

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA BUSINESS & ECONOMICS, ENGLISH, HISTORY, MULTIPLE PROGRAMS

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

ECON 331 NARRATIVES OF THE WORKING CLASS

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, case studies. Three hours lecture per week. Same as ENGL/SOC/HIST/POLS 331

ENGL 331 NARRATIVES OF THE WORKING CLASS

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, case studies. Three hours lecture per week. Same as ECON/SOC/HIST/POLS 331

SOC 331 NARRATIVES OF THE WORKING CLASS

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, case studies. Three hours lecture per week. Same as ECON/ENGL/HIST/POLS 331

HIST 331 NARRATIVES OF THE WORKING CLASS

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, case studies. Three hours lecture per week. Same as ECON/SOC/ENGL/POLS 331

POLS 331 NARRATIVES OF THE WORKING CLASS

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, case studies. Three hours lecture per week. Same as ECON/SOC/ENGL/HIST 331

2. Mode of Instruction.

Table with 4 columns: Mode of Instruction, Units, Hours per Unit, Benchmark Enrollment. Rows include Lecture (3, 1, 30), Seminar, Laboratory, and Activity.

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This is an upper-division general education course that combines perspectives from several disciplines to examine working-class life as textually represented. It will serve as an elective for the Sociology BA, the English BA, and as an upper-division general education course.

- Learning objectives. Upon completing this course, students will: Explain class structures in the U.S. and internationally; Discuss issues of blue-collar and pink-collar employment and unemployment; Analyze textual representations of working-class life; Explain the historical development of class stratification; Discuss issues of classism

4. Is this a General Education Course YES NO If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	C2
D (Social Perspectives)	X
E (Human Psychological and Physiological Perspectives)	
Upper-Division Interdisciplinary	X

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

Definitions of class
Historical development of class
Life conditions of working-class people
Working-class employment
Memoir, autobiography, songs and poetry as working-class art forms

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Balibar, Etienne and Immanuel Wallerstein. Race, Nation Class. London: Verso, 1991.
Bell, Thomas. Out of This Furnace. Pittsburgh: University of Pittsburgh Press, 1976.
Buss, Fran Leeper. Dignity: Lower Income Women Tell of Their Lives and Struggles. Ann Arbor: U of MI Press, 1985.
DeMott, Benjamin. The Imperial Middle: Why Americans Can't Think Straight About Class.
McLeod, Jay. Ain't No Making it: Leveled Aspirations in a Low-Income Neighborhood. Boulder, CO: Westview Pres, 1987.
McNall, Scott, Rhonda Levine and Rick Fantasia, eds. Bringing Class Back In: Contemporary and Historical Perspectives. Boulder, CO: Westview Press, 1991.
Rivera, Tomás. ...y no se lo tragó la tierra/and the earth did not devour him. Houston: Arte Publico Press, 1991.
Roediger, David. The Wages of Whiteness: Race and the Making of the American Working Class. NY: Verso, 1991.
Rose, Mike. Lives on the Boundary. NY: Penguin, 1989.
Rothenberg, Paula, ed. Race, Class and Gender in the United States: An Integrated Study. NY: St Martin's Press, 1992.
Rubin, Lillian Breslow. Families on the Fault Line: America's Working Class Speaks About The Family, The Economy, Race and Ethnicity. NY: Harper Collins, 1994.
Sennett, Richard, and Jonathan Cobb. The Hidden Injuries of Class. NY: Vintage, 1972.
Thompson, E.P. The Making of the English Working Class. NY: Vintage, 1963.
Vanneman, Reeve and Lynn Weber Cannon. The American Perception of Class. Philadelphia: Temple UP, 1987.
Willis, Paul. Learning to Labor: How Working Class Kids Get Working Class Jobs. NY: Columbia UP, 1977.
Zandy, Janet. Liberating Memory: Our Work and our Working-class Consciousness. New Brunswick, NJ: Rutgers UP, 1995.
Zweig, Michael. The Working-Class Majority: America's Best-Kept Secret. NY: ILR Press, 2001.

7. List Faculty Qualified to Teach This Course.

Frank Barajas, Renny Christopher, Scott Frisch, Paul Rivera, Beth Hartung

8. Frequency.

a. Projected semesters to be offered: Fall X Spring Summer

9. New Resources Required.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

_ Frank Barajas, Renny Christopher, Scott Frisch, Paul Rivera, Beth Hartung _ 3-10-05 _
Proposer of Course Date