

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 4.1.14

PROGRAM AREA(S): HISTORY

Directions: All of sections of this form must be completed for course modifications. 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 then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

☐ Course title

☒ X Prefix/suffix

☐ Course number

☐ Units

☐ Staffing formula and enrollment limits

☐ Prerequisites/Corequisites

☐ Catalog description

☐ Mode of Instruction

☐ Course Content

☐ Course Learning Outcomes

☐ References

☐ GE

☐ Other ☐

☐ Reactivate Course

Justification: To avoid confusion for students, History is asking to de-crosslist the class, which does not count for the History major. Political Science also would like to remove the POLS prefix. There are no other changes.

2. Course Information.

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

OLD

Prefix ECON/ENG/POLS/SOC/HIST Course# 331

Title Narratives of the Working Class Units (3)

3 hours lecture per week

☐ hours blank per week

☐ Prerequisites: ☐

☐ Consent of Instructor Required for Enrollment

☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

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

General Education Categories: C2, D, UDIGE

Grading Scheme (Select one below):

☒ X 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:

☒ X Undergraduate

☐ Post-Baccalaureate

☐ Graduate

NEW

Prefix ECON/ENG/POLS/SOC Course# 331

Title Narratives of the Working Class Units (3)

3 hours lecture per week

☐ hours blank per week

☐ Prerequisites: ☐

☐ Consent of Instructor Required for Enrollment

☐ Corequisites: ☐

Catalog Description (Do not use any symbols):

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, case studies. Three

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Grading Scheme (Select one below):

☒ X 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:

☒ X Undergraduate

☐ Post-Baccalaureate

☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

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	<u>3</u>	<u>1</u>	<u>30</u>	<input type="checkbox"/>	Lecture	<u>3</u>	<u>1</u>	<u>30</u>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>			<input type="checkbox"/>	Online	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

4. Course Attributes:

☐ **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
- X C-2 Literature Courses
- ☐ C-3a Language
- ☐ C-3b Multicultural

X **D (Social Perspectives)**

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

X **UDIGE/INTD Interdisciplinary**

X **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 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.

☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor
☐ Free Elective

NEW

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.

☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

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

Explain class structures in the U.S. and internationally;
 Discuss issues of class employment and unemployment
 Analyze textual representations of working-class life
 development of class stratification

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

NEW

Explain class structures in the U.S. and internationally;
 Discuss issues of class employment and unemployment
 Analyze textual representations of working-class life
 development of class stratification

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

OLD

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

NEW

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

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.

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: ☐

9. References. [Provide 3-5 references]

OLD

- 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 Press, 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.

NEW

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 Zweig, Michael. *The Working-Class Majority: America's Best-Kept Secret*. NY: ILR Press, 2001.

10. Tenure Track Faculty qualified to teach this course.

Beth Hartung, Claudio Paiva

11. Requested Effective Date or First Semester offered: F'14

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

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

☐

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

☐

C. Facility/Space/Transportation Needs:

☐

D. Lab Fee Requested: Yes ☐ No ☐ (Lab fee requests should be directed to the Student Fee Committee)

E. Other.

☐

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.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

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

Jim Meriwether

4/1/14

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

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 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