

NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested? XX ☐ Yes ☐ No

If so, which area(s)? D7

Please attach the GE form to this form for the area requested.

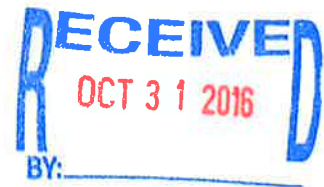
Please attach a section add form.

1. College of: XX ☐ CHABSS ☐ CoBA ☐ CoEHHS ☐ CSM
2. Center/Program/Department:
3. Instructor Gonzales
4. Topic Abbreviation and Number: ID170
5. Grading Method: Instructor
6. Term: Spring
7. Year: 2017
8. Variable Units: * 3
9. Has this topic been offered previously: ☐ Yes XX ☐ No If yes, indicate term(s) Year:
10. Topic Title: Introduction to Origins of Chicanx Studies
(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
11. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
ST: Intro to Origins of CHS
12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

Introduction to Origins of Chicanxs Studies (3)

Interdisciplinary overview of the Chicanx historical experience in the United States. Special emphasis on ~~historical~~ perspectives and the impact of key social institutions and socio-political, educational/intellectual, psychological, economic, technological, and cultural developments. Surveys historical origins and examines complex and interrelated developments within contemporary Chicanx communities in the United States. Course material is divided into an introduction followed by select historical periods shaping Chicanx culture and American history and how they relate to contemporary Chicanx experiences and conditions. Students apply multiple theoretical perspectives and methodologies in written class work, class discussions, and written examinations.

13. Does this topic have prerequisites? ☐ Yes XX ☐ No
14. Does this topic have co-requisites? ☐ Yes XX ☐ No
15. Does the topic require consent for enrollment? ☐ Yes XX ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Center/Department - Director/Chair



16. Is topic crosslisted ☐ Yes XX ☐ No If yes, indicate which course and obtain signature in #18.
17. Justification for offering this topic.

This course precedes the start of the new Chicanx Studies Program at CSUSM. This course will be used as CHS 101 in the future program

* Enter units only if this is a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)

☐ Yes XX ☐ No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

1. Alicia M. Gonzales 10/1/16
Originator (Alicia M. Gonzales) Date

2. _____
Program/Center/Department – Director/Chair Date

000000

3. _____
College Curriculum Comm. Rep. Date

4. _____
Dean of College (or Designee) Date

5. Rogue Escobedo 12/9/16
Associate VP Academic Programs Date

TJ
BV
11/7/16
cy

ID 170: Introduction to Origins of Chicanx Studies****Core Course and CHS 101 Prerequisite in Chicanx Studies******Dra. Alicia M Gonzales****Office: SBSB 4216****Office Hours: noon – 3pm Tuesday and Wednesday****Email: amgonzal@csusm.edu Telephone 760.750.4113**

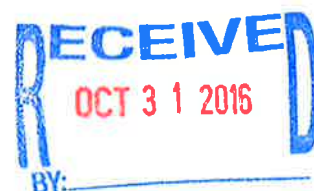
Course Description: This interdisciplinary course is an introduction and general overview of the Chicanx historical experience in the United States and of relevant contemporary social phenomena and social issues to national, regional, and local Chicanx communities. Special emphasis is on historical perspectives and impact of key social institutions, socio-political, intellectual (educational), psychological, economic, technological, and cultural developments upon contemporary issues of Chicanx Communities in the United States. Additionally, this course examines the concept of intersectionality, that is, the impact of race, class, gender, sexualities, and cultural context on individuals and transnational communities. The material is divided into an introduction, followed by select historical periods shaping Chicanx culture and history. We begin with an introduction of what it means to be a Chicanx. The label "Chicanx" being but one of many labels used over time to describe people of Latino/a ancestry. We will examine how these terms have changed over time and the context of their usage and the historical and socio-political consequences.

Next is a brief examination of why the past matters. How history can shape the present and provide clues towards a better future. We start with Pre-Columbian civilizations throughout Mexico and identify the many customs and rituals rooted in these cultures. The second segment is an overview of the Spanish Conquest of Mexico with an analysis of its cultural aftermath. The third historical section leads into the social and economic conditions leading to the US-Mexican War (1846) and how the war came to permanently shape the social, political and cultural interactions between Anglos and Chicanos in the US Southwest and beyond. Attention is given to the newly emergent Mexican-American communities, the new diverse immigrant groups that followed, and the ensuing cultural transitions. The fourth and larger historical period of this class examines the ideological shifts stemming from Mexican-American and Latino involvement in World War II as the basis of a mounting national identity and the subsequent struggles for equity in the areas of labor and justice in the formation of a national civil rights movement.

Finally, the course examines the period characterized as the Chicano Movement along with its leaders and political goals. This lesson includes a study of various art forms made popular during the Movimiento and other aspects of its legacy. The last several weeks of this class looks at the impact and influence of many Latino diaspora and the emergent diversity of today's Chicano population in the United States. We end with future projections and integrate historical lessons learned about community and the strength of a proud and noble people. In a final project paper students will describe and critically apply social science perspectives/theories and methods in order to link how historical experiences and conditions have shaped contemporary Chicanx social issues, phenomena, and problems.

Course Objectives: (GE outcomes are outlined at end of syllabus.)

1. Introduce the significant contributions made by Chicano/as and Latino/as throughout the course of history in the Américas;
2. Gain an understanding of how the various icons and legends of history have contributed to the formation of Chicano culture;
3. Study the historical, social, and political development of the Chicano movement in the context of Social equality and economic goals;
4. Develop analytical skills and acquire key information in comprehending, writing, and discussing the historical, social, political, and economic development of Chicanos and contemporary Latino/a communities.



Sources of Readings and Video Materials

This class strives to pull from a variety of interdisciplinary sources in studying the subject of Chicanos and the materials used for this class come. There is between 1 – 3 readings each week.

SCHEDULE OF READINGS, TOPICS & DUE DATES (This is a tentative schedule)

Date:	Topics & Readings:
Week 1	What is a Chicano/a? Demography of Latino/as <ul style="list-style-type: none">• 500 Years of Chicano History in Pictures, by Elizabeth Martínez (ed)
Week 2	Identity: What's in a Name? Student Sharing: Poems on Identity <ul style="list-style-type: none">• Rodolfo Corky Gonzales. I Am Joaquin (Poem). http://www.latinamericanstudies.org/latinos/joaquin.htm• Morales, Aurora Levins. 2001. "Child of the Americas" (Poem). www.jochenenglish.de/misc/poem_morales_gonzales.doc
Week 3	Intro: Socio-historical Origins & Background of Chicano/a in the United States <ul style="list-style-type: none">• Intro. History of Chicanos, by Rodolfo Acuña (Selected Reading to be posted) Course Information Literacy Introduction - (Thursday) Critical Thought Paper Assigned
Week 4	Pre-Columbian Civilizations (Tuesday) Information Literacy Discussion – Sources/Approaches – (Thursday) The Codex Nuttall: A <u>Picture Manuscript</u> from Ancient Mexico: The Peabody Museum Facsimile, edited by Zelia Nuttall <ul style="list-style-type: none">• Mythologies of the American Nations, by David M. Jones and Brian L. Molyneux• Chicano Folklore: A Guide to the Folktales, Traditions, Rituals and Religious Practices of Mexican Americans, by Rafaela G. Castro
Week 5	The Spanish Conquest (Tuesday) Research Information Literacy Discussion - (Thursday) <ul style="list-style-type: none">• The Conquest of New Spain, by Bernal Diaz• Conquest: Montezuma, Cortés, & the Fall of Old Mexico, by Hugh Thomas• The Conquistadors: First-person Accounts of the Conquest of Mexico, translated and edited by Patricia de Fuentes• Casta Painting: Images of Race in 18th Century Mexico, by Ilona Katzew
Week 6	The Mexican American War & The Reconstruction <ul style="list-style-type: none">• The Treaty of Guadalupe Hidalgo: A Legacy of Conflict, by Richard Griswold del Castillo• Introduction: "Intro.: A Border Region and People", Richard Griswold Del Castillo.• Chp. 1: "Natives and Settlers: The Mestizo Heritage", Richard Griswold Del Castillo. Quiz #1
Week 7	The First Mexican Americans <ul style="list-style-type: none">• Video: Los Mineros, / WGBH Educational Foundation; WNET/Thirteen ; a Galan Productions film ; produced and directed by Hector Galan• Video: FILM & Discussion: Lemon Grove Incident• Furia y Muerte: Los Bandidos Chicanos, by P. Castillo and A. Camarillo Critical Thought Paper Assigned
Week 8	Bracero Program; The Mexican Repatriation Program; U.S. Immigration Acts <ul style="list-style-type: none">• Latinos: A Biography of the People, by Earl Shorris (Selected Readings posted on CC)• Chp. 3 From Revolution to Economic Depression, Richard Griswold del Castillo

Week 9	Fighting on Two Fronts: Effects of the Chicano War-effort <ul style="list-style-type: none"> ● Video: "A Class Apart" ● Video: "The Longoria Affair"
Week 10	American Civil Rights Movement & The Chicano Movement <ul style="list-style-type: none"> ● Chicano!: The Hist. of the Mex.- American Civil Rights Movement, by F. Arturo Rosales ● Video: Chicano! The History of the Chicano Civil Rights Movement, Volume 1
Week 11	The Chicano Movement Cont. <ul style="list-style-type: none"> ● Signs from the Heart: California Chicano Murals, by Eva Sperling Cockcroft and Holly Barnet-Sánchez ● Video: Chicano! The History of the Chicano Civil Rights Movement, Volumes 2, & 3 Quiz #2
Week 12	New Immigrant Disporias and Changing Chicano/a Communities <ul style="list-style-type: none"> ● The Mexican American Family Album, by Dorothy and Thomas Hoobler Critical Thought Paper Assigned
Week 13	Contemporary Historical Remnants <ul style="list-style-type: none"> ● Latino USA: A Cartoon History, by Ilan Stavans, illustrated by Lalo Alcaraz ● Chp. 5 El Campo: Memories of a Citrus Labor Camp, María de la Luz Ibarra ● Castro, Diego O. 2002. "Hot Blood and Easy Virtue: Mass Media and the Making of Racist Latino/a Stereotypes". 2002. Chp 9. P 82-91. in Images of Color, Images of Crime 2nd ed. Ed. By Coramae Richey Mann and Marjorie S. Zatz. Roxbury Publishing Co. LA.
Week 14	Contemporary Diverse Latino/a Communities <ul style="list-style-type: none"> ● Herzog, Lawrence A. 2004. "Globalization of the Latino Cultural Landscapes of San Diego, California". Chp. 5, Pp. 103-124 in Hispanic Spaces, Latino Places. Daniel Arreola (Ed.), University of Texas Press Austin. ● Curtis James R. 2004. "Barrio Space and Place in Southeast Los Angeles, California". Chp. 6, Pp. 125-141 in Hispanic Spaces, Latino Places. Daniel Arreola (Ed.), University of Texas Press Austin.
Week 15	Contemporary Social Issues and Social Movements <ul style="list-style-type: none"> ● Moll, Luis C. and Richard Ruiz. 2002. "The Schooling of Latino Children" Pps. 362-374. Chp 18 In Latinos Remaking America. Ed. By Marcelo M. Suarez-Orozco and Mariela M. Paez. University of California Press. Los Angeles ● Portillo, Eduardo L. 2002. "Latinos, Gangs and Drugs". Chp 19. P 192 - 200. in Images of Color, Images of Crime 2nd ed. Ed. By Coramae Richey Mann and Marjorie S. Zatz. Roxbury Pub. Co. LA. ● Chp. 9 The Border and Human Rights: A Testimony, Roberto L. Martínez Final Critical Thought Paper Assigned
Week 16	Past and Future: Chicano/a as emergent <ul style="list-style-type: none"> ● Chicano Art: Resistance and Affirmation, by Richard Griswold (eds) et al
Week 17	Final: Quiz #3

Students with Disabilities:

Students who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Students Services. This office is located in Craven 5205 and can be contacted by phone 750.4905 or TDD 750.4909. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

Academic Honesty: Academic dishonesty is a serious offense. Cheating, fabrication of material, plagiarism (copying) without using a proper citation of your source, copying quiz answers from another student, having another person take a quiz for you, or write a forum or paper for you, will result in automatic drop from the class and possible further disciplinary action.

Course Requirements:

This course requires students to read and analyze complex material. For this reason, students are expected to attend every class, do the readings and come to class prepared to discuss each weekly topic. As a discussion class, lectures will make up only a portion of each class and student will be expected to participate actively in class discussion. As we discuss and analyze many contemporary and controversial issues, we will have disagreements in our opinions. It is important that everyone respect each other's opinions, comments, and disagreements, in a respectful way. I will do my best to establish this class is a safe space for student academic discussion. Throughout this course we will only be engaging in discussion of racial issues in a respectful manner.

Attendance: While I know that there are circumstances in our life that we cannot control. I expect you to attend every class. **Students who miss a class will NOT be able to make up the points earned during class.** This is a participation based course, attendance is mandatory. There is no penalty for the first two absences but all subsequent absences will each lower your course grade by 1.66 points regardless of reason. Please note that you are required to attend 3/4 of the course to qualify for any passing grade. This means five (5) or more absences will earn you an automatic F course grade. If you know that you cannot attend the required number of classes needed to earn a passing grade, drop this course.

Participation: Participation is very important in this class. **You have to actively participate in class discussions and in group activities in class.** Students are expected to be on-time for class as it is disruptive and disrespectful to your instructor and your classmates to come in to class late or to leave early. Be sure to turn OFF cellular phones during class; unless you are "on-call," and have made arrangements with the instructor to keep your phone on vibration. Also, texting is not allowed during class.

Assignments & Grading:

In addition to doing the readings, there will be homework assignments, projects, and activities. Report assignments are described below.

3 Quizzes: (60 pts.) These learning checks (20 points each) are multiple choice and short essay. The 3rd quiz is comprehensive. They include information from readings, films, videos, lectures, and in-class discussions. You will have the minimum of a 3 day window in which to complete the quiz so no make-ups are allowed.

4 Critical Thought Papers (100 pts.)

You need to write four applied critical thought papers, worth 25 points each. The papers should be 2-3 pages long and you should include references. You will submit the paper online and submit a hard copy of the paper at the start of class. **I will not accept late papers.** An instruction handout will be posted for each critical thought paper

- 1.) First paper is on historical perspectives and impact of key social-political, intellectual, psychological, economic, technological, or cultural developments on contemporary issues.
- 2.) Second paper is on intersectionality: The impact of race, class, gender and cultural context on individuals and/or local transnational communities.
- 3.) Third paper is on the usefulness of an interdisciplinary approach for studying Chicana communities, social phenomena, and social issues.
- 4.) Final Paper will describe and critically apply social science theories and methods to historical and contemporary problems. This can include the development of research questions, critical evaluation of historical evidence, data collection, or employment analysis.

In-Class Activities (40 pts.)

Additional points will be earned for in-class activities. These activities can include group activities, discussion group assignments, definition of concepts, discussion feedback memos, etc. You must to be present in class to earn these pts.

RESEARCH REQUIREMENTS:

This course fulfills an information literacy requirement. Students must write 4 researched critical thought topic papers as well as provide a bibliography page with complete academic citations. In particular, critical thought papers plus a course project paper will require library research time. Students should expect between 10-20 hours of library research time over the semester. Please note that an open Internet web search for articles should only supplement the use of a university library's computerized data base, because open web searches find mostly journals which are NOT peer reviewed. You must use a university data base. Pro Quest is highly recommended as it allows you to search peer reviewed journals. I recommend CSUSM's library inter-loan or one of the larger nearby universities to obtain research articles. We will cover the elements of research in class (Statement of the problem, scholarly literature reviews, summary and critical discussions), library resources, scholarly online searches, citation format and recommended academic search engines and relevant Journals.

Grading Scale:

To determine the overall grade, divide total points earned from the assignments by the total possible points. That percentage (from 0 to 100) determines letter grades as follows:

COURSE GRADING ACTIVITIES:

Grading Scale Pts.	
186 + 93% +	= A
180 – 185	= A-
177 – 179	= B+
167 – 176	= B
160 – 166	= B-
157 – 159	= C+
147 – 156	= C
140 – 146	= C-
137 -- 139	= D+
127 – 136	= D
120 – 126	= D-
< 120	= F

THE OFFICIAL GE LEARNING OUTCOMES OF THIS COURSE:

ID 370 serves three main purposes at CSUSM. First, it is a pre-requisite for Chicanx Studies majors and minors. Second, it's a General Education GE course meant to expose many different majors to interdisciplinary perspectives. Specifically it satisfies a D7 requirement at CSUSM. Third, it also serves as an elective for other majors.

The Goal of all GE courses is to help students understand the complexities and varieties of social relations and human experiences, as well as the nature, scope, and the systematic study of human behaviors and societies.

The Outcomes of all GE courses:

- (1) Students will communicate effectively in writing to various audiences. (writing)
- (2) Students will think critically and analytically about an issue, idea or problem. (critical thinking)
- (3) Students will find, evaluate and use information appropriate to the course and discipline. (applied)

The Goal of all D7 courses is to:

- (1) Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.
- (2) Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.
- (3) Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments
- (4) Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.

NOTE: The 4 required critical thought papers assigned in this course apply directly to meeting each of these 4 goals.

Criselda Yee

HST Support
w/ modification

From: Martha Stoddard Holmes
Sent: Tuesday, November 08, 2016 11:17 AM
To: Criselda Yee
Cc: Regina Eisenbach
Subject: Fwd: Chicano Studies 101 class-Urgent

Hi Criselda,

It looks to me as if History supports the course with the changes made...would it be clear to approve now? We would like to proceed as soon as possible with building and staffing the course. Could you have it entered in P Soft by the end of the day?

Thanks,

Martha

Sent from my iPhone

Begin forwarded message:

From: Carmen Nava <cnava@csusm.edu>
Date: October 28, 2016 at 8:01:07 AM PDT
To: Alicia Gonzales <amgonzal@csusm.edu>
Cc: Martha Stoddard Holmes <mstoddar@csusm.edu>, Jule Garcia <jmgarcia@csusm.edu>, Martha Gonzales <magonzales@csusm.edu>
Subject: Re: Chicano Studies 101 class-Urgent

Good morning, Alicia,

My department's curriculum committee has reviewed this course and made a recommendation, with which I agree.

We are glad to see this course, as a core course for the proposed major. In reviewing the syllabus and forms, we find that the course integrates "History" and "historical perspectives" by having students consider a series of case studies that are chronological in order, but which are selective and not continuous. This makes sense within the scope of this inter-disciplinary course, but this is not equivalent to teaching history or its methods. The course readings are similarly selective, including some typical historical source along with scholarship from other disciplines. The structure of course assignments makes it clear that this is an interdisciplinary course; historical method is not directly engaged and historical research skills or activities are not taught.

On the T-form, #11, the abbreviated title of the class appears as "Intro to Origins of CHS". We respectfully request that "Historical" be removed from the course title, and suggest instead: "Introduction to the Origins of Chicanx in the US." The History Department looks

forward to working with CHS majors who are History minors, and vice versa, in the future, but students need to be clear that this course cannot be counted for credit in History.

Thank you for the opportunity to review this course. We look forward to collaborating in the future to continue to build such important curriculum in the college.

Sincerely,
Carmen Nava
History Department Chair

From: Alicia Gonzales
Sent: Wednesday, October 19, 2016 10:44:44 PM
To: Carmen Nava; Jule Garcia; Martha Stoddard Holmes; Martha Gonzales
Subject: Chicano Studies 101 class-Urgent

Carmen hello, we are trying to offer a CHS 101 course next semester through a PASO grant. Our CHS 101 class is The historical origins of Chicanx Studies. The focus will be linking historical events to contemporary conditions of Chicanx communities. Martha rightfully suggested that we should ask History to sign off and support this course so as to clear the way for the future CHS 101 course which will be offered next semester as ID 170. I am attaching the T form for your consideration and signature, as well as the syllabus, and the D7 form. I would be happy to talk to you about it or answer any questions. 760-295-6631 (home). I know the deans office needs to get it into the schedule asap and would love a quick response, thank you much, Alicia

Sent from my iPad

Begin forwarded message:

From: Alicia Gonzales <amgonzal@csusm.edu>
Date: October 19, 2016 at 12:29:15 PM PDT
To: Martha Stoddard Holmes <mstoddar@csusm.edu>, Jule Garcia <jmgarcia@csusm.edu>
Cc: Leo Melena <lmelena@csusm.edu>
Subject: Re: Chicano Studies class-Urgent

Here are the docs. I have signed the T form and it has been changed to say it will be used as CHS 101 in the future program. Thank you, Alicia

Alicia M. Gonzales, Ph.D.
Associate Professor of Sociology
Department of Sociology
California State University - San Marcos
amgonzal@csusm.edu

Love is a way of life!

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own." ~ Cesar Chavez ~

From: Martha Stoddard Holmes

Sent: Wednesday, October 19, 2016 11:27 AM

To: Alicia Gonzales; Jule Garcia

Cc: Leo Melena

Subject: Re: Chicano Studies class-Urgent

Hi—sorry to be a pest—just wanting to get this on the schedule! Thanks for sending the T form with the intro (and, if you want, 101) language back in it and also letting me know if you have sent it to History—at your earliest convenience.
Martha

Martha Stoddard Holmes, M.A., Ph.D.

Associate Dean, Instruction and Academic Programs

Professor of Literature and Writing Studies

College of Humanities, Arts, Behavioral and Social

Sciences (CHABSS)

SBSB 4115-E

Tel: 760.750.8064

California State University San Marcos

333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

From: Martha Stoddard-Holmes <mstoddard@csusm.edu>

Date: Tuesday, October 11, 2016 at 5:01 PM

To: Alicia Gonzales <amgonzal@csusm.edu>, Jule Garcia <jimgarcia@csusm.edu>

Cc: Leo Melena <lmelena@csusm.edu>

Subject: Re: Chicano Studies class-Urgent

Hi Alicia,

Sorry to send you one more email on the T form—I really, truly, am trying to speed this along!

I think the last draft you sent looks great but that you will want to add the introductory language back in, since we will indeed be using a 100-level topics course. It's fine to discuss your plans to use this to pilot CHS 101.

ALSO: given the recurrent emphasis on historical perspectives, I am positive that Regina will ask you to send the T form to History to make sure they are aware of it and, ideally, supportive.

So—here's what I'm asking:

1. could you add the intro language back into the T form?
2. Could you send me that revised T form? and also send the revised T form to Carmen Nava for review? I don't have to wait for Carmen's response to approve the T form, but I will want to let Regina know that I have already asked if you could send it to Carmen.

I think this will help us all out in getting the course activated!

thanks so much!!!

Martha

Martha Stoddard Holmes, M.A., Ph.D.

Associate Dean, Instruction and Academic Programs

Professor of Literature and Writing Studies

College of Humanities, Arts, Behavioral and Social

Sciences (CHABSS)

SBSB 4115-E

Tel: 760.750.8064

California State University San Marcos

333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

From: Alicia Gonzales <amgonzal@csusm.edu>

Date: Tuesday, October 11, 2016 at 3:16 PM

To: Leo Melena <lmelena@csusm.edu>, Minerva Gonzalez <minervag@csusm.edu>

Cc: Martha Stoddard-Holmes <mstoddard@csusm.edu>

Subject: RE: Chicano Studies class-Urgent

Hello, from Minerva's end, I think she has a set budget she cannot exceed that is set aside in the PASO budget. That will influence who can be hired, will it not? I

am attaching the syllabus for ID 170 along with the T form and D7 form which are complete. The requirements of the course are specifically set up to meet the D7 outcomes. These need signatures and I have to have the library sign off as well on the D7 form. They may ask for changes but I wrote in what my past experience with them tells me to expect.

From: Leo Melena
Sent: Tuesday, October 11, 2016 3:01 PM
To: Minerva Gonzalez; Alicia Gonzales
Cc: Martha Stoddard Holmes
Subject: RE: Chicano Studies class-Urgent

Hola Minerva,

Alicia and I just spoke and I believe you have been copied on other emails with the details of the course (you questions below #2 & #4). With regard to #3, Alicia and I discussed using the schedule-print OFF function of PeopleSoft. In this way, the course will be active and students can enroll, but it will not be visible on the live schedule to the general student population. We plan to do this for the first two weeks of registration (mid- to late-November), after which point, we can switch it to schedule-print ON to fill any remaining seats, if there are any. This will protect the seats in the course for a specific student population. Hope this makes sense. Let me know if you have any questions.

In terms of your first question, we don't have any specifics until we know who is being hired. We cannot determine this until we create a call/advertisement and review applicants. That said, we are working on an estimate of the costs for offering this course. As you know, the actual amount may come in higher or lower depending on the instructor hired. I expect to have an estimation to you by the end of the week.

Feel free to let me know if you would like to discuss any of the above. I am happy to clarify. ☺

I am very glad to assist in making this course a reality for our campus!

Thank you,

Criselda Yee

2nd email to Martha

From: Criselda Yee
Sent: Tuesday, November 01, 2016 4:36 PM
To: Martha Stoddard Holmes; Angela Baggett
Cc: Regina Eisenbach
Subject: RE: Updated Intro to CHS attached updated forms
Attachments: Syllabus ID 170 Intro to Origins of Chicanx Studies.pdf; ATT00001.htm; CHS T Form Gonzales Final Revised2.pdf; ATT00002.htm; FINAL_D7_form_CHS_2016.pdf; ATT00003.htm

Hi Martha,

Thank you for forwarding these documents. I have the following questions:

- Will the original copy of the Revised T-form be sent to Academic Programs? I noticed that the attached pdf only has Alicia's signature, and no one else.
- We have not heard back from the HIST department regarding their review of the form.
- Lastly, is the attached D7 form supposed to replace the original that I have on file? The attached copy also lacks signatures.

Best regards,
Criselda

Criselda Yee

Curriculum Specialist - Academic Programs
California State University San Marcos
Craven Hall 5201-B
(760) 750-8887
cjee@csusm.edu
www.csusm.edu/academic_programs

From: Martha Stoddard Holmes
Sent: Monday, October 31, 2016 2:38 PM
To: Regina Eisenbach <regina@csusm.edu>
Cc: Criselda Yee <cjee@csusm.edu>; Angela Baggett <abaggett@csusm.edu>
Subject: Fwd: Updated Intro to CHS attached updated forms

FYI!
Thanks!

Sent from my iPhone

Begin forwarded message:

From: Alicia Gonzales <amgonzal@csusm.edu>

Date: October 31, 2016 at 1:34:21 PM PDT

To: Jule Garcia <jimgarcia@csusm.edu>, Martha Stoddard Holmes <mstoddar@csusm.edu>, Leo Melena <lmelena@csusm.edu>, Martha Gonzales <magonzales@csusm.edu>, Minerva Gonzalez <minervag@csusm.edu>

Subject: Fw: Updated Intro to CHS attached updated forms

Hello all here are all the updated forms. I left off the D7 last time and I left off Minerva. Here is everything together. thank you again for all your extraordinary help. Alicia

Alicia M. Gonzales, Ph.D.
Associate Professor of Sociology
Department of Sociology
California State University - San Marcos
amgonzal@csusm.edu

Love is a way of life!

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own." ~ Cesar Chavez ~

From: Alicia Gonzales

Sent: Monday, October 31, 2016 1:25 PM

To: Jule Garcia; Martha Stoddard Holmes; Carmen Nava; Leo Melena; Martha Gonzales

Subject: Updated Intro to CHS attached updated forms

Please let me know if any other revisions are needed. thank you all so much for your extraordinary help with this. Grateful, Alicia

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Criselda Yee

1D 170-5

From: Criselda Yee
Sent: Tuesday, November 01, 2016 4:36 PM
To: Martha Stoddard Holmes; Angela Baggett
Cc: Regina Eisenbach
Subject: RE: Updated Intro to CHS attached updated forms
Attachments: Syllabus ID 170 Intro to Origins of Chicanx Studies.pdf; ATT00001.htm; CHS T Form Gonzales Final Revised2.pdf; ATT00002.htm; FINAL_D7_form_CHS_2016.pdf; ATT00003.htm

6E form posted.

Hi Martha,

Thank you for forwarding these documents. I have the following questions:

- Will the original copy of the Revised T-form be sent to Academic Programs? I noticed that the attached pdf only has Alicia's signature, and no one else.
- We have not heard back from the HIST department regarding their review of the form.
- Lastly, is the attached D7 form supposed to replace the original that I have on file? The attached copy also lacks signatures.

Best regards,
Criselda

Criselda Yee

Curriculum Specialist - Academic Programs
California State University San Marcos
Craven Hall 5201-B
(760) 750-8887
cjee@csusm.edu
www.csusm.edu/academic_programs

From: Martha Stoddard Holmes
Sent: Monday, October 31, 2016 2:38 PM
To: Regina Eisenbach <regina@csusm.edu>
Cc: Criselda Yee <cjee@csusm.edu>; Angela Baggett <abaggett@csusm.edu>
Subject: Fwd: Updated Intro to CHS attached updated forms

FYI!
Thanks!

Sent from my iPhone

Begin forwarded message:

From: Alicia Gonzales <amgonzal@csusm.edu>

Date: October 31, 2016 at 1:34:21 PM PDT

To: Jule Garcia <jmgarcia@csusm.edu>, Martha Stoddard Holmes <mstoddar@csusm.edu>, Leo Melena <lmelena@csusm.edu>, Martha Gonzales <magonzales@csusm.edu>, Minerva Gonzalez <minervag@csusm.edu>

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Criselda Yee

1D 170-5

From: Criselda Yee
Sent: Friday, October 28, 2016 3:57 PM
To: Martha Stoddard Holmes
Cc: Angela Baggett
Subject: RE: ID 170 T form delivered today

Hi Martha,

Ref: ID 170-5, ST: Intro to Origins of Socio-Historical Foundations of Chicanx Studies

FYI: I entered this in PSoft, but it is not activated yet. Regina will sign off as soon as we receive the feedback from the HIST Department. 😊

Best regards,
Criselda

Criselda Yee

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California State University San Marcos
Craven Hall 5201-B
(760) 750-8887
cyee@csusm.edu
www.csusm.edu/academic_programs

From: Martha Stoddard Holmes
Sent: Thursday, October 20, 2016 5:07 PM
To: Regina Eisenbach <regina@csusm.edu>
Cc: Angela Baggett <abaggett@csusm.edu>; Criselda Yee <cyee@csusm.edu>
Subject: Re: ID 170 T form delivered today

Great—thank you both! Martha

Martha Stoddard Holmes, M.A., Ph.D.

Associate Dean, Instruction and Academic Programs
Professor of Literature and Writing Studies
College of Humanities, Arts, Behavioral and Social
Sciences (CHABSS)
SBSB 4115-E
Tel: 760.750.8064

California State University San Marcos
333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

From: Regina Eisenbach <regina@csusm.edu>
Date: Thursday, October 20, 2016 at 2:45 PM
To: Martha Stoddard-Holmes <mstoddar@csusm.edu>
Cc: Angela Baggett <abaggett@csusm.edu>, Criselda Yee <cyee@csusm.edu>
Subject: Re: ID 170 T form delivered today

Hi Martha,

Criselda and I just talked about this one. We'll wait for History to indicate that they've seen it (e-mail to Criselda is fine). Then, she'll go ahead and post for GEC review.

Regards,

Regina

From: Martha Stoddard Holmes <mstoddar@csusm.edu>
Date: Wednesday, October 19, 2016 at 9:54 PM
To: Regina Eisenbach <regina@csusm.edu>
Cc: Angela Baggett <abaggett@csusm.edu>
Subject: ID 170 T form delivered today

Hi Regina,

A T form for ID 170, Intro to Chicanx Studies, was delivered to Academic Programs. I wanted to share that I have requested that the proposers share the course with History (and they are doing so), but I wanted to get it over to you ASAP. I signed off as chair as well as wearing my usual hat because the course will be scheduled by the CHABSS Dean's office to allow faculty to pilot a course funded by the PASO grant. Please let me know if you have any questions! Thanks,
Martha

Martha Stoddard Holmes, M.A., Ph.D.

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California State University San Marcos
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San Marcos, CA 92096-0001

1 Criselda Yee

10 170

From: Martha Stoddard Holmes
Sent: Thursday, October 20, 2016 5:07 PM
To: Regina Eisenbach
Cc: Angela Baggett; Criselda Yee
Subject: Re: ID 170 T form delivered today

- needs HIST review

Great—thank you both! Martha

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To: Martha Stoddard-Holmes <mstoddar@csusm.edu>
Cc: Angela Baggett <abaggett@csusm.edu>, Criselda Yee <cyyee@csusm.edu>
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San Marcos, CA 92096-0001

Criselda Yee

From: Alicia Gonzales
Sent: Tuesday, November 08, 2016 6:00 PM
To: Criselda Yee; Martha Stoddard Holmes
Cc: Angela Baggett
Subject: Re: Chicano Studies 101 class-Urgent - Confirmed w/ 2 Questions

Hi, my understanding is that the title cannot contain History but I have many classes that state historical in it's course description. I believe it is ok.

Alicia M. Gonzales, Ph.D.
 Associate Professor of Sociology
 Department of Sociology
 California State University - San Marcos
amgonzal@csusm.edu

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From: Criselda Yee
Sent: Tuesday, November 8, 2016 5:49:08 PM
To: Martha Stoddard Holmes; Alicia Gonzales
Cc: Angela Baggett
Subject: RE: Chicano Studies 101 class-Urgent - Confirmed w/ 2 Questions

Hi Martha and Alicia,

This confirms that **ID 170-5, Introduction to Origins of Chicanx Studies**, has been approved and entered in PS Course Catalog. The class section may now be added to the Spring 2017 Class Schedule via a Section Add form submitted to Academic Scheduling.

I have two questions below, and I can update the course info after I hear from you.

1. I read in the email that the History Department requested that "Historical" be removed from the course title. The title has been updated to the name in the above paragraph. Could you please confirm that the current Course Description can retain the three mentions of "historical"?

The course description entered per the T-Form:

Interdisciplinary overview of the Chicanx historical experience in the United States. Emphasis on historical perspectives and the impact of key social institutions and socio-political, education/intellectual, psychological, economic, technological, and cultural developments. Surveys historical origins and examines complex and interrelated developments within contemporary Chicanx communities in the United States. Course covers select historical periods shaping Chicanx culture and American history and how they related to contemporary Chicanx experiences and conditions. Students apply multiple theoretical perspectives and methodologies in written classwork, class discussions, and written examinations.

2. To follow catalog—ese, I shortened one line to read: “Course covers select historical periods shaping Chicanx culture and American history and how they related to contemporary Chicanx experiences and conditions.”

The original line was “Course **material is divided into an introduction followed by** select historical periods shaping Chicanx culture and American history and how they related to contemporary Chicanx experiences and conditions.”

Please let me know if the shortened version is okay with you.

Many thanks!

Best regards,
Criselda

Criselda Yee

Curriculum Specialist - Academic Programs
California State University San Marcos
Craven Hall 5201-B
(760) 750-8887
cyee@csusm.edu
www.csusm.edu/academic_programs

From: Martha Stoddard Holmes
Sent: Tuesday, November 08, 2016 11:17 AM
To: Criselda Yee <cyee@csusm.edu>
Cc: Regina Eisenbach <regina@csusm.edu>
Subject: Fwd: Chicano Studies 101 class-Urgent

Hi Criselda,
It looks to me as if History supports the course with the changes made...would it be clear to approve now?
We would like to proceed as soon as possible with building and staffing the course. Could you have it entered in P Soft by the end of the day?
Thanks,
Martha

Sent from my iPhone

Begin forwarded message:

From: Carmen Nava <cnav@csusm.edu>
Date: October 28, 2016 at 8:01:07 AM PDT
To: Alicia Gonzales <amgonzal@csusm.edu>
Cc: Martha Stoddard Holmes <mstoddar@csusm.edu>, Jule Garcia <jmgarcia@csusm.edu>, Martha Gonzales <magonzales@csusm.edu>
Subject: Re: Chicano Studies 101 class-Urgent

Good morning, Alicia,

My department's curriculum committee has reviewed this course and made a recommendation, with which I agree.

We are glad to see this course, as a core course for the proposed major. In reviewing the syllabus and forms, we find that the course integrates "History" and "historical perspectives" by having students consider a series of case studies that are chronological in order, but which are selective and not continuous. This makes sense within the scope of this inter-disciplinary course, but this is not equivalent to teaching history or its methods. The course readings are similarly selective, including some typical historical source along with scholarship from other disciplines. The structure of course assignments makes it clear that this is an interdisciplinary course; historical method is not directly engaged and historical research skills or activities are not taught.

On the T-form, #11, the abbreviated title of the class appears as "Intro to Origins of CHS". We respectfully request that "Historical" be removed from the course title, and suggest instead: "Introduction to the Origins of Chicanx in the US." The History Department looks forward to working with CHS majors who are History minors, and vice versa, in the future, but students need to be clear that this course cannot be counted for credit in History.

Thank you for the opportunity to review this course. We look forward to collaborating in the future to continue to build such important curriculum in the college.

Sincerely,
Carmen Nava
History Department Chair

From: Alicia Gonzales
Sent: Wednesday, October 19, 2016 10:44:44 PM
To: Carmen Nava; Jule Garcia; Martha Stoddard Holmes; Martha Gonzales
Subject: Chicano Studies 101 class-Urgent

Carmen hello, we are trying to offer a CHS 101 course next semester through a PASO grant. Our CHS 101 class is The historical origins of Chicanx Studies. The focus will be linking historical events to contemporary conditions of Chicanx communities. Martha rightfully suggested that we should ask History to sign off and support this course so as to clear the way for the future CHS 101 course which will be offered next semester as ID 170. I am attaching the T form for your consideration and signature, as well as the syllabus, and the D7 form. I would be happy to talk to you about it or answer any questions. 760-295-6631 (home). I know the deans office needs to get it into the schedule asap and would love a quick response, thank you much, Alicia

Sent from my iPad

Begin forwarded message:

From: Alicia Gonzales <amgonzal@csusm.edu>
Date: October 19, 2016 at 12:29:15 PM PDT

To: Martha Stoddard Holmes <mstoddar@csusm.edu>, Jule Garcia
<jmgarcia@csusm.edu>
Cc: Leo Melena <lmelena@csusm.edu>
Subject: Re: Chicano Studies class-Urgent

Here are the docs. I have signed the T form and it has been changed to say it will be used as CHS 101 in the future program. Thank you, Alicia

Alicia M. Gonzales, Ph.D.
Associate Professor of Sociology
Department of Sociology
California State University - San Marcos
amgonzal@csusm.edu

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From: Martha Stoddard Holmes
Sent: Wednesday, October 19, 2016 11:27 AM
To: Alicia Gonzales; Jule Garcia
Cc: Leo Melena
Subject: Re: Chicano Studies class-Urgent

Hi—sorry to be a pest—just wanting to get this on the schedule! Thanks for sending the T form with the intro (and, if you want, 101) language back in it and also letting me know if you have sent it to History—at your earliest convenience.
Martha

Martha Stoddard Holmes, M.A., Ph.D.

Associate Dean, Instruction and Academic Programs

Professor of Literature and Writing Studies

College of Humanities, Arts, Behavioral and Social

Sciences (CHABSS)

SBSB 4115-E

Tel: 760.750.8064

California State University San Marcos

333 S. Twin Oaks Valley Road

San Marcos, CA 92096-0001

From: Martha Stoddard-Holmes <mstoddard@csusm.edu>

Date: Tuesday, October 11, 2016 at 5:01 PM

To: Alicia Gonzales <amgonzal@csusm.edu>, Jule Garcia <jmgarcia@csusm.edu>

Cc: Leo Melena <lmelena@csusm.edu>

Subject: Re: Chicano Studies class-Urgent

Hi Alicia,

Sorry to send you one more email on the T form—I really, truly, am trying to speed this along!

I think the last draft you sent looks great but that you will want to add the introductory language back in, since we will indeed be using a 100-level topics course. It's fine to discuss your plans to use this to pilot CHS 101.

ALSO: given the recurrent emphasis on historical perspectives, I am positive that Regina will ask you to send the T form to History to make sure they are aware of it and, ideally, supportive.

So—here's what I'm asking:

1. could you add the intro language back into the T form?
2. Could you send me that revised T form? and also send the revised T form to Carmen Nava for review? I don't have to wait for Carmen's response to approve the T form, but I will want to let Regina know that I have already asked if you could send it to Carmen.

I think this will help us all out in getting the course activated!

thanks so much!!!

Martha

Martha Stoddard Holmes, M.A., Ph.D.

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From: Alicia Gonzales <amgonzal@csusm.edu>

Date: Tuesday, October 11, 2016 at 3:16 PM

To: Leo Melena <lmelena@csusm.edu>, Minerva Gonzalez <minervag@csusm.edu>

Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>

Subject: RE: Chicano Studies class-Urgent

Hello, from Minerva's end, I think she has a set budget she cannot exceed that is set aside in the PASO budget. That will influence who can be hired, will it not? I am attaching the syllabus for ID 170 along with the T form and D7 form which are complete. The requirements of the course are specifically set up to meet the D7 outcomes. These need signatures and I have to have the library sign off as well on the D7 form. They may ask for changes but I wrote in what my past experience with them tells me to expect.

From: Leo Melena

Sent: Tuesday, October 11, 2016 3:01 PM

To: Minerva Gonzalez; Alicia Gonzales

Cc: Martha Stoddard Holmes

Subject: RE: Chicano Studies class-Urgent

Hola Minerva,

Alicia and I just spoke and I believe you have been copied on other emails with the details of the course (you questions below #2 & #4). With regard to #3, Alicia and I discussed using the schedule-print OFF function of PeopleSoft. In this way, the course will be active and students can enroll, but it will not be visible on the live schedule to the general student population. We plan to do this for the first two weeks of registration (mid- to late-November), after which point, we can switch it to schedule-print ON to fill any remaining seats, if there are any. This will protect the seats in the course for a specific student population. Hope this makes sense. Let me know if you have any questions.

In terms of your first question, we don't have any specifics until we know who is being hired. We cannot determine this until we create a call/advertisement and review applicants. That said, we are working on an estimate of the costs for offering this course. As you know, the actual amount may come in higher or

lower depending on the instructor hired. I expect to have an estimation to you by the end of the week.

Feel free to let me know if you would like to discuss any of the above. I am happy to clarify. ☺

I am very glad to assist in making this course a reality for our campus!

Thank you,

Leo Melena

Director of Student Success

Dean's Office

College of Humanities, Arts, Behavioral and Social Sciences

California State University San Marcos

333 S Twin Oaks Valley Road

San Marcos, California 92096

P (760)750-4275 | F (760)750-3005 | www.csusm.edu/chabss | Follow us on Facebook

Criselda Yee

From: Criselda Yee
Sent: Tuesday, November 08, 2016 5:49 PM
To: Martha Stoddard Holmes; Alicia Gonzales
Cc: Angela Baggett
Subject: RE: Chicano Studies 101 class-Urgent - Confirmed w/ 2 Questions

Hi Martha and Alicia,

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Many thanks!

Best regards,
Criselda

Criselda Yee

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California State University San Marcos

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To: Criselda Yee <cyee@csusm.edu>
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Sincerely,
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History Department Chair

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Martha

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Associate Dean, Instruction and Academic Programs

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Date: Tuesday, October 11, 2016 at 5:01 PM
To: Alicia Gonzales <amgonzal@csusm.edu>, Jule Garcia <jmgarcia@csusm.edu>
Cc: Leo Melena <lmelena@csusm.edu>
Subject: Re: Chicano Studies class-Urgent

Hi Alicia,
Sorry to send you one more email on the T form—I really, truly, am trying to speed this along!

I think the last draft you sent looks great but that you will want to add the introductory language back in, since we will indeed be using a 100-level topics course. It's fine to discuss your plans to use this to pilot CHS 101.

ALSO: given the recurrent emphasis on historical perspectives, I am positive that Regina will ask you to send the T form to History to make sure they are aware of it and, ideally, supportive.

So—here's what I'm asking:

1. could you add the intro language back into the T form?
2. Could you send me that revised T form? and also send the revised T form to Carmen Nava for review? I don't have to wait for Carmen's response to approve the T form, but I will want to let Regina know that I have already asked if you could send it to Carmen.

I think this will help us all out in getting the course activated!

thanks so much!!!

Martha

Martha Stoddard Holmes, M.A., Ph.D.

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From: Alicia Gonzales <amgonzal@csusm.edu>

Date: Tuesday, October 11, 2016 at 3:16 PM

To: Leo Melena <lmelena@csusm.edu>, Minerva Gonzalez <minervag@csusm.edu>

Cc: Martha Stoddard-Holmes <mstoddard@csusm.edu>

Subject: RE: Chicano Studies class-Urgent

Hello, from Minerva's end, I think she has a set budget she cannot exceed that is set aside in the PASO budget. That will influence who can be hired, will it not? I

am attaching the syllabus for ID 170 along with the T form and D7 form which are complete. The requirements of the course are specifically set up to meet the D7 outcomes. These need signatures and I have to have the library sign off as well on the D7 form. They may ask for changes but I wrote in what my past experience with them tells me to expect.

From: Leo Melena
Sent: Tuesday, October 11, 2016 3:01 PM
To: Minerva Gonzalez; Alicia Gonzales
Cc: Martha Stoddard Holmes
Subject: RE: Chicano Studies class-Urgent

Hola Minerva,

Alicia and I just spoke and I believe you have been copied on other emails with the details of the course (you questions below #2 & #4). With regard to #3, Alicia and I discussed using the schedule-print OFF function of PeopleSoft. In this way, the course will be active and students can enroll, but it will not be visible on the live schedule to the general student population. We plan to do this for the first two weeks of registration (mid- to late-November), after which point, we can switch it to schedule-print ON to fill any remaining seats, if there are any. This will protect the seats in the course for a specific student population. Hope this makes sense. Let me know if you have any questions.

In terms of your first question, we don't have any specifics until we know who is being hired. We cannot determine this until we create a call/advertisement and review applicants. That said, we are working on an estimate of the costs for offering this course. As you know, the actual amount may come in higher or lower depending on the instructor hired. I expect to have an estimation to you by the end of the week.

Feel free to let me know if you would like to discuss any of the above. I am happy to clarify. ☺

I am very glad to assist in making this course a reality for our campus!

Thank you,

Leo Melena

Director of Student Success

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