

Glendale College

Course Outline of Record Report

Course ID 002066
Cyclical Review - September 2023

HUMAN135 : Humanities and The World Of Work

General Information

Author:	<ul style="list-style-type: none"> Joanna Parypinski
Course Code (CB01) :	HUMAN135
Course Title (CB02) :	Humanities and The World Of Work
Department:	HUMAN
Proposal Start:	Fall 2024
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000253240
Curriculum Committee Approval Date:	10/11/2023
Board of Trustees Approval Date:	11/21/2023
Last Cyclical Review Date:	10/11/2023
Course Description and Course Note:	<p>HUMAN 135 is an interdisciplinary course that combines instruction in fiction and nonfiction, film, ethics, problem solving, and decision making to help students examine today's multicultural society and workplace and develop values that may influence their personal and professional growth throughout their lives. Students analyze and discuss contemporary issues, problems and trends, and become familiar with the history of discrimination on the basis of color, ethnicity, gender, and sexual orientation and the impact of this discrimination on educational opportunities, career choice, and employability. Students participate in group and individual activities designed to develop and reinforce analytical skills. They also keep journals in which they react to assignments and class presentations. Critical analysis of course materials helps students learn to deal with a variety of situation and tasks they may encounter in their career fields.</p>
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"> Credit

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> Humanities
Alternate Discipline:	<ul style="list-style-type: none"> Social Science
Alternate Discipline:	<ul style="list-style-type: none"> Economics

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU GE-Breadth Area

C2-Humanities

Area

Humanities:
(Literature,
Philosophy,
Languages Other
than English)

Status

Approved

Approval Date

08/29/2022

Comparable Course

No Comparable Course defined.

IGETC Area

3B-Humanities

Area

Humanities
Courses

Status

Denied

Approval Date

08/28/2023

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact Hours)

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0

Course In-Class (Contact) Hours

Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.

OR**Advisory**

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

No value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Demonstrations

Methods of Instruction Guest Speakers

Methods of Instruction Presentations

Out of Class Assignments

- Research essay (e.g. research trends in occupations related to a major from a variety of sources).
 - Sample assignment: Research job prospects for your intended career using the Occupational Outlook Handbook published by the Bureau of Labor Statistics and determine, based on the readings about AI and technological advancements, if their predictions are accurate.
- Book review (e.g. review a work of fiction or non-fiction pertaining to the world of work);

- Nick Bostrom's *Superintelligence* explores the ethical and practical dangers of artificial intelligence. Review this book from the perspective of a labor analyst.
- Resume and cover letter with analysis;
 - Write a cover letter and resume tailored to a student's career choice. Then, compose an analysis of your cover letter and resume that is informed by course content and reading.
- Discussion posts;
 - Write an initial post, and respond to two classmates, answering the prompts provided each week based on readings with thoughtful and critical approaches to the best of a student's understanding of the course material. These discussion posts will be a platform that invigorate students to enter larger conversations regarding issues of work in today's world with self-awareness and knowledge pertaining to their desired occupations.
- Group projects:
 - Write and perform a script detailing a moment in the labor rights movement, including historical elements and ethical considerations
 - Create a company and present an advertisement with a customer base in mind to sell a product. Use an approach to attract the fears and desires of the targeted population. Analyze how the readings about consumerism inform your approach.

Methods of Evaluation

Rationale

Writing Assignment	Formal writing assignments, including thesis-based essays and other formal writing
Writing Assignment	Informal and public writing
Activity (answering journal prompt, group activity)	Discussion posts
Exam/Quiz/Test	Reading quizzes
Project/Portfolio	Projects and presentations

Textbook Rationale

Several classic texts are included, as well as books from within the last decade which are relevant to the area of study.

Textbooks

Author	Title	Publisher	Date	ISBN
Barry Schwartz	Why We Work	TED Books	2015	9781476784861
Stephanie Pinder-Amaker & Lauren Wadsworth	Did That Just Happen: Beyond "Diversity"—Creating Sustainable and Inclusive Organizations	Beacon Press	2021	978-0807035887
Bäri A. Williams	Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias	Rockridge Press	2020	978-1641529044
Arthur Miller	Death of a Salesman	Penguin Random House	1998	9780141180977
Lorraine Hansberry	A Raisin in the Sun	Reprint, Reissue edition	2004	9780679755333

Adam Smith	Wealth of Nations	Independent Publishing Platform	2017	9781505577129
Ryan Avent	Work, Power, and Status in the Twenty-first Century	St. Martin's Press	2016	9781250075802
Nick Bostrom	Superintelligence: Paths, Dangers, Strategies	Oxford University Press	2016	9780198739838
Louis Althusser	Louis Althusser 1970 "Lenin and Philosophy" and Other Essays	Monthly Review Press	2001	9781583670392
Other Instructional Materials (i.e. OER, handouts)				
Description	Communist Manifesto			
Author	Karl Marx			
Citation	Marx, Karl. "The Communist Manifesto by Friedrich Engels and Karl Marx." Project Gutenberg, www.gutenberg.org/ebooks/61 .			
Online Resource(s)				
Materials Fee	No value			

Learning Outcomes and Objectives

Course Objectives

Read critically and write critical, short, thesis-based essays and compose meaningful analyses that demonstrate students understand their unique, subjective intellectual experience with the world of work.

Analyze, synthesize, distinguish fact from opinion or belief, propose original ideas, and reach logical conclusions.

Identify problems and their probable causes, propose possible solutions and analyze alternatives.

Examine many of the bases for important human values and apply these values to problems of ethics within the world of work.

Evaluate works of nonfiction and fiction, poems, essays from current periodicals, and films, and discuss the aspects of each which produce both pleasure and enlightenment in the audience.

Appraise the distinction between recreation and work and how they are defined as the boundaries between them is blurred in the modern workplace.

SLOs

Analyze and evaluate canonical fictional and nonfictional texts regarding the world of work.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>HUMAN</i> Interdisciplinary Humanities Option 3: American Responses to Other Cultures AA	Apply literary, rhetorical, interdisciplinary concepts, and discipline specific concepts (such as geography and history) in order to critically read, write, think, and research about the ways that American has responded to global cultures
<i>HUMAN</i> Interdisciplinary Humanities Option 2: Creativity AA	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity
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<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	critique artistic and cultural creations
	describe relationships between and discords among disciplinary methodologies

Explain key historical movements and economical, sociological, legal, and ethical issues pertaining to the safety, equity, and satisfaction of working people.

Expected Outcome Performance: 70.0

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	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
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<i>HUMAN</i> Interdisciplinary Humanities	Apply literary, rhetorical, interdisciplinary studies concepts, and discipline specific concepts (such as dance or French) in order to critically read, write, think, and research about the idea of creativity.
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	critique artistic and cultural creations
	describe relationships between and discords among disciplinary methodologies

Discuss how changing notions of age, identity, culture, sexual orientation, race, ethnicity, and religion impact the perceptions of employers and employees.

Expected Outcome Performance: 70.0

Explain how technological developments will impact the future of human work.

Expected Outcome Performance: 70.0

Synthesize information from multiple texts with important human values within the world of work.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

How work is defined, valued, and structured (7 hours)

- What is work?
- Reasons for work
- Career vs. vocation vs. job
- Adam Smith and Capitalism
- Karl Marx and Communism
- Louis Althusser and Interpellation into RSA / ISA
- Alternate economies and their impact on work
- Independence, alienation, ethical capitalism, gift economies
- Post-Pandemic Work
- Agrarian vs. Industrial age
- Apprenticeship vs. Choice
- Blue collar vs. White collar
- Feudalism, Serfdom, Industrialization
- Assembly Lines and Taylorism
- Technological Innovations and the Future of Human Work

Expectations of Work (7 hours)

- Overwork
- Shadow Work, overtime, work-spend cycle
- Perceptions of laziness
- The viability or worth of loving your job

Conflicts at work (7 hours)

- Uniforms: hegemony, power, and identity
- Politics of gender and / or sexuality
- Politics of race and / or ethnicity
- Politics of age / beauty
- Whistleblowing
- Equal pay
- Ethics in the Workplace
- EEOC
- Sexual harassment
- LGBTQIP2SAA Discrimination

Work: Security and Exploitation (10 hours)

- Mythologies of work
- Undocumented workers

- Living wage, labor laws, and the history of labor rights in the US and the world
- The Labor Movement, Unions, and the Hope for Security
- Tenure, Academic Freedom
- Temporary labor; "sweatshop" labor; Triangle Shirtwaist Factory Fire; workplace safety
- Immigrant Outsourcing
- The "gig economy"

Artistic representations of work (16 hours)

- Fiction
- Non-fiction
- Poetry
- Film
- Drama
- Visual Art
- Music
- Hybridized works of art

Total hours: 54