

**CSU Channel Islands  
PROPOSAL TO INITIATE A NEW MINOR  
SIGNATURE PAGE**

|                                |                                             |
|--------------------------------|---------------------------------------------|
| Name of Proposed Minor:        | Freedom & Justice Studies                   |
| Date of Submission:            | October 1, 2011; rev 10.19.12; rev 12.11.12 |
| Faculty Proposing New Program: | Julia Balén, Andrea Grove, Beth Hartung     |

**Review and Approval Signatures:**

|                                       |                                         |       |         |
|---------------------------------------|-----------------------------------------|-------|---------|
| 1. Proposer:                          | Julia Balén, Andrea Grove, Beth Hartung | Date: | 10/1/11 |
| 2. Curriculum Chair:                  |                                         | Date: |         |
| 3. Academic Senate Chair:             |                                         | Date: |         |
| 4. AVP Academic Programs and Planning |                                         | Date: |         |
| 5. Provost:                           |                                         | Date: |         |
| 6. President or Designee:             |                                         | Date: |         |

**Internal Note: Please return this document to Academic Programs and Planning after all signatures are completed.**

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PROPOSAL TO  
INITIATE A NEW MINOR**

This form is to be used when the proposed new minor is in a field where no major exists, or where a current major does not have a minor field. (Typically, academic minors are developed as part of a new major proposal, in which case this *Proposal for a New Minor* does not have to be completed.)

Senate Resolution 2-01 requires that minor must have a minimum of 15 units, nine of which must be upper division.

1. Program Identification

- a. Name of the Minor  
**Freedom & Justice Studies**
- b. Academic Program Proposing the Minor  
Center for Multicultural Engagement

2. Program Description

a. Provide a description of the Minor and its Student Learning Outcomes. This minor represents an evolutionary shift in identity-based fields of study such as women's and the various ethnic studies programs that developed out of civil-rights movements. The minor (and the major on the Academic Master Plan for 2014) creatively integrates and extends the substantive knowledge and methodologies developed in these fields with a view to creating 21st century ways to address the foundations of social justice. Freedom and justice are values that not only fueled the development of identity-based fields but also are values fundamental to the U.S. and nations that envision a post-imperialist world. Nowhere are these important values programmatically explored in relationship to each other. This minor provides an innovative cross-cultural, interdisciplinary intellectual inquiry into the interrelationship of freedom and justice as these concepts have been understood across times and cultures. With a foundation in philosophical practices, the areas of major concern in the program include race, class, and gender inequities, ethnic conflict, human rights, and economic and environmental justice in the context of globalization. Students may choose to develop an emphasis in ethnic, gender, sexuality, class, social business, or environmental studies as well as others as the campus develops broader related programming.

**Student Learning Outcomes**

In addition to the GE goals outlined in Revised SP 06-06 students graduating with a minor in Freedom & Justice Studies will be able to:

- a. Articulate the relationship among freedom, social justice, ethics, and responsibility in personal, social, and political contexts;
- b. Demonstrate knowledge of and appreciation for diverse understandings of freedom and justice across different cultural contexts.
- c. Demonstrate knowledge of social movements for freedom and justice across times and cultures;
- d. Engage in integrative critical inquiry into personal, societal, or cultural beliefs and practices especially around issues of social differences or injustice;
- e. Apply this knowledge and integrative critical inquiry to develop and implement plans of action to create greater freedom and justice for all.

- b. How does the Minor support the University's Mission and Strategic Goals?

This minor integrates the Mission Pillars through the explicit use of multicultural and international perspectives understood across disciplines and enacted through civic engagement. The minor meets the university's strategic initiative for student access, retention, and success by offering a place for focused intellectual inquiry into issues such as race, class, gender, sexuality—issues that may be particularly important for underrepresented students.

- c. Provide a catalog description of the Minor. Use the format in which it will appear in the catalog, including a program description, careers associated with the minor, and faculty names and titles.

#### Description:

What is freedom? What is justice? How are they related? The foundational documents of many modern democracies are based upon a belief in these concepts. Revolutions from ancient times to the present have called for them. And yet, rarely do we ask what they mean in action. This minor explores and engages the foundational impulse for greater freedom and justice for all which lies at the heart of many fields including critical ethnic, feminist, gender, sexuality, and disability studies, to ask how we all matter in the work of putting into practice these shared human values.

#### Careers

This minor will fruitfully complement a number of majors—especially those in which ethics play an important role--Biology, Business, Chemistry, Chicano/a Studies, Communication, Economics, English, History, Liberal Studies, Political Science, Physics, Psychology, Sociology—to better prepare students for professional careers in law, medicine, journalism, business, as well as careers in the public sector

such as teaching, civil service, public service, and politics. Students at CI who would like to pursue any of these careers should consider obtaining a minor in Freedom and Justice Studies.

### Faculty

| Core courses:                                                                                                       | Faculty who have taught elective courses:                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| José Alamillo<br>Julia Balén<br>Dennis Downey<br>Marie Francois<br>Andrea Grove<br>Steve Stratton<br>Kaia Tollefson | Sean Anderson<br>Tracylee Clark<br>Irina Costache<br>Scott Frisch<br>Sean Kelly<br>Beth Hartung<br>Daniel Lee<br>Brad Monsma,<br>Andrew Morris<br>Paul Rivera<br>Don Rodriguez<br>Billy Wagner |

### 3. Curriculum

- a. Lower and Upper Division Course Requirements (including pre- and co-requisites.) Identify required elective courses. Identify currently available course in the catalog, and separately identify newly developed courses.

#### Lower Division Requirements (3 units)

**FJS/PHIL 210 Ethics for a Free World (newly proposed course)**  
**3**

[NOTE: Introductory courses in identity and civil rights-based studies (ie.: religious, ethnic, women's, gender, sexuality, and disability studies) from local colleges can be used to satisfy this requirement.]

#### Upper Division Requirements (15 units)

**All students complete the following (6 units):**

**FJS 340 Thinking Freedom & Justice (newly proposed UDIGE course) 3**

**FJS 498 Enacting Freedom & Justice (newly proposed course) 3**

#### Electives (9 units)

**At least one of the following philosophy/theory-based courses:**

|                  |            |                                                 |          |
|------------------|------------|-------------------------------------------------|----------|
| <b>ENGL/PHYS</b> | <b>338</b> | <b>Science and Conscience</b>                   | <b>3</b> |
| <b>ENGL</b>      | <b>360</b> | <b>Literary Theory</b>                          | <b>3</b> |
| <b>HIST</b>      | <b>413</b> | <b>World Religions and Classical Philosophy</b> | <b>3</b> |
| <b>POLS</b>      | <b>301</b> | <b>Political Theory</b>                         | <b>3</b> |
| <b>SOC</b>       | <b>420</b> | <b>Sociological Theory</b>                      | <b>3</b> |
| <b>SOC</b>       | <b>421</b> | <b>Contemporary Sociological Theory</b>         | <b>3</b> |

**Two from the following, neither of which may come from the student's major:**

Issues-oriented Upper-Division Coursework:

These may include interdisciplinary topics courses focusing in on areas of gender, race, ethnicity, class, environment, sexuality, religion, economics or disciplinary courses as appropriate to student emphasis. Current courses that might be used to fulfill these requirements include:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><u><b>African-American:</b></u><br/>ART/ENGL/MUS 432 Arts of the Harlem Renaissance (3)<br/>ENGL 451 African/African American Literature<br/>HIST 351 History of African Americans<br/>HIST 442 African Diaspora</p> <p><u><b>Asian-American:</b></u><br/>PSY 344 Psychology and Traditional Asian Thought (3)<br/>PSY/HIST 436 Psychology and History of Asian Warrior Cultures (3)<br/>ENGL 452 Asian/Asian American Literature (3)</p> <p><u><b>Chicano/a:</b></u><br/>ART/HIST 333 History of Southern California Chicana/o Art<br/>HIST 350 Chicano/a History and Culture (3)<br/>HIST 402 Southern California History and Culture (3)<br/>HIST 421 Revolutionary Mexico, 1876-1930 (3)<br/>EDUC 451 The Chicano/Mexicano Child &amp; Adolescent (4)<br/>ENGL/HIST 334 Narratives of Southern California (3)</p> | <p><u><b>Multi-cultural issues:</b></u><br/>ART 332 Multicultural Art Movements (3)<br/>ART/ENGL/HIST 335 American Ethnic Images in Novels, Film and Art (3)<br/>ART/MUS 336 Art and Music: Dissonance, Diversity, and Continuity (3)<br/>ENGL 449 Perspectives on Multicultural Literature (3)<br/>ENGL 333 Multicultural Drama in Performance/Production (3)<br/>GLST 435 Global Cities (3)<br/>HIST 415 Society and Radicalism<br/>POLS 306 Politics of Race and Ethnicity<br/>POLS 334 Peace Studies<br/>POLS 402 Civil Rights and Civil Liberties<br/>SOC 360 Race &amp; Ethnicity (3)<br/>SOC 410 Sociology of Gender &amp; Sexuality</p> <p><u><b>Social Class:</b></u><br/>ENGL 340 Business and Economics in American Literature (3)<br/>ECON/ENGL/HIST/POLS/SOC 331 Narratives of the Working Class<br/>SOC 350 Social Stratification: Theories of Social Class (3)</p> <p><u><b>Environment:</b></u><br/>BIOL 335* The Biosphere (3)<br/>BIOL 433* Ecology and the Environment,<br/>ECON 362 Environmental Economics (3)</p> |
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| ENGL 453 Hispanic/Hispanic American Literature (3)<br>ENGL/SPAN 455 Bilingual Literary Studies/Estudios literarios bilingües (3)<br><br><u>Native American:</u><br>ENGL 378 Contemporary Native American Authors (3)<br>ENGL 450 Native American Literature (3)<br>ANTH 323 Native Americans of California to the 1850s (3)<br><br><u>Cultural Theory:</u><br>ENGL 360 Literary Theory<br>ENGL/PHYS 338 Science and Conscience 3<br>HIST 413 World Religions and Classical Philosophy<br>POLS 301 Political Theory<br>SOC 420 Sociological Theory<br>SOC 421 Contemporary Sociological Theory | ECON 464 Natural Resource Economics (3)<br>ENGL/ESRM 337 Literature of the Environment (3)<br>ESRM 329 Environmental Law and Policy<br>ESRM/POLS 340 Politics and the Environment<br>ESRM/HIST 342 Environmental History<br>ESRM/SOC 440 Population Studies<br>ESRM 483 Global Environmental Issues<br>HIST 410 Global Perspectives on the History of Science<br><br><u>Women/Gender/Sexuality:</u><br>HIST 414 Women & Gender in History<br>ART 433 Women in the Arts (3)<br>ENGL/GEND 433<br>Gay/Lesbian/Bisexual/Transgender Studies (3)<br>ENGL 456 Women's Fiction<br>POLS 305 Gender and Politics<br>SOC 309 GLBTQ Issues (rotating topics) (1 unit, repeatable to 3) |
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- b. Total number of units in the Minor (including pre- and co-requisites).  
**18**

4. Academic Structure and Enrollment

- a. Identify the program area and persons responsible for program management and oversight.

CME, Julia Balén

- b. Estimate of number of students enrolling in the minor, in the initial year and after three (3) and five (5) years.

|                         | Number of Students in the Minor |
|-------------------------|---------------------------------|
| <b>Initiation Year:</b> | 4                               |
| <b>Third Year:</b>      | 12                              |
| <b>Fifth Year:</b>      | 24                              |

5. Faculty and Staff Resources

a. Existing faculty and staff qualified to teach in and support the minor, including the percent of their work assignment contributing to the minor.

**The large majority of the courses listed above are already offered through other programs and we would add to this list any additional social justice-oriented courses that come online. As for the three core courses, there are at least 4 faculty members who could currently teach these and other faculty we would like to recruit to occasionally do so in order to offer students different approaches to the material. Because of this, it is not practical to offer a “percentage” of workload.**

b. Additional faculty and staff needed for the minor and the areas of expertise needed.

**Course replacements for 1 faculty person to cover each of the required courses each semester (or agreements from chairs to allow faculty to teach the courses). Semester 1--one course (FJS 210); semester 2--two courses (FJS 210 and 340); semester 3--three courses (FJS 210, 340, and 494). Semesters thereafter would most likely alternate between one to three classes depending on student needs—especially at the 494 level. There would also be some need for advising and staff support for managing the course scheduling.**

#### 6. Facilities, Equipment, Financial, and Information Resources

a. Existing facilities, equipment, and information resources available to support the minor.

We have (or will have) the classrooms and technology needed. Currently the library has many books and access to articles in areas related to freedom and social justice that would gain greater use.

b. External funding already in progress or anticipated.  
None

c. Facilities, Equipment and Information Resources Needed to Support the Minor.

No special equipment beyond what is already available to students and faculty would be needed. The space that we will need to teach up to three extra courses in a given semester (though we will have to accommodate the new students we are adding in any case) will be needed. While the library already has a good number of resources available to serve this minor, some measure of resources will be needed to keep materials up to date and acquire new ones as faculty find the need. That said, it is not likely to call for anything substantial or out of the ordinary for a largely humanities/social science-based minor.