

*News for CSUDH  
Unit 3 Faculty,  
Librarians,  
Counselors and  
Coaches*

**Inside this edition:**

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- New Labor Book Review
- Class Size Controversy

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## President's Column

By Dave Bradfield

As I sit down to write my column for this edition of the CFA newsletter, I intended to write about faculty workload, but the sudden passing of my longtime friend, Rod Butler, dominates my thoughts. It's difficult to come to grips with the fact that he's gone. Normally, I would have drafted my newsletter column and sent it to him. Rod was always there to help proof my columns or offer valued opinions on issues in my speeches.

Rod was an active union brother. He served as faculty rights chair during my first term as Chapter President and he had prior experience representing faculty in the Dallas Community College system. When I look at the CFA statement of purpose the principles expressed there remind me of him:

- \* to strengthen the cause of higher education for the public good;
- \* to promote and maintain the standards and ideals of the profession;
- \* to provide a democratic voice for academic employees;

I know these are just some of the core values that we all shared with Rod.

For now, I can think of no better way to honor Rod Butler than to make CSUDH the best university community possible.



In Memoriam  
Professor Rod Butler  
1947-2007





*“SQE is dedicated and committed to ensuring current and future CSU students receiving an accessible, affordable and quality education throughout the CSU”*

## Students for Quality Education

**Student Fight to Keep the CSU Doors Open to All**  
**By Brittney Bennett, Communications Major**

CSU Students for Quality Education (SQE) organize and educate other CSU students across the state on issues that impact a student’s ability to get an accessible and affordable quality education. As a SQE member this fall, I have found the experience has proven to be a challenging one since the Board of Trustees approved their third executive raise (within two years) this past September and Governor Schwarzenegger vetoed the Assembly Bill 1413.

AB 1413 would have held the Board of Trustees responsible for transparency in the way money is allocated and called for more public accountability. Students and faculty participated endlessly in a campaign designed to make sure this bill received proper attention and created major awareness that galvanized a lot of supporters. With thousands of phone calls made and e-mails sent to the governor’s offices in support of AB 1413, SQE was hopeful to win this fight, but ultimately the governor chose to ignore the students, faculty and the voters.

A crucial positive development this semester was the action that was taken after the announcement that all science lecturers would be fired and that more than 100 math classes would be cancelled by the winter session at Cal Poly Pomona. This news broke on Thursday, October 25<sup>th</sup> and by Friday, October 26<sup>th</sup> students and professors at Pomona came together, organized, and had a rally in support for their lecturers and more classes. Students and professors voiced their outrage over the decision that was made by Pomona’s President Ortiz and were successful in restoring \$1.4 million to the college of science in a very short period of time, demonstrating that when we come together united, we can win.

Still the struggle continues as the budget for the next school year remains severely threatened by projected cuts of 10% and the possibility of fees increasing an additional 10%. This threat is real! While we continue to pay more, fewer classes are offered, classes are overcrowded, there’s a higher ratio of students to professors, and the deletion and assimilation of programs is ever present. Students are simply paying more and getting less from the CSU.

As a communications major, this semester alone, I have experienced all of the characteristics of a CSU system that has gone wrong. I attend a class where there are not enough seats for students. Therefore, students are taking notes while sitting on folding chairs without a desk to write on. And I must mention that this class is a required sequence course, meaning if students can’t get into the course they will be delaying their graduation by a full additional semester. Also, I am in an over-enrolled hands-on TV production course where too many students vie for the proper amount of attention from the professor. This course happens to be offered by the Communications Department under the heading of Electronic Media Programming and Production. Unfortunately this excellent program (EMP) is scheduled to be phased out over the next two years, like many other programs across the CSU system, and students will be forced to enroll elsewhere starting next year.

With all these negative developments taking place it is more important than ever that SQE continues to make major strides in mobilizing and educating the students of the CSU system. Although rallies, walk-outs, and collecting petitions have gained attention, it is now time for SQE to strategize. We must find other ways to inform the students and keep them fired up about the issues. SQE wants students to become aware and get involved before a caster fee strikes their campus. We want to prevent the Pomona situation from happening again and from having programs discontinued/merged as is happening at Humboldt, Pomona, Dominguez Hills and many other campuses. SQE is dedicated and committed to ensuring current and future CSU students receiving an accessible, affordable and quality education throughout the CSU. We will continue to reach out to our peers and ask our professors to continue to support us in this struggle. California’s working class depends on our effort.



## Book Review by Tommy and Myrna Donahoe, Emeritus Faculty , Interdisciplinary Studies/ PACE

Frank Stricker's "*Why America Lost the War on Poverty – And How to Win It*" is a comprehensive view of poverty, examining its history and causes in the United States from a multidimensional perspective. The author critiques different theories regarding the causes of poverty and offers reasons for the failure of anti-poverty programs. He sets forth proposals to effectively cure poverty and challenges those theorists and programs which do not recognize that poverty is structural to United States capitalism.

In the introductory chapter, Stricker explains his thesis and purpose, which is to describe all aspects of poverty, explain why there is poverty, and offer possible alternatives to effectively alleviate it. Stricker argues if officials the U.S acknowledged ours is a class-based and therefore polarized society, it would lead to more effective programs. In the U.S., both liberals and conservatives have failed to acknowledge this. That failure has doomed most anti-poverty programs.

Stricker explodes the conservative myth that poverty is caused by "foolishness and laziness" of the poor with convincing empirical evidence. He challenges conventional conservative views that welfare encourages social flaws, that poverty is due to absent fathers, lack of work ethic, and crime. He illustrates, however, that conservatives, through think-tanks and manipulation of the media, gained a louder voice in attacking social programs for the poor that culminated with the termination of the Aid to Families With Dependent Children (AFDC) program in 1996. Subsequently, poverty has risen despite many years of a relatively stable economy, whereas during the same era there have been huge wealth gains by the rich.

The other approach held by Sticker holds that poverty is a structural defect of capitalism. In order for capital to maintain control over workers and keep wages low, a substantial amount of unemployment is built into the system. This percentage of surplus labor changes based on the needs of business, but it is never diminished enough to raise wage rates for poor workers and thus alleviate poverty. In the modern era, the relationship between business and capital has moved to a global level, involving workers and surplus labor on a world wide basis. The inability or refusal to recognize poverty as a structural problem in the U.S. has contributed to the failure of various anti-poverty programs, which were never truly effective and barely scratched the surface of the problems they were designed to alleviate. This increasing inequality is evidenced by rising poverty and stagnating wages for most workers, while executive pay and excessive wealth among a few have soared. The U.S. has the highest poverty rate among industrialized nations.

Dr. Stricker argues the main solution to alleviate poverty in the U. S. lies in policies which will more fairly redistribute wealth, create good paying jobs, and protect unions. He demonstrates quite effectively that other capitalist industrialized countries may start out generating as much poverty through the capitalist system, but these countries offer so much more assistance to the poor that in the end, poverty rates are far less than in the U.S. A more significant percentage of the national budget in these countries is devoted to social programs than in the U.S. This assistance softens the harshest effects of a capitalist economy and provides a more stable society, since the government has instituted aggressive and effective programs for the poor and working lower class. In contrast to U.S. capital, other capitalist nations have restrained this economic system through effective government programs which provide subsidies for small farmers, universal health care, various government-created and sponsored jobs, protection of unions, and child care programs. He points out that while the medical costs in the U.S. are higher than other countries, our citizens are not as healthy due to inefficiencies built into the system.

Throughout the book, Stricker meticulously supports his thesis with chapters based on extensive research. He raises open ended questions which allow the reader to draw his or her own conclusions based on the evidence presented. The author challenges myths and perceptions about poverty and anti-poverty programs in the U.S. and reveals the realities of the poor with compelling evidence using sidebars, charts, and statistics embedded in the text. This approach is extremely effective as it highlights points without interrupting the flow of the book.

Dr. Frank Stricker has made an important contribution with this book and has initiated a meaningful dialogue on what is needed to challenge the marked inequalities in the U.S. Stricker believes that it is vital that we launch similar social programs as found in other capitalist nations, since we live in a volatile and highly troubled society with a large proportion of the population marginalized and with little or no stake in our social order. This is a forceful book with forthright arguments about the causes of inequality, why anti-poverty programs have failed, and what has to be done if we are to move forward as a nation that is geared to the needs of all our citizens.

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Frank Stricker: *Why America Lost the War on Poverty – And How to Win It*. University of North Carolina Press, Chapel Hill, 2007. Dr. Stricker is an Emeritus Professor of History/Labor Studies/IDS at California State University, Dominguez Hills and a past president of the Dominguez Hill CFA Chapter.



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conditions are  
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## ***Class Size: Dangerous (New?) Wrench in the Works***

By Professor Lois Feuer, English Department

Class size is one of the most compelling issues for the union and the CSU and in fact for higher education in general. Its impact on faculty workload and student success is manifold and worth unpacking a bit.

First, and most importantly, class size impacts the kinds of support faculty can give to students. The instructor with sixty students cannot assign as much writing or comment on it as the instructor with thirty students, and the students thus deprived will not get the practice in formal writing that will impact their academic and work careers. Since these same students often were victims of a K-12 education that did not give as much instruction or practice in writing as they needed, the deficit in their skills compounds. The same is true, obviously, for instructor ability to meet with students individually to explain difficult material, go over exams and papers to help students improve performance, and so on. Office hours, no matter how generous, are simply not sufficient to meet the needs of larger classes. The most at-risk students are the ones most harmed by larger class sizes.

Students within these classes are deprived in another way during class in their inability to ask as many questions, or make significant contributions to discussion, as those in smaller classes. So their oral communication skills, as well as their access to information, are hampered by too-large classes.

Second, faculty workload has crept up steadily since class sizes were expanded, often without sufficient consultation, several years ago. The faculty member may be

teaching the same classes, but if she keeps to the same assignments, will find her workload vastly increased by the increased numbers of students. The math is simple, and the teacher who has sixty papers a week rather than thirty to grade is spending a lot of extra hours, usually at the expense of research or disposable time for renewal. This rise in workload amounts to a cut in pay, doing more for the same, or less, and moreover forcing faculty members to choose between their own well-being and that of their students. If the faculty member in question is a lecturer, the difficulties compound, since the largest increases have been in general education courses, those most often taught by adjunct faculty, and since adjunct faculty are commonly "freeway fliers," teaching more than four courses at several institutions.

Class size has therefore become a priority issue for CFA, and we plan to pursue it aggressively in the coming year. We welcome your comments on this issue, and your suggestions for approaching it.

## ***What We Can Do For You...***

### **Know Your Rights!**

**- If you have a question, concern, or are interested in learning more about faculty rights, please contact any of the faculty rights representatives below:**

**\* Dr. Clare Weber, CSUDH CFA Faculty Rights Chair, x3458,  
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**\* Dr. Connie White-Betz, CSUDH CFA Grievance Coordinator, x3625,  
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