

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

10/1/11; REV 10.24.11; REV 11.17.11; REV 12.12.11

PROGRAM AREA(S)

FREEDOM AND JUSTICE STUDIES

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** FJS 340

Title: EXPLORING FREEDOM AND JUSTICE **Units:** 3

X Prerequisites SJS/PHIL 210 or equivalent or instructor approval

Corequisites

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Starting from philosophical understandings of identity, community, and democracy the course focuses on themes such as slavery and emancipation; migration, exile, and diaspora; violence and reconciliation. Using an interdisciplinary lens that engages fields as wide-ranging as economics and literature, students will engage in trans-historical, cross-cultural exploration of freedom and justice and the various ways different peoples have attempted to put them into practice. Students will engage tools to analyze the relationship between these concepts and the structure of identity and its material effects.

Grading Scheme:

X A-F Grades

Credit/No Credit

Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

Undergraduate

Post-Baccalaureate/Credential Graduate

Mode of Instruction/Components *(Hours per Unit are defaulted).*

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	3	1	30	X	
Seminar		1			
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours **lecture** per week

hours blank per week

Is this course delivered online? Yes_____ No_____

2. Course Attributes:

X **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

☐ B-2 Life Sciences – Biology
☐ B-3 Mathematics – Mathematics and Applications
☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

☐ C-1 Art
☐ C-2 Literature Courses
☐ C-3a Language

X C-3b Multicultural

X **D (Social Perspectives)**

☐ **E (Human Psychological and Physiological Perspectives)**

X **UDIGE/INTD Interdisciplinary**

X **Meets University Writing Requirement**

☐ **Meets University Language Requirement**

☐ **American Institutions, Title V Section 40404:** ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification: This is a required core course in the Freedom and Justice Studies minor.

B. Degree Requirement: ☒ Requirement for the Major/Minor
☐ Elective for the Major/Minor
☐ Free Elective

Note: Submit Program Modification if this course changes your program.

4. Student Learning Outcomes. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

- a. Articulate the concepts of identity and community in relationship to freedom and social justice for different peoples within specific social and material contexts;
- b. Engage in integrative critical inquiry into personal, societal, or cultural beliefs and practices especially around issues of social differences and/or injustice;
- c. Present arguments on issues of freedom and justice in collaboration with others (GE 2.2);
- d. Write effectively in various forms (GE 4.2)

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

1. Identity and/in community
 - a. Comparative cultural philosophies/theories
 - b. Comparative cultural practices (service learning opportunity)
 - c. Interdisciplinary approaches
2. Freedom, identity, and community
 - a. Comparative cultural philosophies/theories
 - b. Comparative cultural practices (service learning opportunity)
 - c. Interdisciplinary approaches
3. Justice, identity, and community
 - a. Comparative cultural philosophies/theories
 - b. Comparative cultural practices (service learning opportunity)
 - c. Interdisciplinary approaches
4. Comparative case studies addressing a theme such as slavery and emancipation; migration, exile, and diaspora; or violence and reconciliation

Does this course content overlap with a course offered in your academic program? **Yes** ☐ **No** ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes** ☐ **No** ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1)

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).

List each cross-listed prefix for the course:

B. Program responsible for staffing: CME

7. References. [Provide 3 - 5 references]

A mere sample of possibilities that would depend on the faculty teaching and the focus taken:

Public Power in the Age of Empire by Arundhati Roy, 2004

All our Relations: Native Struggles for Land and Life, by Winona Laduke, 1999

Freedom Riders: 1961 and the Struggle for Racial Justice by Raymond Arsenault Oxford UP 2011.

Struggle for economic freedom and social justice of scheduled caste in South India by Y. Ashok Kumar, 2005

Empire and Beyond by Antonio Negri and Ed Emery, 2006

8. Tenure Track Faculty Qualified to Teach This Course.

José Alamillo, Julia Balén, Marie Francois, Andrea Grove, Steve Stratton, Kaia Tollefson

9. Requested Effective Date:

First semester offered: Spring 2013

10. New Resources Requested. **Yes** ☒ **No** ☐

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

None

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

Only over time as faculty need to update teaching materials—film/video, books, articles

C. Facility/Space/Transportation Needs

Classroom space

D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes** ☐ **No** ☒

E. Other

Faculty reassigned time funding or agreements with chairs to share faculty. Ideally this course would be team-taught.

11. Will this new course alter any degree, credential, certificate, or minor in your program? **Yes** ☐ **No** ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2011** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2011**, of preceding year.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Julia Balén, Andrea Grove,

10/1/11

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Course: unassigned340 Thinking Freedom and Justice

Area: C3b Multicultural

Date Submitted: 10/12/2011 4:57:59 PM

Date Approved: 10/24/2011 11:40:26 AM

1. Develop students' ability to respond subjectively as well as objectively to experience

While students obviously already respond subjectively and, to varying degrees, objectively to experience, this course will help them to mature in their responses to issues of community, identity, freedom, and justice by becoming more conscious of the basis of their current responses through comparing and contrasting the history, philosophical bases, and related actions of their own responses to those of several other peoples across times and cultures. By comparing and contrasting the foundation of their own responses to these issues—personal identity, sense of community, and how freedom and justice as core values are articulated—to those of, for example, Islamists or anti-apartheid South Africans—students will deepen and strengthen their understanding of their own responses and develop greater respect for those of others.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Human imagination has created thousands of different cultures across time and geographies which negotiate(d) values of freedom and justice in their articulations of identity and community. SJS 340 will promote affective and cognitive growth by introducing students to a variety of negotiations and their varying philosophical bases from outside the realm of students' experiences. By experiencing these values as they are practiced through service learning, students' physical faculties will also refine.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

While the degree to which this course will engage art, dance, drama, literature, and music will vary depending on faculty (co-)teaching, other "traditionally humanistic disciplines" such as philosophy and history serve as foundations for this course in an integrative fashion with other disciplines such as political science and sociology. Because the focus is on the production of identity and community in relation to values of freedom and justice, the articulation of these objects of study may well include their articulation through the arts as examined through an interdisciplinary lens.

4. Examine the interrelationship between the creative arts, the humanities, and self

With identity and community at its core, SJS 340 will directly address the self in relationship to the human values of freedom and justice as expressed across an number of possible humanistic fields (depending on faculty). By taking up issues such as slavery and emancipation; migration, exile, and diaspora; violence and reconciliation in a comparative cultural frame, students will develop skills for examining the interrelationship between and among all forms of human expression and meaning-making.

5. Include an exposure to world cultures

Through a comparative cultural framework students will be exposed to several world cultures other than their own time/place by taking up issues such as slavery and emancipation; migration, exile, and diaspora; violence and reconciliation as they have been variously addressed.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspect of ethnicity, class, gender, ability/disability, and community.

Whether students explore, for example, slavery and emancipation; migration, exile, and diaspora; or violence and reconciliation in a culturally comparative frame across at least two times and places, students will be exposed to a variety of "ways of knowing" that will challenge their own epistemological assumptions. Students will be expected to reflect on their own identities/communities (ethnicity, class, gender, ability/disability) and come to understand how these "mean" differently across place and time to ask what they might better mean today or imagine how they might mean differently in the future.

Request Submitted

Course: unassigned340 Thinking Freedom and Justice

Area: D Social Perspectives

Date Submitted: 10/12/2011 5:00:14 PM

Date Approved: 10/24/2011 11:43:19 AM

1. Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience

Engaging a problems-based, interdisciplinary, comparative cultural approach, this course will explore identity, community, freedom, and justice as they have been thought and practiced in relationship to each other. In so doing students will gain a deeper understanding of how these issues, which are relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience. Moreover, through service learning they will gain hands-on experience with how issues interact.

2. Focus on how a social science discipline conceives and studies human existence

Students will have the opportunity to explore how a number of social science disciplines conceive and study human existence depending upon the faculty (co)teaching the course. Students should leave the course understanding that any model explaining a problem must contain multiple dimensions and factors from various levels of analysis. The comparative cultural case studies used in the course will help students understand the conditions under which particular disciplinary tools may or may not explain problems such as slavery and emancipation; migration, exile, and diaspora; violence and reconciliation.

3. Address issues using the methods commonly employed by a social science discipline

Identity, community, freedom, and justice will be examined using methods from multiple social science disciplines including history, philosophy, political science, psychology, and sociology. For example, students will explore the relationship between thought and practices of freedom and justice within specific socio-historical contexts to examine their relationship to identity and community dissolution and/or development. The course strongly emphasizes students' improving their analytical thinking and writing skills, and has a series of long and short written assignments throughout the course.

Request Submitted

Course: unassigned340 Thinking Freedom and Justice

Area: UDIGE Upper Division Interdisciplinary GE

Date Submitted: 10/12/2011 4:51:52 PM

Date Approved: 10/24/2011 11:45:00 AM

1. Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

Using an interdisciplinary lens that may engage fields as wide-ranging as economics and literature (depending on (co) faculty) students will engage in trans-historical, cross-cultural exploration of freedom and justice and the various ways different peoples have attempted to put them into practice. For example, materials may include expressions of freedom and justice through the visual and literary arts of ancient Islam read through the lenses of political science and/or psychology.

2. Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

As a writing-intensive course, faculty members teaching this may require weekly writing assignments, short essays, term papers, and/or research papers. With service learning students will be expected to engage in structured self-reflective writing as well.

Approval Sheet

Program/Course: [REDACTED]

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date