

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2014, and finalized by the end of the fall semester to make the next catalog (2015-16) production**

DATE (CHANGE DATE EACH TIME REVISED): 9/19/14 REV. 10/25/14, 1/21/15

PROGRAM AREA(S): CHICANA/O STUDIES COURSE NO: 401

**Directions:** All sections of this form must be completed. Use YELLOWED areas to enter data. All documents are stand-alone sources of course information.

**1. Indicate Changes and Justification for Each.** [Mark an X by all change areas that apply.]

Course title	<input checked="" type="checkbox"/> Course Content
Prefix/suffix	<input checked="" type="checkbox"/> Course Learning Outcomes
Course number	<input checked="" type="checkbox"/> References
Units	<input checked="" type="checkbox"/> GE
Staffing formula and enrollment limits	<input type="checkbox"/> Other
Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
Catalog description	
Mode of Instruction	

**Justification:**

*(Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.):*

To better align course with university GE goals, and to clarify/strengthen wording within the catalog description, course content, update references and learning outcomes.

**2. Course Information.**

*[Follow accepted catalog format. Add additional prefixes if cross-listed.]*

**OLD**

Prefix CHS Course# 401  
 Title **LATINA/O WORKERS IN A GLOBAL ECONOMY**  
 Units (3)  
 3 hours lecture per week  
 X hours 3 per week

X Prerequisites: CHS 100 or equivalent  
 Consent of Instructor Required for Enrollment  
 Corequisites:

**Catalog Description** (Do not use any symbols):

Examines transborder labor issues within the United States in global context, as immigrant Latina/o workers producing goods and services for a global economy is a world-wide phenomenon, and as technology and policy integrate national and regional economies into a global system.

General Education Categories: ☐

Grading Scheme (Select one below):

☒

A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

**NEW**

Prefix CHS Course# 401  
 Title **LATINA/O WORKERS IN A GLOBAL ECONOMY** Units (3)  
 3 hours lecture per week  
 X hours 3 per week

X Prerequisites: CHS 100 or equivalent ☐  
 Consent of Instructor Required for Enrollment  
 Corequisites: ☐

**Catalog Description** (Do not use any symbols):

Examines transborder labor and socio-economic issues that Latina/o workers face in the era of globalization. By looking at different aspects of work in rural and urban contexts, different forms of labor organizing, and regional and international contexts, we will examine the rich and diverse experiences of Latino/a workers and their role in a global economy.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:  
☒ Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

Multiple Enrollment in Same Semester Y/N ☐

Course Level:  
☒ Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

**3. Mode of Instruction (Hours per Unit are determined by CSU Policy)**

**Hegis Code(s)** \_\_\_\_\_  
 (Provided by the Provost Office)

**Existing**

**Proposed**

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	<b>3</b>	<b>1</b>	<b>40</b>	<b>x</b>	Lecture	<b>3</b>	<b>1</b>	<b>40</b>	<b>X</b>	
Seminar		<b>1</b>			Seminar		<b>1</b>			
Lab		<b>3</b>			Lab		<b>3</b>			
Activity		<b>2</b>			Activity		<b>2</b>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

**4. Course Attributes:**

**General Education Categories:** All courses with GE category notations or changes (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.

**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
- ☒ C-3b Multicultural

**D (Social Perspectives)**

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

**UDIGE/INTD Interdisciplinary**

**Meets University Writing Requirement (Graduation Writing Assessment Requirement)**

**Meets University Language Requirement**

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

**Online Course** (Answer YES if the course is ALWAYS delivered online).

**5. Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]*

**OLD**

This course is an elective for the Chicano/a Studies Program.

☐ Requirement for the Major/Minor

X Elective for the Major/Minor

☐ Free Elective

**Submit Program Modification if this course changes your program.**

**NEW**

This course is an upper-division elective for the Chicano/a Studies Program.

☐ Requirement for the Major/Minor

X Elective for the Major/Minor

☐ Free Elective

**6. Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy:

<http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

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

**OLD**

- 1) Understand the historical and contemporary challenges facing Latino and Latina workers in the age of the global economy and information society.
- 2) Compare and contrast the transformation of work and employment in Mexico, Canada and United States.
- 3) Examine the cross-border labor organizing among workers and labor unions in North America.
- 4) Conduct research on a specific area related to the workers, labor movement, labor unions, free trade agreements and worker struggles in the global economy.
- 5) Articulate the recruitment processes, immigration policies, urban planning, and marketing strategies in relation to Latino/a workers participation in high-technology regions of California.

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

**NEW**

- (1) Demonstrate knowledge about the historical and contemporary status of Latino/a workers in the age of globalization and the information society. (GE 1.1.a)
- (2) Articulate an understanding of key terms, concepts, and processes of the 21<sup>st</sup> Century global economy.
- (3) Analyze the various forms of worker resistance and labor organizing across North America.
- (4) Recognize the various types of work and employment patterns of the Latino/a population.
- (4) Develop critical reading and writing skills in relation to Latino/a workers and global economy.

**7. Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

**OLD**

WEEK 1: Introduction to the Course  
WEEK 2: History of Latino/a Workers  
WEEK 3: Contemporary Employment of Latino/a Workers  
WEEK 4: Latino Poverty at Home and Abroad  
WEEK 5: Industrial Workers a Global City  
WEEK 6: Agricultural Workers  
WEEK 7: Workers in a Global Economy: Informal Economy  
WEEK 8: Workers in a Global Economy: Service Sectors  
WEEK 9: Workers in a Global Economy: Silicon Valley  
WEEK 10: Workers and Health  
WEEK 11: Workers and Labor Unions  
WEEK 12: Domestic Women Workers  
WEEK 13: N.A.F.T.A and Migration  
WEEK 14: Cross- Border Labor Organizing  
WEEK 15: Summary of course

**NEW**

Introduction to the Course  
Keywords: Globalization, Global Capitalism, Neoliberalism,  
History of Latino/a Workers  
Contemporary Employment of Latino/a Workers  
Industrial Workers in a Global City  
Workers in a Global Agribusiness Industry  
Global Economy: African Americans and Latino/a Workers in the Post-Katrina South  
Global Economy: Service Workers  
Global Economy: Domestic Workers  
Global Economy: Sex Workers  
Globalization and Free Trade  
Maquiladoras along US-Mexico Border  
NAFTA and Labor Migration  
Cross-Border Labor Organizing  
Summary of the Course

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

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 X

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

**Overlapping courses require Chairs' signatures.**

**8. Cross-listed Courses (Please note each prefix in item No. 1)** *Beyond three disciplines consult with the Curriculum Committee.*

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course:
- C. Program responsible for staffing: **Chicana/o Studies**

**9. References.** [Provide 3-5 references. For references more than 10 years old, provide a one-sentence explanation of relevance.]  
**OLD**

- 1) Gonzalez, Arturo. Mexican Americans & the U.S. Economy, (Tucson AZ: The University of Arizona Press, 2002).
- 2) Moore, Joanne and Raquel Pinderhughes, 1993, In the Barrios: Latinos and the Underclass Debate, Russell Sage Foundation, New York, 1993)
- 3) Sonia Perez (ed.), Moving Up the Economic Ladder: Latino Workers and the Nation's Economic Prosperity, National Council of La Raza, Washington D.C.2000)
- 4) David Pellow and Lisa Park, The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy (NYU Press, 2002)
- 5) Jennifer Gordon, "Conflict and Solidarity Between African American Latino Immigrant Workers" (Chief Warren Institute 2007)
- 6) Loren Redwood, "The Rebuilding of a Tourist Industry: Immigrant Labor Exploitation in the Post-Katrina Reconstruction of New Orleans" in Manning Marable, ed. *Seeking Higher Ground: The Hurricane Katrina Crisis, Race, and Public Policy Reader* (Palgrave, 2008)

**NEW**

- 1) David Leal and Stephen Trejo, eds. Latinos and the Economy (Springer Press, 2010)
- 2) William Robinson, Latin America and Global Capitalism (Johns Hopkins University Press, 2010)
- 3) Carolyn Tuttle, Mexican Women in American Factories: Free Trade and Exploitation on the Border (University of Texas Press, 2012).
- 4) David Pellow and Lisa Park, The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy (NYU Press, 2002)
- 5) Grace Chang, Disposable Domestics: Immigrant Women Workers in a Global Economy (South End Press, 2000).
- 6) David Bacon, The Children of NAFTA: Labor Wars on the US/Mexico Border (University of California Press, 2004)

**10. Tenure Track Faculty qualified to teach this course.**

**Jose Alamillo, Jennie Luna**

**11. Requested Effective Date or First Semester to be offered: **Fall 2015****

**12. New Resource Requested: Yes ☐ No ☒**

If YES, list the resources needed.

- A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)  
n/a
- B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)  
n/a
- C. Facility/Space/Transportation Needs:  
n/a
- D. Lab Fee Requested: Yes ☐ No ☒ (Lab fee requests should be directed to the Student Fee Committee)
- E. Other. n/a

**13. Will this course modification 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.

Deadline for New Minors and Programs: **October 1, 2014.**

Deadline for Course Proposals and Modifications, and for Program Modifications: **October 15, 2014.**

Last day to submit forms to be considered during the current academic year: **April 1, 2015.**

**Jose Alamillo**

**10/1/14**

Proposer(s) of Course Modification

Date

Type in name(s). Signatures will be collected after Curriculum approval.

GE Committee response to your request have CHS401: LATINA/O WORKERS IN A GLOBAL ECONOMY added to **C3b: Multicultural**

Approved on 11/24/2014 by 2014-2015 GE Committee, Forwarded to CC for review.

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Course: CHS401 LATINA/O WORKERS IN A GLOBAL ECONOMY

Area: C3b Multicultural

Date Submitted: 10/27/2014 11:39:56 AM

Date Approved: 12/1/2014 9:56:10 PM

# Approval Sheet

**Course Prefix and number:**

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 Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date