, forced sterilization, eugenics movements, modern psychiatry, and environmental conservation have impacted Chicana/o communities from a comparative ethnic studies approach. This course is designed for students who are interested in interdisciplinary approaches to scientific racism in order to better understand how scientists construct and debate 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, Chicana/o Studies and comparative ethnic studies. (Available for General Education, Information Competence Requirement (IC), Comparative Cultural Studies, Race, Class, and Ethnic Studies)

Basis of Grading**Basis of Grading Lecture**

Letter Grade Only

Basis of Grading Activity/Lab

Number of Times a Course May Be Taken

Note: For courses that can be taken for credit more than one time, include additional units in the course title and a statement in the course description (e.g. Title: ENGL 308 Narrative Writing (3-3); Statement: May be repeated once for credit.)

Number of Times Lecture May Be Taken for Credit

1

Number of Times Activity/Lab May Be Taken for Credit

Maximum Number of Lecture Units Allowed

3

Maximum Number of Activity/Lab Units Allowed

Course Use

Select all that apply.

☒ Own Program ☒ Major ☒ Minor ☐ Masters ☐ Doctoral ☐ Credential

☐ Graduate Certificate

☒ Requirement or elective in another program

General Education (if applicable)**General Education Section**

Comparative Cultural Studies

☒ Meets GE Information Competence (IC) Requirement

Note: All Upper Division General Education courses are Writing Intensive (WI) and must meet all WI Student Learning Outcomes.

Cross-Listed Courses (if applicable)**Justification for Request**

Provide a justification for this 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.

BUILD PODER requested and sponsored the development of this course in order to promote campuswide intellectual exchange between the humanities and the natural sciences from a Critical Race Theory approach. We envision this course to be a groundbreaking one because it promotes interdisciplinarity between the STEM fields and the humanities. This course will serve as a general education course to promote humanistic approaches to natural sciences with special foci on race and racism. This course will provide culturally relevant perspectives to natural sciences from an ethnic studies approach that demonstrates why the humanities are significant to the STEM fields.

Impact

Estimate the impact of resources within the department, for other departments and the University. See Resources List at

www.csun.edu/sites/default/files/ResourceImplicationsforCurricularChange.doc

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 critical 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.

Describe the impact on the other departments' programs.

BUILD PODER requested the development of this course in order to address identified CSUN institutional weaknesses related to the lack of interdisciplinarity between the humanities and natural sciences. In particular, they want to encourage STEM students to take ethnic studies courses that address Critical Race Theory. We anticipate that this course will mainly be populated by BUILD PODER and other STEM students. We anticipate one to two sections per semester. Therefore, the net affect will be minimal on other departments because we will not be pulling students away from a particular GE course. For example, there are no courses in the Information Competence (Comparative Cultural Studies) that reside in any of the ethnic studies departments.

Measurable Program Student Learning Outcomes

Explain which of the program's measurable Student Learning Outcomes are addressed in this course. Either (a) provide a narrative in the field below explaining how the course addresses the program SLOs or (b) attach the Course Alignment Matrix and Course Objectives Chart as supporting documentation (see www.csun.edu/sites/default/files/course_alignment_%20matrix_course_objectives_chart.doc).

attached: CHS 261 Dept SLO Matrix and course objectives chart April 28

If this is a General Education course, explain how the General Education Measurable Student Learning Outcomes (from the appropriate section) are addressed in this course (see www.csun.edu/sites/default/files/GE_SLOs_approved_11_16_05.pdf).

Attached: CHS 261 GE SLO Grid April 28

For graduate courses, please explain how the program's student learning outcomes map to the Graduate Institutional Learning Outcomes (ILOs). (See catalog.csun.edu/policies/graduate-institutional-learning-outcomes-graduate-policy).

Assessment

Provide methods of assessment for measurable student learning outcomes. (A) assessment tools and (B) describe the procedures department/program will use to ensure the faculty teaching the course will be involved in the assessment process. How did this proposal result from assessment? (Refer to the university's policy on assessment.)

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

- o 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.
- o Midterm (20%): In-class examination
- o 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
- o Research paper (20%): 5 pp. double spaced paper based upon data collection
- o Final Examination (20%): In class examination

Attachments

Attach course outline and sample syllabus. 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.

Course Outline and Sample Syllabus (1)

[Course Outline and Syllabus - 4/28/2017 8:16:33 PM](#)

Attach additional supporting documentation, as necessary.

Supporting Documentation (3)

[Supporting Documentation - 4/10/2017 6:35:16 PM](#)

[Supporting Documentation - 4/28/2017 8:16:33 PM](#)

[Supporting Documentation - 4/28/2017 8:16:33 PM](#)

Enter the file name and version for each supporting document in the order attached.

Please ignore attachments prior to April 28.

Open these attachments:

CHS 261 Dept SLO Matrix and course objectives chart April 28

CHS 261 GE SLO Grid April 28

Record of Consultation

Consult with other affected colleges or departments. See EPC Guidelines for Curricular Consultation at www.csun.edu/sites/default/files/epc_guidelines_for_curricular_consultation.pdf

Other Affected Colleges or Departments			
Date 03/15/2017	Dept/College Geography	Dept Chair/Program Coordinator Ed Jackiewicz	Concurrence Yes
Date 03/15/2017	Dept/College Africana Studies	Dept Chair/Program Coordinator Theresa White	Concurrence In Progress
Date 03/15/2017	Dept/College Central American Studies	Dept Chair/Program Coordinator Beatriz Cortez	Concurrence Yes
Date 03/15/2017	Dept/College Gender and Women's Studies	Dept Chair/Program Coordinator Breny Mendoza	Concurrence In Progress
Date 03/15/2017	Dept/College Asian American Studies	Dept Chair/Program Coordinator Eunai Shrake	Concurrence Yes
Date 03/15/2017	Dept/College American Indian Studies	Dept Chair/Program Coordinator Brian Burkhart	Concurrence In Progress
Date 03/15/2017	Dept/College Biology	Dept Chair/Program Coordinator Larry Allen	Concurrence Yes
Date 03/15/2017	Dept/College Environmental and Occupational Health	Dept Chair/Program Coordinator Peter Bellin	Concurrence In Progress
Date 03/15/2017	Dept/College Psychology	Dept Chair/Program Coordinator Jill Razani	Concurrence In Progress

Associate Dean Use Only

Section to be completed upon submission to EPC or GSC.

Review Term**Review Year**

Approvals and Comments

Enter a decision and date. In the comments area, log the date (mm/dd/yy) and name at the beginning of each new comment. Enter the newest comment at the top.

Department Chair Name	Date	Decision	Comments
Gabriel Gutierrez	05/03/2017	APPROVE	

College Associate Dean Name			Comments
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College Curriculum Committee Name	Date	Decision	Comments
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Educational Policies Committee Name	Date	Decision	Comments
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Graduate Studies Committee Name	Date	Decision	Comments
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Registrar Name			Comments
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Form Submission

Select one of the following choices from the drop-down window and select "Submit".

- Select "save as draft" to complete the proposal at a later time.
- Select "complete" to submit the proposal to the department chair.
- Select "delete" to purge the proposal.

Please be sure to submit all required supporting documentation.

A link to access the proposal will be sent to the submitter's email address entered at the top of this form.

Select a submission status.*

COMPLETE