

**College Curriculum Committee  
Meeting Minutes  
Tuesday, October 18, 2011  
2:11 p.m. - 3:46 p.m.  
Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: October 4, 2011	Minutes approved as written (Schultz, Hartwell) 3 abstentions (Messina, MacNeil, Lee)
2. Announcements a. Deadline review  b. Curriculum Team Messaging	<p><b>Speaker: Carolyn Holcroft</b></p> <p>a. FH GE applications for inclusion in 2012-13 catalog are due to Instruction Oct 31st; Need/Justification Statements are due Nov 15th; the deadline to submit new/revised courses to UC/CSU for IGETC/CSU GE Breadth patterns is Dec 1st; COR/Title 5 COR updates are due Dec 2nd.</p> <p>b. The curriculum team (Cori, Bernie, Kimberlee &amp; Carolyn) are going to try an experiment: after each meeting we will send a very brief “communiqué” with the intention of clarifying issues that need constituent feedback. This will NOT replace communication/minutes from division CCC reps.</p> <p>c. State Academic Senate Area B meetings are Friday, October 21 and the Fall Plenary meeting is Nov 3,4 and 5<sup>th</sup> in San Diego, CA. Important to get feedback about ASCCC resolutions packet to Dolores and Carolyn before plenary.</p>
3. Consent Calendar	<p><b>Speaker: Carolyn Holcroft</b></p> <p><u>Consent Calendar:</u> <b>M/S/C (Hartwell, Murray)</b> approved consent calendar with 2 exceptions below.</p> <ul style="list-style-type: none"> <li>• <i>Area IV, Social &amp; Behavioral Sciences:</i> HIST 4A, 4B, 4C, 4CH, 9, 9H, 16, 16H, PSYC 1, 4, 10, 14, 21, 22.</li> <li>• <i>Area V, Communication &amp; Analytical Thinking:</i> MATH 1A, 1B, 1C, 10, 11, 22, 44.</li> <li>• <i>Stand Alone:</i> NCBS 402</li> </ul> <p><u>Pulled for discussion:</u></p> <ul style="list-style-type: none"> <li>• BUSI 18: Concerns that COR may not show sufficient breadth for GE. The committee would like more info from the author.</li> <li>• BUSI 59: Questions regarding the focus of the course being stretched to fit the application? Clarification from faculty author next mtg is requested. Author will be invited to the CCC mtg.</li> </ul> <p>Discussion: There were questions regarding the subcommittee process and decisions with regard to GE approval. Cammin reminded the members of the time and effort put in by many members to produce the applications we are now using and that the intent was not to continue the status quo, but to strengthen our GE. Current subcommittee approval process was implemented in order to facilitate review of the large number of courses being resubmitted under new GE criteria but once this is complete, committee may wish to discuss option of bringing GE approval back to CCC as a whole. Messina opined that one of CCC’s major charges is to review and approve GE program.</p>
4. Prerequisite Implementation Options	<p><b>Speaker: Carolyn Holcroft</b></p> <p>Feedback regarding prerequisite implementation options:</p>

	<p>BHS and PSME wants to have options to let faculty choose whether to use content review alone OR content review plus statistical validation; BSS likes content review but either option is fine with them. Reps charged with continuing to gather feedback. Action next mtg.</p>
5. SB 1143 - Student Success Taskforce Recommendations	<p><b>Speaker: Carolyn Holcroft</b> Reps encouraged to call in to one of the two upcoming Webinars: 10/19 from 4-5:30 and 10/20, 3-4:30. They will go thru highlights of the recs and discuss implications. The suggestion was made to invite Rich Hansen to the next mtg to get more information as he was on the task force that developed. It was pointed out that this issue is huge and perhaps the entire FH community should hear this information and have discussion. The Oct 31<sup>st</sup> Academic Senate mtg will be devoted to this topic so reps encouraged to attend, and to invite constituents. Please urge constituents to look at recommendations and the resolutions as this is a huge issue. Ziegenhorn asked that divisions be given more advanced notice of important meetings like ASCCC plenary in the future, so that they might be able to plan a division meeting specifically to address important topics and resolutions. Charlie Rose this Saturday is speaking at Stanford, Horowitz encourages people to step out of our comfort zones and see what the legislators really think about the CC's, get different perspectives. Repeatability Appendix C (attached to resolutions packet): Ragey noted most recs effecting Fine Arts and PE. There are some good recommendations but some not so good. Task group was largely made up of faculty participants. Foothill had good representation at the repeatability "summit" meetings held in September. Please read the resolutions regarding repeatability and let Holcroft &amp; Davison know how you'd like them to vote.</p>
6. Resolution: Course Approval Process	<p><b>Speaker: Carolyn Holcroft</b> Introduced the conversation that had begun over a year ago re: issues involving interdisciplinary courses and potential processes by which new courses will be proposed. Foothill's unique division-level committee structure unfortunately potentiates the creation of courses in "division/discipline silos" without any prompt or requirement to consider overall college curriculum and programs. Cammin: If resolution passes will this require us to review all current active courses for interdisciplinary instances? No, the intent is to have a process from here forward. Should the CCC become the arbitrator for arguments? Perhaps we should. This committee is charged with the final decision for all college curricula. Please discuss with your constituents and bring back feedback, proposed revisions, alternatives, etc.</p>

Attendees:

## **Curriculum Roles & Responsibilities at Foothill College**

Per Title 5, §55002, Curriculum is one of the 10+1 areas of primary reliance given to the Academic Senate:

*“The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.”*

### **College Curriculum Committee Roles and Responsibilities**

College Curriculum Committee is charged to:

- Develop campus-wide education policies,
- Establish practices and processes for curriculum development,
- Review proposed programs to ensure consistency with our educational master plan,
- Review and approve new degree and certificate programs,
- Prevent unnecessary duplication & overlap among curriculum,
- Review and approve courses for inclusion in the Foothill GE pattern,
- Review/Approve Stand Alone courses,
- Review/Approve Non-Credit courses
- Ensure compliance with Title 5, Ed Code and other state and local regulations

### **Division Curriculum Committee Roles and Responsibilities**

When the 1992 decision was made to restructure the Foothill curriculum system, the following responsibilities were delegated to the Division Curriculum Committees:

- Review/Approval of new credit courses
- Review/Approval of Distance Learning Addendums
- Review/Approval of cyclical Title 5 compliance reviews

### **CCC Representatives**

The CCC representatives are linchpins in Foothill's unique curriculum system. In order for it to function effectively, it is imperative that CCC representatives do all of the following:

- Attend all CCC meetings
- Communicate CCC topics, activities and decisions to their constituency groups and solicit feedback regarding action items immediately following meetings;
- Communicate the opinions/will of their constituents at CCC meetings;
- Be familiar with state and college regulations and procedures related to curriculum
- Serve as a resource to assist faculty in navigating the curriculum processes and in ensuring compliance with all curriculum standards and regulations
- Act on behalf of their Division CC to forward outlines and curriculum sheets through the C3MS when they are approved by the division
- Provide minutes of the division curriculum minutes to the Office of Instruction

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2A: History of Western Art from Prehistory Through Early Christianity\_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2A History of Western Art from Prehistory Through Early Christianity\_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- A. Classify a broad variety of art and cultures through a knowledge of the development of visual arts and material culture.
- B. Explain how social, political, and religious traditions affect art.
- C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.
- D. Identify and name the style, content, and approximate dates of art works ranging from prehistoric times to approximately 600 CE.
- E. Identify and name the broad variety of cultures/civilizations covered by the course based on a comprehensive knowledge of style, function, and meaning.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.
- I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- B. Explain how social, political, and religious traditions affect art.
- F. Analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.
- I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- A. Classify a broad variety of art and cultures through a knowledge of the development of visual arts and material culture.
- B. Explain how social, political, and religious traditions affect art.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

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**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Explain how social, political, and religious traditions affect art.
- C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.
- F. Analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- E. Identify and name the broad variety of cultures/civilizations covered by the course based on a comprehensive knowledge of style, function, and meaning.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.
- I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

7–8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- E. Identify and name the broad variety of cultures/civilizations covered by the course based on a comprehensive knowledge of style, function, and meaning.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Explain how social, political, and religious traditions affect art.

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- F. Analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.
- I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Classify a broad variety of art and cultures through a knowledge of the development of visual arts and material culture.
- B. Explain how social, political, and religious traditions affect art.
- E. Identify and name the broad variety of cultures/civilizations covered by the course based on a comprehensive knowledge of style, function, and meaning.
- F. Analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Classify a broad variety of art and cultures through a knowledge of the development of visual arts and material culture.
- B. Explain how social, political, and religious traditions affect art.
- C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.
- D. Identify and name the style, content, and approximate dates of art works ranging from prehistoric times to approximately 600 CE.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

7–8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Section 10 (Lab Content)**

Students have a schedule to watch specific art related videos in the classroom during scheduled lab hours. Following the film, there is a discussion session proctored by the instructor. The selected films support their work in class. Students also have a series of

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### **AREA I - HUMANITIES**

questions to answer for each film which they record in their journals which are collected and graded at the end of each quarter.

In addition, students prepare and present a 40–60 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Section 12 (Examples of Required Reading and Writing Assignments)**

Primary/secondary source reading from handouts

7–8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**From: Section 12 (Examples of Required Reading and Writing Assignments)**

Primary/secondary source reading from handouts

7–8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Section 6 (Methods of Evaluation)**

A. Two midterms

B. Final examination (midterms and final include slide identification, short answer and essay questions)

C. A research paper

**From: Section 12 (Examples of Reading and Writing Assignments)**

7–8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Explain how social, political, and religious traditions affect art.

F. Analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture.

G. Discuss and explain the various religious traditions examined in the class.

H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.



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**AREA I - HUMANITIES**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**From: Section 12 (Examples of Required Reading and Writing Assignments)**

7–8 page paper prepared using the MLA format and researched using primary and secondary sources only.

Requesting Faculty: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

Committee recommends approval. 10/13/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**2.2.10**  
**GE Humanities Addendum**  
**Simon Pennington**

**Bernie, Sam, and Joe**

**The following outcomes for Art 2A, 2AH, 2B, 2BH, 2C, 2CH and Art 12 meet the following (missing) requirements:**

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

Unless otherwise stated, all the following outcomes are taken from Section 2 (Expected Outcomes) on the Course Outlines of Record.

**ART 2A**  
**HISTORY OF ART: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY**

**From: Expected Outcomes (Section 2)**

- A. Classify a broad variety of art and cultures through a knowledge of the development of visual arts and material culture.
- B. Explain how social, political, and religious traditions affect art.
- D. Identify and name the style, content, and approximate dates of art works ranging from prehistoric times to approximately 600 CE.
- F. Analyze the impact of the environment and social norms on the production of art and formulate specific conclusions based on this interplay of nature and culture.
- G. Discuss and explain the various religious traditions examined in the class.
- I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**ART 2AH**  
**HONORS ART HISTORY: HISTORY OF WESTERN ART FROM PREHISTORY THROUGH EARLY CHRISTIANITY**

- D. Identify the style, content, and approximate dates of art works ranging from prehistoric times to approximately 600 CE.
- E. Demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC.
- F. Explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.
- I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**ART 2B**  
**HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE**

- B. Interpret cross-cultural and changing religious beliefs (including the schism between the Catholics and the Protestants) and how they influence artistic production.
- C. Analyze political ideologies arising during this period and consider their impact on recurring

motifs in the visual arts.

D. Identify the style, content and approximate dates of a broad range of art works ranging from ca.600 to ca.1600.

E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

F. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.

G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

## **ART 2BH**

### **HONORS HISTORY OF WESTERN ART FROM THE MIDDLE AGES TO THE RENAISSANCE**

B. Interpret cross-cultural and changing religious beliefs (including breaks between the Catholics and the Protestants) and how they influenced artist production.

C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.

E. Analyze and describe specific works of art with reference to their social, political, and theological context.

F. Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

G. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.

H. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.

I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

J. Appraise the impact of Islamic science and thought on the development of European culture in the Middle Ages.

## **ART 2C**

### **HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM**

E. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

I. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

## **ART 2CH**

### **HONORS HISTORY OF WESTERN ART FROM THE BAROQUE TO POST IMPRESSIONISM**

- B. Recognize and analyze political and religious ideas which are manifested in the visual arts.
- C. Interpret and recognize ideas, principles and new technologies that have influenced artistic expression.
- D. Identify the style, content and approximate dates of art works from ca.1600 to the present.
- E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.
- F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.
- G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.
- H. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.
- I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.
- J. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

## **ART 12**

**INTRODUCTION TO ASIAN ART** (This course is not currently in the humanities section of the GE pattern)

- D. Analyze the history of cultural exchanges between China, Japan, and India.
- E. Name the major historical styles and periods in Chinese art.
- F. Name the major historical styles in Japanese art.
- G. Name the major historical styles in Indian art.
- I. Analyze Buddhist iconography and recognize specific aspects/attributes of the Buddha when he is portrayed in art.
- J. Propose a socio-economic and aesthetic context for Chinese painting of the Song dynasty in relation to a stratified Confucian society with a highly educated elite.
- K. Demonstrate how Japanese artistic influences helped transform western art and architecture in the late 19th century.
- L. Recognize and interpret key symbols in Hindu iconography.
- M. Recognize and understand important artistic concepts/terms in the Sanskrit, Hindi, Japanese, and Chinese languages.
- N. Identify and evaluate similarities between the great religious traditions of India, Japan, and China.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2BH: Honors Art History of Western Art From Prehistory Through Early Christianity\_\_\_\_

### Breadth Criteria:

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A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: Art 2BH Honors Art History: History of Western Art From Prehistory Through Early Christianity

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Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Recognize a broad spectrum of art and culture through a knowledge of the development of the visual arts and material culture.
- B. Explain how social, political, and religious ideas affect art.
- C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.
- D. Identify the style, content, and approximate dates of art works ranging from prehistoric times to approximately 600 CE.
- E. Demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC.
- F. Explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Explain how social, political, and religious ideas affect art.
- E. Demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC.
- F. Explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance.
- G. Discuss and explain the various religious traditions examined in the class.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H3.** Develop appreciation for what is significant about human life and its creations;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Explain how social, political, and religious ideas affect art.
- C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.
- H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

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**AREA I - HUMANITIES**

- B. Explain how social, political, and religious ideas affect art.  
C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.  
G. Discuss and explain the various religious traditions examined in the class.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

F. Explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC.

F. Explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance.

G. Discuss and explain the various religious traditions examined in the class.

H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Explain how social, political, and religious ideas affect art.

C. Recognize and interpret ideas, principles, and techniques that have influenced artistic expression.

G. Discuss and explain the various religious traditions examined in the class.

**General Education Review Request**  
**AREA I - HUMANITIES**

I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Demonstrate, in written form, a thorough understanding of Classical Athenian art within the context of the complex social and political milieu of the fifth century BC.

F. Explain the possible meaning(s) of Paleolithic cave paintings taking into account the latest published literature on ritual and trance.

G. Discuss and explain the various religious traditions examined in the class.

H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

I. Demonstrate the influence of pagan art and religious belief on the development of Christian art and theology.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Lab Content (Section 10)**

In addition, students prepare and present a 60-90 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

Written essay responses on all three exams.

**From: Methods of Evaluation (Section 6)**

All assessment for the honors courses involves a greater emphasis on accessing and discussing primary source material. The research paper is also more exacting; students must provide a more extensive bibliography than for the regular series (2A,2B,2C) and the list of acceptable subjects is expanded. In addition, lectures and discussions move beyond the material covered by the text with the students required to read reserved texts in the library to broaden their grasp of the subject matter.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Lab Content (Section 10)**



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In addition, students prepare and present a 60-90 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**From: Expected Outcomes (Section 2)**

H. Assess and explain the iconography of different cultures based on a thorough knowledge of different symbols/forms.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Explain how social, political, and religious ideas affect art.

G. Discuss and explain the various religious traditions examined in the class.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

Requesting Faculty: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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Comments:

Committee recommends approval. 10/13/11
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Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2B: History of Western Art From the Middle Ages to the Renaissance\_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2B: History of Western Art From the Middle Ages to the Renaissance \_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course objective(s):

From: Section 2 (Expected Outcomes)

- A. Classify a broad variety of art and cultures through a knowledge of the development of visual arts and material culture.
- B. Interpret cross-cultural and changing religious beliefs (including the schism between the Catholics and the Protestants) and how they influence artistic production.
- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.
- D. Identify the style, content and approximate dates of a broad range of art works ranging from ca.600 to ca.1600.
- E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.
- F. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.
- G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course objective(s):

From: Section 2 (Expected Outcomes)

- B. Interpret cross-cultural and changing religious beliefs (including the schism between the Catholics and the Protestants) and how they influenced artistic production.
- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.
- E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course objective(s):

From: Section 2 (Expected Outcomes)

- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.
- E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.
- I. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.

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**From: Section 2 (Expected Outcomes)**

- B. Interpret cross-cultural and changing religious beliefs (including the schism between the Catholics and the Protestants) and how they influence artistic production.
- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.

**H4. Make reasoned judgments that reflect ethical and aesthetic human values;**

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

- E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

**H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.**

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

- D. Identify the style, content and approximate dates of a broad range of art works ranging from ca.600 to ca.1600.
- F. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.
- G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Depth Map: Additionally, must include at least two of the following:**

**H6. Understanding of the ambiguities, vagaries, and value inherent in human language;**

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

- B. Interpret cross-cultural and changing religious beliefs (including the schism between the Catholics and the Protestants) and how they influenced artistic production.
- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.

**H7. Appreciation of nonverbal communication to be found in the visual and performing arts;**

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

- I. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.

**H8. Recognition of the variety of valid interpretations of artistic expression;**

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

- B. Interpret cross-cultural and changing religious beliefs (including the schism between the Catholics and the Protestants) and how they influence artistic production.

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**AREA I - HUMANITIES**

C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.  
E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.  
G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

E. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.  
F. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.  
G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

**From: Lab Content (Section 10)**

In addition, students prepare and present a 40-60 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Examples of required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

F. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.  
G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

**From: Lab Content (Section 10)**

In addition, students prepare and present a 40-60 minute seminar in groups that they have

**General Education Review Request**  
**AREA I - HUMANITIES**

signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Examples of required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**From: Lab Content (Section 10)**

Primary/secondary source reading from handouts

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Lab Content (Section 10)**

In addition, students prepare and present a 40-60 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Examples of required Reading and Writing Assignments (Section 12)**

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**From: Section 2 (Expected Outcomes)**

F. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.

G. Assess in written form the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**From: Lab Content (Section 10)**

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

Requesting Faculty: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

**General Education Review Request**  
**AREA I - HUMANITIES**

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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Comments:

Committee recommends approval. 10/13/11
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Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2BH: Honors History of Western Art From the Middle Ages to the Renaissance \_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.



## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: Art 2BH: Honors History of Western Art From the Middle Ages to the Renaissance \_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Recognize a broad spectrum of art and culture through a knowledge of the development of the visual arts and material culture.
- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.
- E. Analyze and describe specific works of art with reference to their social, political, and theological context.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Interpret cross-cultural and changing religious beliefs (including breaks between the Catholics and the Protestants) and how they influenced artist production.
- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.
- E. Analyze and describe specific works of art with reference to their social, political, and theological context.
- I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

**H3.** Develop appreciation for what is significant about human life and its creations;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A. Recognize a broad spectrum of art and culture through a knowledge of the development of the visual arts and material culture.
- B. Interpret cross-cultural and changing religious beliefs (including breaks between the Catholics and the Protestants) and how they influenced artist production.
- E. Analyze and describe specific works of art with reference to their social, political, and theological context.
- G. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.

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E. Analyze and describe specific works of art with reference to their social, political, and theological context.  
G. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.  
I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Analyze and describe specific works of art with reference to their social, political, and theological context.  
F. Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.  
I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Analyze and describe specific works of art with reference to their social, political, and theological context.  
G. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.  
D. Identify the style, content and approximate dates of a broad range of art works ranging from ca.1000 to ca.1600.  
E. Analyze and describe specific works of art with reference to their social, political, and theological context.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Interpret cross-cultural and changing religious beliefs (including breaks between the Catholics and the Protestants) and how they influenced artist production.

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C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.  
J. Appraise the impact of Islamic science and thought on the development of European culture in the Middle Ages.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Interpret cross-cultural and changing religious beliefs (including breaks between the Catholics and the Protestants) and how they influenced artist production.  
F. Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.  
I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.  
J. Appraise the impact of Islamic science and thought on the development of European culture in the Middle Ages.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Interpret cross-cultural and changing religious beliefs (including breaks between the Catholics and the Protestants) and how they influenced artist production.  
C. Analyze political ideologies arising during this period and consider their impact on recurring motifs in the visual arts.  
E. Analyze and describe specific works of art with reference to their social, political, and theological context.  
F. Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.  
G. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.  
H. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.  
I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.  
J. Appraise the impact of Islamic science and thought on the development of European culture in the Middle Ages.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Analyze and describe specific works of art with reference to their social, political, and theological context.

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- F. Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.
- G. Demonstrate an understanding of the relationship between the control of artistic production and political and social influence.
- H. Explain in written form the relationship between commerce, nascent capitalism, a growing mercantile class, and artistic production in the 15th and 16th centuries in Italy.
- I. Describe and evaluate the impact of Greco/Roman philosophy and science on the development of European society in the 11th and 12th centuries in specific relation to Scholasticism and the development of the Gothic style in art.
- J. Appraise the impact of Islamic science and thought on the development of European culture in the Middle Ages.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**From: Lab Content (Section 10)**

In addition, students prepare and present a 60-90 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**From: Methods of Evaluation (Section 6)**

All assessment for the honors courses involves a greater emphasis on accessing and discussing primary source material. The research paper is also more exacting; students must provide a more extensive bibliography than for the regular series (2A,2B,2C) and the list of acceptable subjects is expanded. In addition, lectures and discussions move beyond the material covered by the text with the students required to read reserved texts in the library to broaden their grasp of the subject matter.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

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**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

F. Assess, in written form, the impact of the Germanic and Celtic culture on the formulation of a new western Christian art in the early middle ages.

J. Appraise the impact of Islamic science and thought on the development of European culture in the Middle Ages.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

Requesting Faculty: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

Committee recommends approval. 10/13/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2C: History of Western Art from the Baroque to Post Impressionism\_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2C: History of Western Art from the Baroque to Post Impressionism\_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- B. Recognize and analyze political and religious ideas which are manifested in the visual arts.
- C. Interpret and recognize ideas, principles and techniques that have influenced artistic expression.
- D. Identify the style, content and approximate dates of art works from ca.1600 to the 20th century.
- G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.
- H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- E. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.
- F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.
- G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.
- H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.
- I. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- B. Recognize and analyze political and religious ideas which are manifested in the visual arts.
- C. Interpret and recognize ideas, principles and techniques that have influenced artistic expression.
- H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- E. Critically assess, in written form, the impact of industrial development on both the

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**AREA I - HUMANITIES**

production and consumption of art.

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

I. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From:** Expected Outcomes (Section 2)

E. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

**From:** Expected Outcomes (Section 2)

B. Recognize and analyze political and religious ideas which are manifested in the visual arts.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

I. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**From:** Expected Outcomes (Section 2)

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

I. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

**From:** Expected Outcomes (Section 2)

B. Recognize and analyze political and religious ideas which are manifested in the visual arts.

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.



## General Education Review Request

### AREA I - HUMANITIES

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

#### **Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**From: Lab Content (Section 10)**

In addition, students prepare and present a 40-60 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

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### AREA I - HUMANITIES

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

**From: Lab Content (Section 10)**

In addition, students prepare and present a 40-60 minute seminar in groups that they have signed up for. All preparation and the actual seminar takes place outside of class time.

**From: Expected Outcomes (Section 2)**

E. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

F. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

G. Evaluate the impact of non-western cultures on the development of late nineteenth century art.

H. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

I. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

7-8 page paper prepared using the MLA format and researched using primary and secondary sources only.

Requesting Faculty: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

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**General Education Review Request**  
**AREA I - HUMANITIES**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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Comments:

Committee recommends approval. 10/13/11
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Approved:\_\_\_\_\_ Denied:\_\_\_\_\_ CCC Co-Chair Signature:\_\_\_\_\_ Date:\_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2CH: Honors History of Western Art from the Baroque to Post Impressionism \_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: Art 2CH:Honors History of Western Art from the Baroque to Post Impressionism\_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- A. Classify a broad variety of art through a knowledge of the development of visual arts and material culture.
- B. Recognize and analyze political and religious ideas which are manifested in the visual arts.
- C. Interpret and recognize ideas, principles and new technologies that have influenced artistic expression.
- D. Identify the style, content and approximate dates of art works from ca.1600 to the present.
- E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.
- F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.
- G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.
- H. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.
- I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.
- J. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.
- F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.
- G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course objective(s):

From: Expected Outcomes (Section 2)

- C. Interpret and recognize ideas, principles and new technologies that have influenced artistic expression.
- E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.

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**AREA I - HUMANITIES**

- F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.
- G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.
- H. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.
- I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Recognize and analyze political and religious ideas which are manifested in the visual arts.
- C. Interpret and recognize ideas, principles and new technologies that have influenced artistic expression.
- F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.
- G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.
- J. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.
- I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B. Recognize and analyze political and religious ideas which are manifested in the visual arts.
- E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.

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F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

B. Recognize and analyze political and religious ideas which are manifested in the visual arts.

G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

H. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

G. Explain the connection between Romantic literature and poetry and the visual arts in the eighteenth and nineteenth centuries.

H. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.

J. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

H. Discuss and interpret Italian Baroque art within the context of Counter Reformation ideology, the voyages of global exploration, and the scientific discoveries of the 16th century.

I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.

J. Critically assess, in written form, the impact of industrial development on both the production and consumption of art.

**From: Methods of Evaluation (Section 6)**

## **General Education Review Request**

### **AREA I - HUMANITIES**

All assessment for the honors courses involves a greater emphasis on accessing and discussing primary source material. The research paper is also more exacting; students must provide a more extensive bibliography than for the regular series (2A,2B,2C) and the list of acceptable subjects is expanded. In addition, lectures and discussions move beyond the material covered by the text with the students required to read reserved texts in the library to broaden their grasp of the subject matter.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

A. Classify a broad variety of art through a knowledge of the development of visual arts and material culture.

D. Identify the style, content and approximate dates of art works from ca.1600 to the present.

**From: Examples of Required Reading and Writing Assignments (Section 12)**

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

E. Contrast the varied artistic responses to the Industrial revolution with specific reference to meaning and subtext.

F. Demonstrate an understanding of how artists helped instigate and then support the French Revolution.

I. Evaluate the influence of non-western cultures on the development of late nineteenth century art.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**



**General Education Review Request**  
**AREA I - HUMANITIES**

**From: Examples of Required Reading and Writing Assignments (Section 12)**

Primary/secondary source reading from handouts

9-10 page paper prepared using the MLA format and researched using primary and secondary sources only.

Requesting Faculty: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.20.10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

Committee recommends approval. 10/13/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 12: African American Literature

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 12: African American Literature

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Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course objective(s):**

1. identify significant literary, social, cultural, and political issues in 19th-21st century African American writing.
2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
3. compare various forms of resistance to slavery as represented in the literature.
5. identify fundamental elements of African American culture as represented in the literature.

(From Expanded Description of Course Content)

1. Significant Literary, social, cultural, and political issues
  1. Construction of the literary Self
  2. Autobiography as act of liberation
  3. Definition and exploration of double-consciousness (Dubois) and social and cultural implications for both blacks and whites
  4. Abolition
  5. Reconstruction and Post-reconstruction
  6. Great migration
  7. Harlem renaissance
  8. Negro Protest Literature
  9. Exploration of contemporary African American writers in relevant social contexts
2. Tenets of American slave system
  1. Construction of racist stereotypes to justify slavery
  2. Social and Political norms of slaveholding society
  3. Popular literary genres for southern and northern white men and women
3. Forms of Resistance
  1. Literary forms and tropes
  2. Metaphors of Spiritual Resistance
  3. Testimonies of physical and cultural resistance
  4. Community-based
5. Literary Representations of African American culture
  1. West African cultural retentions
  2. Creations in American culture: Black English, Spirituals, Blues, Jazz, Rap, Hip-Hop
  3. Issues of mixed heritages: color consciousness, class and categorization
  4. Gender
  5. Family and kinship ties
  6. Spirituality

**General Education Review Request**  
**AREA I - HUMANITIES**

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

**Matching course objective(s):**

2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
3. compare various forms of resistance to slavery as represented in the literature.
5. identify fundamental elements of African American culture as represented in the literature.

(From Expanded Description of Course Content)

2. Tenets of American slave system
  1. Construction of racist stereotypes to justify slavery
  2. Social and Political norms of slaveholding society
  3. Popular literary genres for southern and northern white men and women
3. Forms of Resistance
  2. Metaphors of Spiritual Resistance
  3. Testimonies of physical and cultural resistance
5. Literary Representations of African American culture
  1. West African cultural retentions
  2. Creations in American culture: Black English, Spirituals, Blues, Jazz, Rap, Hip-Hop
  3. Issues of mixed heritages: color consciousness, class and categorization
  4. Gender
  5. Family and kinship ties
  6. Spirituality

**H3.** Develop appreciation for what is significant about human life and its creations;

**Matching course objective(s):**

2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
5. identify fundamental elements of African American culture as represented in the literature.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
3. compare various forms of resistance to slavery as represented in the literature.
4. examine various writing styles with relation to audience and purpose.

(From Expanded Description of Course Content)

2. Tenets of American slave system
  1. Construction of racist stereotypes to justify slavery
  2. Social and Political norms of slaveholding society
3. Forms of Resistance
  1. Literary forms and tropes
  2. Metaphors of Spiritual Resistance
  3. Testimonies of physical and cultural resistance
4. Writing Styles with relation to audience and purpose
  1. Slave Narratives
  2. Poetry
  3. Drama

**General Education Review Request**  
**AREA I - HUMANITIES**

- 4. Novel
- 5. Expository and Personal Essay

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

- 4. examine various writing styles with relation to audience and purpose.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

- 4. examine various writing styles with relation to audience and purpose.
- 5. identify fundamental elements of African American culture as represented in the literature.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

- 3. compare various forms of resistance to slavery as represented in the literature.
- 4. examine various writing styles with relation to audience and purpose.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

- 1. identify significant literary, social, cultural, and political issues in 19th-21st century African American writing.
- 5. identify fundamental elements of African American culture as represented in the literature.

(From Expanded Description of Course Content)

- 1. Significant Literary, social, cultural, and political issues
  - 3. Definition and exploration of double-consciousness (Dubois) and social and cultural implications for both blacks and whites
  - 4. Abolition
  - 5. Reconstruction and Post-reconstruction
  - 6. Great migration
  - 7. Harlem renaissance
  - 8. Negro Protest Literature
- 5. Literary Representations of African American culture
  - 1. West African cultural retentions
  - 2. Creations in American culture: Black English, Spirituals, Blues, Jazz, Rap, Hip-Hop
  - 3. Issues of mixed heritages: color consciousness, class and categorization
  - 4. Gender
  - 5. Family and kinship ties
  - 6. Spirituality

**General Education Review Request**  
**AREA I - HUMANITIES**

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
4. examine various writing styles with relation to audience and purpose.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

1. identify significant literary, social, cultural, and political issues in 19th-21st century African American writing.
2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
3. compare various forms of resistance to slavery as represented in the literature.
4. examine various writing styles with relation to audience and purpose.
5. identify fundamental elements of African American culture as represented in the literature.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

4. examine various writing styles with relation to audience and purpose.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

2. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
5. identify fundamental elements of African American culture as represented in the literature.

(From Expanded Description of Course Content)

5. Literary Representations of African American culture

1. West African cultural retentions
2. Creations in American culture: Black English, Spirituals, Blues, Jazz, Rap, Hip-Hop
3. Issues of mixed heritages: color consciousness, class and categorization

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts)

## General Education Review Request

### AREA I - HUMANITIES

and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

Addendum explaining how ENGL 12 demonstrates multidisciplinary:

#### 2. Expected Outcomes - The student will be able to:

- A. identify significant literary, social, cultural, and political issues in 19th-21st century African American writing.
- B. recognize the tenets of the American slave system and their effects on 19th-21st century writers.
- C. compare various forms of resistance to slavery as represented in the literature.

#### 4. Expanded Description of Course Content -

- A. Significant Literary, social, cultural, and political issues
  - 1. Construction of the literary Self
  - 2. Autobiography as act of liberation
  - 3. Definition and exploration of “double-consciousness” (Dubois) and social and cultural implications for both blacks and whites
  - 4. Abolition
  - 5. Reconstruction and Post-reconstruction
  - 6. Great migration
  - 7. Harlem renaissance
  - 8. Negro Protest Literature
  - 9. Exploration of contemporary African American writers in relevant social contexts
- B. Tenets of American slave system
  - 1. Construction of racist stereotypes to justify slavery
  - 2. Social and Political norms of slaveholding society
  - 3. Popular literary genres for southern and northern white men and women
- C. Forms of Resistance
  - 1. Literary forms and tropes
  - 2. Metaphors of Spiritual Resistance
  - 3. Testimonies of physical and cultural resistance
  - 4. Community-based

Requesting Faculty: Erica Onugha and Natalia Menendez

Date: 2/24/10

Division Curr Rep: Kella Svetich

Date: 2/24/10

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

The GE Area I Sub-Committee (Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus) recommends approval of this application.

**General Education Review Request**  
**AREA I - HUMANITIES**

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 17: Introduction to Shakespeare \_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: English 17: Introduction to Shakespeare \_\_\_\_\_

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

#### Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Supporting element(s) from the CoR:

Course Description: "Detailed analysis of representative sonnets, and history, tragedy, comedy, and romance dramas through lecture and discussion. Consideration of the Elizabethan world.

B. Relate the basic concepts of the plays to the Elizabethan ethos which produced them and describe their relevance to the modern world

G. Examine the plays for their political, racial, social, gender, and intercultural implications.

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Supporting element(s) from the CoR:

A. Discuss the reasons for the enduring vitality of Shakespeare's canon and the universality of his poetic and dramatic themes.

B. Relate the basic concepts of the plays to the Elizabethan ethos which produced them and describe their relevance to the modern world

C. Compare and contrast Elizabethan playhouse and a modern theater

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Supporting element(s) from the CoR:

G. Examine the plays for their political, racial, social, gender, and intercultural implications.

A. Discussion of the Elizabethan Age, including the universe as an ordered system, religion, kingship and nobility education, science, family life

H3. Develop appreciation for what is significant about human life and its creations;

Supporting element(s) from the CoR:

A. Discuss the reasons for the enduring vitality of Shakespeare's canon and the universality of his poetic and dramatic themes.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Supporting element(s) from the CoR:

A. Discuss the reasons for the enduring vitality of Shakespeare's canon and the universality of his poetic and dramatic themes.

B. Relate the basic concepts of the plays to the Elizabethan ethos which produced them and describe their relevance to the modern world

H. Write an expository or argumentative paper expanding or evaluating the concepts presented in class.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Supporting element(s) from the CoR:

## General Education Review Request

### AREA I - HUMANITIES

F. recognize Shakespeare's use of poetry within the plays as well as in the more formal sonnets  
H. Write an expository or argumentative paper expanding or evaluating the concepts presented in class.

#### **Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

B. Discussion of the language of poetry, such as imagery, thyme, rhythm, verse, and sonnet form.

C. Discussion of the structure and language of drama, such as act, scene, subplot, and soliloquy

E. Close reading of sonnets

F. Close reading of seven to ten lays, including histories, comedies, tragedies, romances

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

Supporting element(s) from the CoR:

**H8.** Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

I. Discussion of various schools of literary criticism of Shakespeare, such as feminist, Marxist, psychoanalytic, and New Historicist.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

G. Examine the plays for their political, racial, social, gender, and intercultural implications.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

H. Write an expository or argumentative paper expanding or evaluating the concepts presented in class.

#### **Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Supporting element(s) from the CoR:

H. Write an expository or argumentative paper expanding or evaluating the concepts presented in class.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Supporting element(s) from the CoR:

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Supporting element(s) from the CoR:

B. Discussion of the language of poetry, such as imagery, thyme, rhythm, verse, and sonnet form.

C. Discussion of the structure and language of drama, such as act, scene, subplot, and soliloquy

D. Analysis of dramatic character

## General Education Review Request

### AREA I - HUMANITIES

E. Close reading of sonnets

F. Close reading of seven to ten lays, including histories, comedies, tragedies, romances

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Supporting element(s) from the CoR:

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Supporting element(s) from the CoR:

Requesting Faculty: Tess Hansen \_\_\_\_\_ Date: 02/23/10 \_\_\_\_\_

Division Curr Rep: Kella Svetich \_\_\_\_\_ Date: 2/23/10 \_\_\_\_\_

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

The GE Area I Sub-Committee (Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus) recommends approval of this application.

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 22: Women Writers

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 22: Women Writers\_\_\_\_\_

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

### Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

#### Supporting element(s) from the CoR:

- A. Analyze the style and content of literature by 19<sup>th</sup> and 20<sup>th</sup> century English and American writers as works of art and as commentary on the lives of women
- B. Recognize the political and social contributions made in the field of literature by women from diverse cultures and backgrounds.
- A. Perspectives on identity
  - A1. Literature of conflict between self-fulfillment and failial/social expectations
  - A2. Socio-economic conditions as they affect the creation of literature
- B. Political and social issues as explored through imaginative literature

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Supporting element(s) from the CoR:

- A. Analyze the style and content of literature by 19<sup>th</sup> and 20<sup>th</sup> century English and American writers as works of art and as commentary on the lives of women
- B. Recognize the political and social contributions made in the field of literature by women from diverse cultures and backgrounds.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Supporting element(s) from the CoR:

- C. Compare and contrast images of literature by female artists with those by their male counterparts with a view to understanding the limitations placed on women in terms of education, lack of training, etc.
- C. The roles of gender and the contemporary woman writer
  - C1. Influence of culture on the shaping of gender roles
  - C2. Feminism and anti-feminism in the lives of women

H3. Develop appreciation for what is significant about human life and its creations;

#### Supporting element(s) from the CoR:

- A. Perspectives on identity
  - A1. Literature of conflict between self-fulfillment and failial/social expectations
  - A2. Socio-economic conditions as they affect the creation of literature
- B. Political and social issues as explored through imaginative literature
  - B1. Literature of protest and social reform
  - B2. Examination and redefinition of the literary canon
  - B3. Analysis and interpretation of multicultural influences

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

#### Supporting element(s) from the CoR:

## General Education Review Request

### AREA I - HUMANITIES

- A. Analyze the style and content of literature by 19<sup>th</sup> and 20<sup>th</sup> century English and American writers as works of art and as commentary on the lives of women
- B. Recognize the political and social contributions made in the field of literature by women from diverse cultures and backgrounds.
- C. Compare and contrast images of literature by female artists with those by their male counterparts with a view to understanding the limitations placed on women in terms of education, lack of training, etc.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Supporting element(s) from the CoR:

- D. Demonstrate the ability to conduct independent research

D. Research techniques and procedures

D1. Exploration of criticisms and critical theory

D2. Synthesis and analysis of materials

D3. Women's roles and images in literature

D4. Documentation of sources

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

- A. Analyze the style and content of literature by 19<sup>th</sup> and 20<sup>th</sup> century English and American writers as works of art and as commentary on the lives of women

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

Supporting element(s) from the CoR:

**H8.** Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

- B. Political and social issues as explored through imaginative literature

- B1. Literature of protest and social reform

- B2. Examination and redefinition of the literary canon

B3. Analysis and interpretation of multicultural influences

**H9.** Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

B. Political and social issues as explored through imaginative literature

- B1. Literature of protest and social reform

- B2. Examination and redefinition of the literary canon

B3. Analysis and interpretation of multicultural influences

C. The roles of gender and the contemporary woman writer

- C1. Influence of culture on the shaping of gender roles

C2. Feminism and anti-feminism in the lives of women

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

D. Research techniques and procedures

D1. Exploration of criticisms and critical theory

**General Education Review Request**  
**AREA I - HUMANITIES**

D2. Synthesis and analysis of materials  
D3. Women's roles and images in literature  
D4. Documentation of sources

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Supporting element(s) from the CoR:  
D.Demonstrate the ability to conduct independent research  
D.Research techniques and procedures  
D1. Exploration of criticisms and critical theory  
D2. Synthesis and analysis of materials  
D3. Women's roles and images in literature  
D4. Documentation of sources

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Supporting element(s) from the CoR:

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Supporting element(s) from the CoR:  
D.Demonstrate the ability to conduct independent research  
D.Research techniques and procedures  
D1. Exploration of criticisms and critical theory  
D2. Synthesis and analysis of materials  
D3. Women's roles and images in literature  
D4. Documentation of sources

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Supporting element(s) from the CoR:  
B2. Examination and redefinition of the literary canon  
B3. Analysis and interpretation of multicultural influences

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Supporting element(s) from the CoR:

Requesting Faculty: Tess Hansen \_\_\_\_\_ Date: 02/23/10 \_\_\_\_\_  
Division Curr Rep:Kella Svetich \_\_\_\_\_ Date:2/23/10 \_\_\_\_\_

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**General Education Review Request**  
**AREA I - HUMANITIES**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

The GE Area I Sub-Committee (Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus) recommends approval of this application.

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 31: Latino/a Literature

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: English 31: Latino/a Literature

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

### Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

#### Supporting element(s) from the CoR:

The course description points to the multidisciplinary nature of the course: “Reading and discussion of Latino/a literature and its relationship to social issues and identity politics of Latinos/as.” (multidisciplinary connection underlined)

- A. Differentiate between specific Latino/a cultural groups, their perspectives, and their interaction with United States society.
- B. Identify ways in which Latina/a cultures shape the narrative of the United States
- C. Analyze the influence of assigned literature to the culture of the U.S.
- D. Examine the various cultural interpretations of United States society (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Supporting element(s) from the CoR:

- D. Analyze the influence of assigned literature to the culture of the U.S.
- C4. Significance and influence of Latino/a literatures on contemporary literatures of the United States

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Supporting element(s) from the CoR:

- E. Analyze the themes of migration and mestizaje in various Latino/a texts.
- F. Discuss issues of gender, race, class, sexual orientation, and religion and their impact on Latino/a communities and literatures.

H3. Develop appreciation for what is significant about human life and its creations;

#### Supporting element(s) from the CoR:

- A. Perspectives on Latino/a identity as seen through a variety of writers.
- F. Issues of diversity in Latino/a communities as expressed in literature

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

#### Supporting element(s) from the CoR:

- A. Differentiate between specific Latino/a cultural groups, their perspectives, and their interaction with United States society.
- G. Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

#### Supporting element(s) from the CoR:

- B. Journal responses to readings

# General Education Review Request

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- C. Written analysis of readings
- D. Individual/Group presentation of significant historical events in Latino/a history

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

Supporting element(s) from the CoR:

- G. Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
- G. Relevant literary theories, terminologies, and analytic statements
- G1. Denotative and connotative meaning of words and statements

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

Supporting element(s) from the CoR:

**H8.** Recognition of the variety of valid interpretations of artistic expression;

Supporting element(s) from the CoR:

- C. Recent and contemporary literary works by Latino/a authors
- C4. Significance and influence of Latino/a literatures on contemporary literatures of the United States
- G. Relevant literary theories, terminologies, and analytic statements

**H9.** Appreciation of our common humanity within the context of diverse cultures;

Supporting element(s) from the CoR:

Discuss issues of gender, race, class, sexual orientation, and religion and their impact on Latino/a communities and literatures.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Supporting element(s) from the CoR:

- E. Analyze the themes of migration and mestizaje in various Latino/a texts.

Methods of Evaluation:

- A. Critical papers

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Supporting element(s) from the CoR:

Methods of Evaluation

- |    |                                    |
|----|------------------------------------|
| A. | Critical papers                    |
| B. | Participation in class discussions |
| C. | Panels and reports                 |
| D. | Mid-term examination               |
| E. | Final examination                  |

Examples of Required Reading and Writing Assignments

- C. Written analysis of readings

- A. **B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Supporting element(s) from the CoR:

## General Education Review Request

### AREA I - HUMANITIES

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Supporting element(s) from the CoR:**

**Examples of Required Reading and Writing Assignments**

- B. Journal responses to readings
- C. Written analysis of readings
- D. Individual/Group presentation of significant historical events in Latino/a history

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Supporting element(s) from the CoR:**

- A. Differentiate between specific Latino/a cultural groups, their perspectives, and their interaction with United States society.
- F. Discuss issues of gender, race, class, sexual orientation, and religion and their impact on Latino/a communities and literatures.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Supporting element(s) from the CoR:**

Requesting Faculty: Tess Hansen \_\_\_\_\_ Date: 02/11/10 \_\_\_\_\_

Division Curr Rep: Kella Svetich \_\_\_\_\_ Date: 2/23/10 \_\_\_\_\_

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

The GE Area I Sub-Committee (Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus) recommends approval of this application.

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**General Education Review Request  
AREA I - HUMANITIES**

**Course Number & Title:** PHOT 10H: HONORS HISTORY OF PHOTOGRAPHY

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Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course objective(s):**

- A. Analyze historic images to understand their technological and cultural significance.
- C. Assess how photography influenced historic and modern painting and graphics and how those media, in turn, affect photography
- D. Identify the major photographers through their photographs and philosophies.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

**Matching course objective(s):**

- F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.
- G. Examine own photographic work in relation to the photographers and styles presented during the course.
- H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.

**H3.** Develop appreciation for what is significant about human life and its creations;

**Matching course objective(s):**

- D. Identify the major photographers through their photographs and philosophies.
- E. Compare and contrast the major photographic practitioners and photographic movements

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

- F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.
- I. Appraise and critique in writing the important qualities of a photograph and compare and contrast one photograph to another.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

- A. Analyze historic images to understand their technological and cultural significance.
- B. Evaluate how the photograph as an inexpensive and reproducible picture affected Nineteenth and Twentieth Century culture.
- G. Examine own photographic work in relation to the photographers and styles presented during the course.
- I. Appraise and critique in writing the important qualities of a photograph and compare and contrast one photograph to another.

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

- A. Analyze historic images to understand their technological and cultural significance.

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

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C. Assess how photography influenced historic and modern painting and graphics and how those media, in turn, affect photography.  
G. Examine own photographic work in relation to the photographers and styles presented during the course.

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

E. Compare and contrast the major photographic practitioners and photographic movements  
F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

B. Evaluate how the photograph as an inexpensive and reproducible picture affected Nineteenth and Twentieth Century culture.  
H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

A Analyze historic images to understand their technological and cultural significance.  
B Evaluate how the photograph as an inexpensive and reproducible picture affected Nineteenth and Twentieth Century culture.  
I Appraise and critique in writing the important qualities of a photograph and compare and contrast one photograph to another.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

A. Analyze historic images to understand their technological and cultural significance.  
E. Compare and contrast the major photographic practitioners and photographic movements

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts

**General Education Review Request  
AREA I - HUMANITIES**

and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.**

Requesting Faculty: Kate Jordahl \_\_\_\_\_ Date: 11/29/09 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

The GE Area I Sub-Committee (Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus) recommends approval of this application.

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Tom Gough  
GE Application addendum  
02/03/10

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

#### **THTR 2A – Literature & Language**

Derived from course outline section 2:

- Classify and differentiate the basic structures of dramatic literature.
- Evaluate and interpret the relationship between a play as literature and a play as a living art form.

Derived from course outline section 4:

#### A. Literary analysis of dramatic works from Ancient Egypt up to 17th Century

1. Setting
2. Plot
3. Character
4. Imagery
5. Language structure and characteristics
6. Cultural aesthetic and relevance

#### B. Dramatic Genres

- a. Tragedy
- b. Comedy and Satire
- c. Satyr Play
- d. Morality Play
- e. Noh, Doll & Kabuki
- f. Sanskrit
- g. Peking Opera

#### **THTR 2A – History**

Derived from course outline section 2:

- Compare and distinguish a number of plays within an historical frame of reference.

Derived from course outline section 4:

#### C. History of Dramatic Literature

1. Greek
2. Roman
3. Asian (Japan, India, China)
4. Medieval and Dark Ages
5. Elizabethan

#### D. Analysis of Performance and Presentation

- a. Artist and audience analysis
- b. Performance demands and characteristics
- c. Venues
- d. Social relevance and impact

#### **THTR 2B – Literature & Language**

Derived from course outline section 2:

- Classify and differentiate the basic structures of dramatic literature.
- Evaluate and interpret the relationship between a play as literature and a play as a living art form.

Derived from course outline section 4:

- A. Literary analysis of dramatic works from Italian Renaissance through the early 20th Century
  - 1. Setting
  - 2. Plot
  - 3. Character
  - 4. Imagery
  - 5. Language structure and characteristics
  - 6. Cultural aesthetic and relevance

Dramatic Genres

- 1. Tragedy
- 2. Comedy and Satire
- 3. Well-made play
- 4. Romantic Epic
- 5. Emergence of avante-garde forms

### **THTR 2B – History**

Derived from course outline section 2:

- Compare and distinguish a number of plays within an historical frame of reference.

Derived from course outline section 4:

- A. History of Dramatic Literature
  - 1. Italian Renaissance
  - 2. Spanish Renaissance
  - 3. French Renaissance
  - 4. Jacobean Drama
  - 5. Restoration Drama
  - 6. Neo-classic and Romantic
  - 7. Melodrama
  - 8. Modern Realism
  - 9. The rise of "isms" in art--Theatricalism, Expressionism, Surrealism

Analysis of Performance and Presentation

- 1. Artist and audience analysis
- 2. Performance demands and characteristics
- 3. Venues
- 4. Social relevance and impact

### **THTR 2C – Literature & Language**

Derived from course outline section 2:

- Classify and differentiate the basic structures of dramatic literature.
- Evaluate and interpret the relationship between a play as literature and a play as a living art form.

Derived from course outline section 4:

- A. Literary analysis of dramatic works from the earliest 20th Century to present.
  - 1. Setting
  - 2. Plot
  - 3. Character
  - 4. Imagery
  - 5. Language structure, characteristics and innovations
  - 6. Cultural aesthetic and relevance

Dramatic Genres

- 1. Tragedy
- 2. Comedy and Satire
- 3. Avante-garde forms

#### 4. Deconstructive forms

### **THTR 2C – History**

Derived from course outline section 2:

- Compare and distinguish a number of plays within an historical frame of reference.

Derived from course outline section 4:

#### A. History of Dramatic Literature

1. Modern Realism
2. Absurdism
3. Existentialism
4. Epic Theatre/Theatre of Alienation
5. Theatre of Protest
6. African-American theatre
7. Asian-American theatre
8. Latino theatre
9. Feminist theatre
10. Lesbian/Gay/Transgender theatre

#### Analysis of Performance and Presentation

1. Artist and audience analysis
2. Performance demands and characteristics
3. Venues
4. Social relevance and impact

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: THTR 2A & ENGL 42A (Introduction to Dramatic Literature) \_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: THTR 2A (Introduction to Dramatic Literature) \_\_\_\_\_

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### Matching course objective(s):

*Derived from Course Outline Section 1:*

*Analysis of representative masterpieces of dramatic literature from Aeschylus to the English Renaissance Period and including Asian Theatre.*

This course provides specific analysis of approximately 10 significant literary dramatic and performance works drawn from multiple ancient western and non-western civilizations and the social circumstances that inspired or spurred these works.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### Matching course objective(s):

*Derived from Course Outline Section 2:*

*A. Analyze a play, making value judgments based upon observable criteria.*

*Derived from Course Outline Section 4:*

- A. Literary analysis of dramatic works from Ancient Egypt up to 17th Century for cultural aesthetic and relevance.*
- B. Investigating the comparative differences between dramatic genres*
  - 1. Tragedy*
  - 2. Comedy and Satire*
  - 3. Satyr Play*
  - 4. Morality Play*
  - 5. Noh, Doll & Kabuki*
  - 6. Sanskrit*
  - 7. Peking Opera*

This course provides assessment of the reflective worth and societal placement of the varied genres to the cultures and circumstances that inspired or spurred these works.

**H3.** Develop appreciation for what is significant about human life and its creations;

#### Matching course objective(s):

*Derived from Course Outline Section 2:*

*D. Evaluate and interpret the relationship between a play as literature and a play as a living art form.*

This course addresses the fundamental need human beings of all cultures have to tell stories in ways that are meaningful and spark recognition or reflection.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

#### Matching course objective(s):

*Derived from Course Outline Section 2:*

- A. Analyze a play, making value judgments based upon observable criteria.*
- C. Compare and distinguish a number of plays within an historical frame of reference.*

This course includes significant comparison and contrast between cultures both in terms of identification of genre preferences and popularity, but the influence and relationship of religion and deities to the development

**General Education Review Request**  
**AREA I - HUMANITIES**

of said literary works and genres.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

*D. Analysis of Performance and Presentation*

- 1. Artist and audience analysis*
- 2. Performance demands and characteristics*
- 3. Venues*
- 4. Social relevance and impact*

This course includes analysis sparking comprehensive perspective understanding of the many influences and obstacles in taking ideas “from page to stage.”

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

*Derived from Course Outline Section 2:*

*B. Classify and differentiate the basic structures of dramatic literature.*

*Derived from Course Outline Section 4:*

*A. Literary analysis of dramatic works from Ancient Egypt up to 17th Century for*

- 1. Setting*
- 2. Plot*
- 3. Character*
- 4. Imagery*
- 5. Language structure and characteristics*

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

*D. Analysis of Performance and Presentation*

- 1. Artist and audience analysis*
- 2. Performance demands and characteristics*
- 3. Venues*
- 4. Social relevance and impact*

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

*B. Investigating the comparative differences between dramatic genres*

- 1. Tragedy*
- 2. Comedy and Satire*
- 3. Satyr Play*
- 4. Morality Play*
- 5. Noh, Doll & Kabuki*
- 6. Sanskrit*
- 7. Peking Opera*

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

*Derived from Course Outline Section 7:*

## General Education Review Request

### AREA I - HUMANITIES

*Aeschylus, The Oresteia*  
*Sophocles, Oedipus Rex*  
*Euripides, Medea; The Trojan Women*  
*Aristophanes, Lysistrata*  
*Plautus, The Manaechmi*  
*Terence, The Brothers*  
*Kalidasa, Shakuntala*  
*Anonymous, The Second Shepard's Play; Everyman*  
*Chikamatsu, Love Suicides at Sonezaki*  
*Chushingura, The Forty-Seven Samurai*  
*Marlowe, The Lamentable Tragedy of Doctor Faustus*  
*Shakespeare, Macbeth, Hamlet, King Lear, The Merchant of Venice, The Tempest*  
*Jonson, Volpone*  
*Beaumont, The Knight of the Burning Pestle*

This course includes the above samplings of texts to be studied representing a number of both Western and Eastern ancient civilizations.

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

*Derived from course outline section 6:*

- A. *Research essays*
- B. *In-class writings*

In this course students synthesize ideas and concepts from various communication origins (written, spoken, visual) into comprehensive and cohesive conclusions.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

- D. *Analysis of Performance and Presentation*
- 3. *Venues*

*In this course, the study of performance venues charges students to consider such numerical principles as size, performance scale, audience capacity, angles and volume—considering and comprehending the spacial relationship of performer, audience and facility.*

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

*Derived from course outline section 6:*

- A. *Research essays*
- B. *In-class writings*

In this course, students synthesize ideas and concepts from various communication origins (written, spoken,

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**General Education Review Request**  
**AREA I - HUMANITIES**

visual) into comprehensive and cohesive conclusions.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Requesting Faculty: TAGough \_\_\_\_\_ Date: 01/24/10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.24.10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

Committee recommends approval. 10/13/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: THTR 2B & ENGL 42B- Introduction to Dramatic Literature\_\_\_\_\_

### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: THTR 2B - Introduction to Dramatic Literature\_\_\_\_\_

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

#### **Matching course objective(s):**

Derived from Course Outline Section 1:

Analysis of representative masterpieces of dramatic literature from the Elizabethan Period to the end of the 19th Century.

This course provides specific analysis of approximately 10 significant literary dramatic and performance works drawn from the enlightenment and beyond of multiple western cultures and the social circumstances that inspired or spurred these works.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

#### **Matching course objective(s):**

Derived from Course Outline Section 2:

*A. Analyze a play, making value judgments based upon observable criteria.*

Derived from Course Outline Section 4:

*A. Literary analysis of dramatic works from Italian Renaissance through the early 20th Century*

*B. Investigating the comparative differences between dramatic genres*

*1. Tragedy*

*2. Comedy and Satire*

*3. Well-made play*

*4. Romantic Epic*

*5. Emergence of avante-garde forms*

**H3.** Develop appreciation for what is significant about human life and its creations;

#### **Matching course objective(s):**

Derived from Course Outline Section 2:

*D. Evaluate and interpret the relationship between a play as literature and a play as a living art form.*

This course addresses the fundamental need human beings of all cultures have to tell stories in ways that are meaningful and spark recognition or reflection.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

#### **Matching course objective(s):**

#### **Matching course objective(s):**

Derived from Course Outline Section 2:

*A. Analyze a play, making value judgments based upon observable criteria.*

*A. Compare and distinguish a number of plays within an historical frame of reference.*

This course includes significant comparison and contrast between cultures both in terms of identification of genre preferences and popularity, but the influence and relationship of religion, deities, new ideas and social progress to the development of said literary works and genres.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

#### **Matching course objective(s):**

## General Education Review Request

### AREA I - HUMANITIES

*Derived from Course Outline Section 4:*

*D. Analysis of Performance and Presentation*

- 1. Artist and audience analysis*
- 2. Performance demands and characteristics*
- 3. Venues*
- 4. Social relevance and impact*

This course includes analysis sparking comprehensive perspective understanding of the many influences and obstacles in taking ideas “from page to stage.”

**Depth Map: Additionally, must include at least two of the following:**

**H6.** Understanding of the ambiguities, vagaries, and value inherent in human language;

**Matching course objective(s):**

*Derived from Course Outline Section 2:*

*B. Classify and differentiate the basic structures of dramatic literature.*

*Derived from Course Outline Section 4:*

*A. Literary analysis of dramatic works from Ancient Egypt up to 17th Century for*

- 1. Setting*
- 2. Plot*
- 3. Character*
- 4. Imagery*
- 5. Language structure and characteristics*

**H7.** Appreciation of nonverbal communication to be found in the visual and performing arts;

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

*D. Analysis of Performance and Presentation*

- 1. Artist and audience analysis*
- 2. Performance demands and characteristics*
- 3. Venues*
- 4. Social relevance and impact*

**H8.** Recognition of the variety of valid interpretations of artistic expression;

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

*A. Literary analysis of dramatic works from Italian Renaissance through the early 20th Century*

*B. Investigating the comparative differences between dramatic genres*

- 1. Tragedy*
- 2. Comedy and Satire*
- 3. Well-made play*
- 4. Romantic Epic*
- 5. Emergence of avante-garde forms*

**H9.** Appreciation of our common humanity within the context of diverse cultures;

**Matching course objective(s):**

**H10.** Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

**Matching course objective(s):**

## General Education Review Request

### AREA I - HUMANITIES

#### Breadth Mapping: please indicate all that apply (if applicable)

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

*Derived from course outline section 6:*

- A. Research essays
- B. In-class writings

In this course students synthesize ideas and concepts from various communication origins (written, spoken, visual) into comprehensive and cohesive conclusions.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

*Derived from Course Outline Section 4:*

- D. Analysis of Performance and Presentation
- 3. Venues

*In this course, the study of performance venues charges students to consider such numerical principles as size, performance scale, audience capacity, angles and volume.*

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

*Derived from course outline section 6:*

- A. Research essays
- B. In-class writings

In this course, students synthesize ideas and concepts from various communication origins (written, spoken, visual) into comprehensive and cohesive conclusions.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Requesting Faculty: TAGough \_\_\_\_\_ Date: 01/24/10 \_\_\_\_\_

Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: 1.24.10 \_\_\_\_\_

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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**General Education Review Request**  
**AREA I - HUMANITIES**

Comments:

Committee recommends approval. 10/13/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: VART 2C Current Trends in Film, TV and the Internet

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: VART 2C Current Trends in Film, TV and the Internet

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

### Depth Map: Must include the following:

**H1.** Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- A.** Identify and describe the technical innovations and artistic accomplishments of contemporary film, video, and internet producers.
- B.** Critically analyze and express in writing appraisal video, film and internet media works.
- C.** Evaluate the development of form, style, and genre within late 20th and early 21st century media.

**H2.** Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- D.** Identify major works and artists who contributed to the art, style, and commerce of each media.
- E.** Understand and identify the differing creative techniques that each media form uses to communicate an ideas, stories, or events.
- F.** Recognize the contributions made in this field of study by people of diverse cultures and backgrounds.

**H3.** Develop appreciation for what is significant about human life and its creations;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- E.** Recognize the contributions made in this field of study by people of diverse cultures and backgrounds.

**H4.** Make reasoned judgments that reflect ethical and aesthetic human values;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B.** Critically analyze and express in writing appraisal video, film and internet media works.
- C.** Evaluate the development of form, style, and genre within late 20th and early 21st century media.
- D.** Identify major works and artists who contributed to the art, style, and commerce of each media.
- E.** Understand and identify the differing creative techniques that each media form uses to communicate an ideas, stories, or events.

**H5.** Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

- B.** Critically analyze and express in writing appraisal video, film and internet media works.

**From: Methods of evaluation (Section 6)**

- A.** Written examinations
- B.** Project papers: research and analysis essays on individual films, videos, internet presentations, cultural movement of a selected media, or creative artists.
- C.** Presentation of project paper

## General Education Review Request

### AREA I - HUMANITIES

D. Written evaluations of outside screenings of assigned films, videos, or internet presentations

**Depth Map: Additionally, must include at least two of the following:**

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course objective(s):

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course objective(s):

From: Expected Outcomes (Section 2)

D. Understand and identify the differing creative techniques that each media form uses to communicate an ideas, stories, or events.

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course objective(s):

From: Expected Outcomes (Section 2)

A. Identify and describe the technical innovations and artistic accomplishments of contemporary film, video, and internet producers.

B. Critically analyze and express in writing appraisal video, film and internet media works.

C. Evaluate the development of form, style, and genre within late 20th and early 21st century media.

D. Identify major works and artists who contributed to the art, style, and commerce of each media.

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Recognize the contributions made in this field of study by people of diverse cultures and backgrounds.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course objective(s):

From: Expected Outcomes (Section 2)

B. Critically analyze and express in writing appraisal video, film and internet media works.

C. Evaluate the development of form, style, and genre within late 20th and early 21st century media.

**Breadth Mapping: please indicate all that apply (if applicable)**

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

From: Expected Outcomes (Section 2)

B. Critically analyze and express in writing appraisal video, film and internet media works.

From: Methods of evaluation (Section 6)

A. Written examinations

B. Project papers: research and analysis essays on individual films, videos, internet presentations, cultural movement of a selected media, or creative artists.

C. Presentation of project paper



## General Education Review Request

### AREA I - HUMANITIES

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course objective(s):

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s):

From: Expected Outcomes (Section 2)

B. Critically analyze and express in writing appraisal video, film and internet media works.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):

From: Expected Outcomes (Section 2)

E. Recognize the contributions made in this field of study by people of diverse cultures and backgrounds.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

From: Methods of evaluation (Section 6)

B. Project papers: research and analysis essays on individual films, videos, internet presentations, cultural movement of a selected media, or creative artists.

D. Written evaluations of outside screenings of assigned films, videos, or internet presentations

Requesting Faculty: Kristin Tripp Caldwell

Date: 1/22/10

Division Curr Rep: Simon Pennington

Date: 1.23.10

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#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

The GE Area I Sub-Committee (Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus) recommends approval of this application.

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# General Education Review Request

## AREA III - NATURAL SCIENCES

Course Number & Title: Astronomy 10BH + Astronomy 10L

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### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

### Depth Criteria for Area III - Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course **must** promote in students:

- N1. An understanding of the scientific method, including its attributes and limitations;
- N2. The ability to make judgments regarding the validity of scientific evidence;
- N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
- N4. The ability to use inductive and deductive reasoning;
- N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
- N6. The ability to evaluate, use and communicate scientific data;
- N7. An introduction to current scientific theories within the field of study;
- N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
- N9. Experience applying recognized scientific methodology in laboratory activities.\*

Additional criterion thought to enhance a natural science course include any of the following:

- N10. An appreciation of the contributions of science to modern life;
- N11. An appreciation of the contributions to science of diverse people and cultures;
- N12. An understanding of the interdependence of humans and their environment;
- N13. A recognition of how human behavior has altered the environment;
- N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

*"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long*

## General Education Review Request

### AREA III - NATURAL SCIENCES

*time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."*

- \* To accomplish these goals a laboratory course **must** emphasize the methods of scientific inquiry by engaging students in:

- NL15. Observation and collection of data through direct interaction with the material world;
- NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
- NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

- NL18. Analysis and interpretation of data;
- NL19. Formulation and testing of hypotheses;
- NL20. Communicating effectively through oral and/or written work;
- NL21. A minimum of one collaborative activity;
- NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

- NL23. Keep accurate and complete experimental records;
- NL24. Perform quantitative and qualitative measurements;
- NL25. Interpret experimental results and draw reasonable conclusions;
- NL26. Analyze data statistically and assess the reliability of results;
- NL27. Critically evaluate the design of an experiment;
- NL28. Design experiments to test hypotheses;
- NL29. Work effectively in small groups and teams.

**Course Number & Title:** Astronomy 10B + Astronomy 10L \_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

#### **Depth Map: Must include the following:**

**N1.** An understanding of the scientific method, including its attributes and limitations;

##### **Matching course objective(s):**

##### **For Astronomy 10BH:**

- 2A. The student will be able to demonstrate an understanding of the scientific method and how it applies to astronomy
- 4B. The Nature of Science and the Scientific Method

##### **For Astronomy 10L:**

- 2F. understand the importance of observations and experiments in astronomy

**N2.** The ability to make judgments regarding the validity of scientific evidence;

##### **Matching course objective(s):**

##### **For Astronomy 10BH:**

- 2E. demonstrate a conceptual understanding of the scales of time and distance in the cosmos and what scientific evidence we have for these scales;
- 2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;
- 4E1. Methods of measuring distances in astronomy
- 4F3. Observational Evidence for Super-massive Black Holes at the Centers of Galaxies
- 4G4. Observational Tests of Cosmology (including Dark Energy)

##### **For Astronomy 10L:**

- 2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses
- 4B1: 1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)
- 4C. Experiments about the Nature of Scientific Thought

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### AREA III - NATURAL SCIENCES

1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data
2. The So-called "Moon Hoax": Gathering Evidence that Humans Landed on the Moon

**N3.** An understanding of the relationship between hypothesis, experiment, fact, theory and law;

**Matching course objective(s):**

**For Astronomy 10BH:**

2E. demonstrate a conceptual understanding of the scales of time and distance in the cosmos and what scientific evidence we have for these scales;

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

4E2. Experiments to detect the presence of dark matter

4E4. Extra-solar planets and how we detect them

4G2. The Big Bang Model

4G4. Observational Tests of Cosmology (including Dark Energy)

**For Astronomy 10L:**

2B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

**N4.** The ability to use inductive and deductive reasoning;

**Matching course objective(s):**

**Astronomy 10BH:**

2E. demonstrate a conceptual understanding of the scales of time and distance in the cosmos and what scientific evidence we have for these scales;

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

4G4. Observational Tests of Cosmology (including Dark Energy)

**Astronomy 10L:**

2 E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4C2. The So-called "Moon Hoax": Gathering Evidence that Humans Landed on the Moon

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to

## General Education Review Request

### AREA III - NATURAL SCIENCES

Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)
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**N5.** The practice of thinking critically, including evaluating ideas and contrasting opinions;

**Matching course objective(s):**

**Astronomy 10BH**

2A. demonstrate an understanding of the scientific method and how it applies to astronomy;

2E. demonstrate a conceptual understanding of the scales of time and distance in the cosmos and what scientific evidence we have for these scales;

2F. discuss current developments in astronomy and put them in context;

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

4G4. Observational Tests of Cosmology (including Dark Energy)

**Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars.

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4C2. The So-called "Moon Hoax": Gathering Evidence that Humans Landed on the Moon

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

4D4. Coding and Decoding Radio Messages for SETI (Understanding the Sociological and Political Implications of the "Who Speaks for Earth" Issue)

**N6.** The ability to evaluate, use and communicate scientific data;

**Matching course objective(s):**

**Astronomy 10BH:**

2E. demonstrate a conceptual understanding of the scales of time and distance in the cosmos and what scientific evidence we have for these scales;

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

**Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars.

2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)

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### AREA III - NATURAL SCIENCES

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)  
4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N7.** An introduction to current scientific theories within the field of study;

**Matching course objective(s):**

**Astronomy 10BH:**

2F. discuss current developments in astronomy and put them in context;  
4D6. Endpoints in Stellar Evolution: White Dwarfs, Neutron Stars, Supernovae  
4D7. Introduction to General Relativity and Black Holes (including the changes in measurement of time)  
4E2. Experiments to detect the presence of dark matter  
4E4. Extra-solar planets and how we detect them (including unusual planets in other systems)  
4G4. Observational Tests of Cosmology (including Dark Energy)

**Astronomy 10L:**

2G. analyze and interpret data about stars (Note: we use the most recent data from RECONS and other surveys)  
4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course  
4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N8.** Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

**Matching course objective(s):**

**Astronomy 10L:**

2B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;  
2C. use a simple star finder (planisphere);  
2D. construct graphs and record data;  
2G. analyze and interpret data about stars  
2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.  
4A3. Graphs and Data Display Techniques  
4B2. Learning the History and Modern Importance of the Constellations/Constructing and Using a Planisphere  
4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)  
4B5. Calculating and Applying Scale Models of the Distances and Other Data in the Solar System  
4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course  
4B7. Visit to the Campus Observatory: Understanding and Using the Foothill College Telescope  
4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N9.** Experience applying recognized scientific methodology in laboratory activities.

**Matching course objective(s):**

**Astronomy 10L:**

2B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;  
2C. use a simple star finder (planisphere);

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### AREA III - NATURAL SCIENCES

2D. construct graphs and record data;  
2G. analyze and interpret data about stars  
2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.  
4A3. Graphs and Data Display Techniques  
4B5. Calculating and Applying Scale Models of the Distances and Other Data in the Solar System  
4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course  
4B7. Visit to the Campus Observatory: Understanding and Using the Foothill College Telescope  
4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

#### **Depth Map: Additionally, include any of the following:**

**N10.** An appreciation of the contributions of science to modern life;

##### **Matching course objective(s):**

###### **Astronomy 10BH:**

2C. recognize the relevance of astronomy to today's society;

###### **Astronomy 10L:**

4A2. Astronomy in our Culture: The Public Perception of Astronomy and the Scientific Method

**N11.** An appreciation of the contributions to science of diverse people and cultures;

##### **Matching course objective(s):**

###### **Astronomy 10BH:**

2I. describe the challenges women in astronomy have faced in the past, and describe how the situation is changing;

2J. express an understanding of the contributions made to astronomy by persons of different cultural backgrounds.

**N12.** An understanding of the interdependence of humans and their environment;

##### **Matching course objective(s):**

n/a

(We do discuss light pollution under telescopes and global warming when we talk about electromagnetic radiation)

**N13.** A recognition of how human behavior has altered the environment;

##### **Matching course objective(s):**

n/a

**N14.** A sense of the history of science and the ideas and experiments that have led to our present understanding.

##### **Matching course objective(s):**

###### **Astronomy 10BH:**

Although this is not an explicit objective, it is conveyed throughout the course, using lectures, reading, and visuals.

###### **Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B2. Learning the History and Modern Importance of the Constellations/Constructing and Using a Planisphere

4B3. Modeling and Understanding Phases of the Moon and Eclipses

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that

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### AREA III - NATURAL SCIENCES

Affect Seasons on Other Planets)

4D2. Understanding the Motion and Characteristics of the Moons of Jupiter (from charts and web data)

#### **Depth Map: Additionally, must emphasize the following:**

**N15.** Observation and collection of data through direct interaction with the material world;

##### **Matching course objective(s):**

##### **Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2C. use a simple star finder (planisphere);

2D. construct graphs and record data;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars

2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

4A3. Graphs and Data Display Techniques

4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4B5. Calculating and Applying Scale Models of the Distances and Other Data in the Solar System

4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course

4B7. Visit to the Campus Observatory: Understanding and Using the Foothill College Telescope

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N16.** Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

##### **Matching course objective(s):**

##### **Astronomy 10BH:**

4E4. Extra-solar planets and how we detect them (including the Kepler spacecraft experiments)

4F3. Observational Evidence for Supermassive Black Holes

4G4. Observational Tests of Cosmology (including Dark Energy)

##### **Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2C. use a simple star finder (planisphere);

2D. construct graphs and record data;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars

2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

4A3. Graphs and Data Display Techniques

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4B5. Calculating and Applying Scale Models of the Distances and Other Data in the Solar System



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4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course  
4B7. Visit to the Campus Observatory: Understanding and Using the Foothill College Telescope  
4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data  
4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N17.** Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

**Matching course objective(s):**

**Astronomy 10L:**

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N18.** Analysis and interpretation of data;

**Matching course objective(s):**

**Astronomy 10BH:**

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

4E4. Extra-solar planets and how we detect them

4F3. Observational Evidence for Supermassive Black Holes

4G4. Observational Tests of Cosmology (including Dark Energy)

**Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2D. construct graphs and record data;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars

2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

4A3. Graphs and Data Display Techniques

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4B5. Calculating and Applying Scale Models of the Distances and Other Data in the Solar System

4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4C2. The So-called "Moon Hoax": Gathering Evidence that Humans Landed on the Moon

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N19.** Formulation and testing of hypotheses;

**Matching course objective(s):**

**Astronomy 10BH:**

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### AREA III - NATURAL SCIENCES

2 A. demonstrate an understanding of the scientific method and how it applies to astronomy;  
2B. describe the evolution of stars from birth to death and discuss how this evolution relates to the presence of humanity on the Earth;  
4E4. Extra-solar planets and how we detect them (including unusual planets in other star systems)  
4F3. Observational Evidence for Supermassive Black Holes  
4G4. Observational Tests of Cosmology (including Dark Energy)  
**Astronomy 10L:**  
2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;  
2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;  
2F. understand the importance of observations and experiments in astronomy;  
2G. analyze and interpret data about stars  
4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)  
4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data  
4C2. The So-called "Moon Hoax": Gathering Evidence that Humans Landed on the Moon  
4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)  
4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N20.** Communicating effectively through oral and/or written work;

**Matching course objective(s):**

**Astronomy 10BH:**

6A. Written quizzes

6B. A midterm

6C. Comprehensive final exam

6D. Cooperative group activities (oral & written)

6E. A term paper may be required

12. Required Reading Example:

Each topic in the course has assigned reading in the textbook related to that topic. Each week students are given specific sections of the textbook which they need to read.

Required Writing Examples:

Each class collaborative group activity requires writing answers the group arrives at.

Eight out of the 11 weeks there is a written homework assignment from the textbook.

Midterm has essay questions on two different topics

The 10BH midterm has additional enrichment questions based on extra readings for honors students

**Astronomy 10L:**

All laboratory exercises in this class involve working in small groups, with groups making oral reports to the entire class, and then students doing a full written lab report each week:

2 D. construct graphs and record data;

2 H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

6. Weekly written laboratory reports.

12. Each week, students will read a detailed handout (plus materials from the Web as appropriate) and complete a detailed written laboratory report, with their data and analysis.

**N21.** A minimum of one collaborative activity;

**Matching course objective(s):**

**Astronomy 10BH:**

6D. Cooperative group activities

**Astronomy 10L:**

All laboratory exercises in this class involve working in small groups, with groups making oral reports to the

## General Education Review Request

### AREA III - NATURAL SCIENCES

entire class.

2 H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

**N22.** A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

**Matching course objective(s):**

**Astronomy 10L:**

Astronomy 10L is a one unit laboratory course, which meets 3 hours per week for 11 weeks.

**Depth Map: Additionally, include any of the following:**

**N23.** Keep accurate and complete experimental records;

**Matching course objective(s):**

**Astronomy 10L:**

2D. construct graphs and record data;

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars

**N24.** Perform quantitative and qualitative measurements;

**Matching course objective(s):**

**Astronomy 10L:**

2D. construct graphs and record data;

2G. analyze and interpret data about stars

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

**N25.** Interpret experimental results and draw reasonable conclusions;

**Matching course objective(s):**

**Astronomy 10BH:**

2 A. demonstrate an understanding of the scientific method and how it applies to astronomy;

2B. describe the evolution of stars from birth to death and discuss how this evolution relates to the presence of humanity on the Earth;

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

4E4. Extra-solar planets and how we detect them

4F3. Observational Evidence for Supermassive Black Holes

4G4. Observational Tests of Cosmology (including Dark Energy)

**Astronomy 10L:**

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

4D3. Using Galaxy Redshifts to Construct the Hubble Diagram (Using the Expansion of the Universe to Calculate the Hubble Time)

## General Education Review Request

### AREA III - NATURAL SCIENCES

**N26.** Analyze data statistically and assess the reliability of results;

**Matching course objective(s):**

**Astronomy 10L:**

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

**N27.** Critically evaluate the design of an experiment;

**Matching course objective(s):**

**Astronomy 10L:**

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B4. Determining the Reasons for the Seasons Using Experimental Data (and Determining the Factors that Affect Seasons on Other Planets)

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4D1. The Nature and Classification of Stars: Using Current Data on Spectral Types and Stellar Luminosities to Construct an H-R Diagram (plus: Applying Data on the Statistics of Multiple Star Systems)

**N28.** Design experiments to test hypotheses;

**Matching course objective(s):**

**Astronomy 10L:**

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

**N29.** Work effectively in small groups and teams.

**Matching course objective(s):**

**Astronomy 10BH:**

6D. Cooperative group activities

**Astronomy 10L:**

All laboratory exercises in this class involve working in small groups, with groups making oral reports to the entire class.

2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**Astronomy 10BH:**

6C. Comprehensive final exam

6D. Cooperative group activities (oral & written)

6E. A term paper may be required

12. Required Reading Example:

Each topic in the course has assigned reading in the textbook related to that topic. Each week students are given specific sections of the textbook which they need to read.

Required Writing Examples:

Each class collaborative group activity requires writing answers the group arrives at.

Eight out of the 11 weeks there is a written homework assignment from the textbook.

Midterm has essay questions on two different topics

**Astronomy 10L:**

All laboratory exercises in this class involve working in small groups, with groups making oral reports to the

**Matchi**

## General Education Review Request

### AREA III - NATURAL SCIENCES

<p>entire class, and then students doing a full written lab report each week: 2 D. construct graphs and record data; 2 H. work collaboratively with a group of three other students throughout the quarter in performing experiments. 6. Weekly written laboratory reports. 12. Each week, students will read a detailed handout (plus materials from the Web as appropriate) and complete a detailed written laboratory report, with their data and analysis.</p>	
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**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**Astronomy 10BH:**

2E. demonstrate a conceptual understanding of the scales of time and distance in the cosmos and what scientific evidence we have for these scales;

2G. explain our modern understanding of the large scale structure and evolution of the universe of galaxies (including the expansion of the universe), and what the observational evidence is that underlies them;

**Astronomy 10L:**

2 B. discuss and perform a range of astronomical experiments and observations that allow us to know the place and motion of the Earth in the cosmos;

2F. understand the importance of observations and experiments in astronomy;

2G. analyze and interpret data about stars.

2H. work collaboratively with a group of three other students throughout the quarter in performing experiments.

4A1. Scientific Notation: Its Importance for the Scales of Astronomical Distance and Time

4A3. Graphs and Data Display Techniques

4B1. Experimental Proof that the Earth is Round, that it is Revolving and Rotating, and What its Size Is (Including the History and Use of Stellar Parallax and Aberration)

4B3. Modeling and Understanding Phases of the Moon and Eclipses (and Keeping a Moon Data Journal for 4 Weeks)

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**Astronomy 10BH:**

6C. Comprehensive final exam

6D. Cooperative group activities (oral & written)

6E. A term paper may be required

12. Required Writing Examples:

Each class collaborative group activity requires writing answers the group arrives at.

Eight out of the 11 weeks there is a written homework assignment from the textbook.

(Midterm has essay questions on two different topics, where course information must be analyzed.)

**Astronomy 10L:**

All laboratory exercises in this class involve working in small groups, with groups making oral reports to the entire class, and then students doing a full written lab report each week:

2 D. construct graphs and record data;

2 H. work collaboratively with a group of three other students throughout the quarter in performing experiments [and explaining results]

6. Weekly written laboratory reports.

12. Each week, students will complete a detailed written laboratory report, with their data and analysis.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**Astronomy 10BH:**

## General Education Review Request

### AREA III - NATURAL SCIENCES

We consider light pollution issues during the discussion of telescopes (2H)

**Astronomy 10L:**

2E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

4A2. Astronomy in our Culture: The Public Perception of Astronomy and the Scientific Method

4C1. Examining Astrology Skeptically: Science Versus Pseudoscience and How We Make Judgments in Science Based on Data

4C2. The So-called "Moon Hoax": Gathering Evidence that Humans Landed on the Moon

4D4. Coding and Decoding Radio Messages for SETI (Understanding the Sociological and Political Implications of the "Who Speaks for Earth" Issue)

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**Astronomy 10L:**

2 E. discuss the value of skeptical thinking and experimental evidence in making judgments concerning scientific hypotheses;

4B6. Modern Astronomical Images: How They are Obtained and Processed, How to Find and Interpret Reliable Images on the Web, and Apply Them to the Concepts in the Accompanying Astronomy Course

4D2. Understanding the Motion and Characteristics of the Moons of Jupiter (from charts and web data)

Requesting Faculty: Andrew Fraknoi

Date: Oct. 2, 2011

Division Curr Rep: Marc Knobel

Date: Oct. 5, 2011

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Gillian Schultz, Kathleen Armstrong

Comments:

Committee recommends approval. 10/13/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Principles of Business (BUSI 22)

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Principles of Business (BUSI 22)

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s): 2. Expected Outcomes -**

- A. understand the significance of the nature and operation of formal organizations, the functions and responsibilities of the businessperson, and the development of current knowledge in business administration.
- B. examine the full range of international business challenges in finance, trade, marketing, management.
- C. comprehend the importance, complexity and interrelationship of the economic, political and social environments within which business persons must pursue their careers and develop social responsibilities.
- D. develop a framework for further study of business and career guidance.
- E. develop an appreciation for changes taking place in the American business economy and understand their significance.
- F. develop a global sensitivity to reorganization and management issues.
- G. develop better informed citizens and consumers; develop decision-making skills; aid students to think critically and communicate effectively.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s): 2) Learning Outcomes for this course**

- I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their business plans.
- II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.
- III. Application- Students will demonstrate their business knowledge and critical thinking in creating their business plans and presenting them during the oral presentation.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s): 2) Learning Outcomes for this course**

- I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their business plans.
- II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.
- III. Application- Students will demonstrate their business knowledge and critical thinking in creating their business plans and presenting them during the oral presentation.



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s): 2.** • F. develop a global sensitivity to reorganization and management issues. G. develop better informed citizens and consumers; develop decision-making skills; aid students to think critically and communicate effectively. C. Comprehend the importance, complexity and interrelationship of the economic, political and social environments within which business persons must pursue their careers and develop social responsibilities.

**S5.** Explain world development and global relationships;

**Matching course objective(s): 2.** B. examine the full range of international business challenges in finance, trade, marketing, management. E Develop an appreciation for changes taking place in the American business economy and understand their significance.  
F develop a global sensitivity to reorganization and management issues

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s): 2. Expected Outcomes -**

- A. understand the significance of the nature and operation of formal organizations, the functions and responsibilities of the businessperson, and the development of current knowledge in business administration.
- B. examine the full range of international business challenges in finance, trade, marketing, management.
- C. comprehend the importance, complexity and interrelationship of the economic, political and social environments within which business persons must pursue their careers and develop social responsibilities.
- D. develop a framework for further study of business and career guidance.
- E. develop an appreciation for changes taking place in the American business economy and understand their significance.
- F. develop a global sensitivity to reorganization and management issues.
- G. develop better informed citizens and consumers; develop decision-making skills; aid students to think critically and communicate effectively.

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

- A. Matching course objective(s):** 4. The nature and environment of business, career opportunities, organizational development.
- B. Ownership, management, and organization of formal organizations including small business and franchising.
  - C. Production, purchasing, location and layout, marketing (domestic and international), retailing, and advertising as it affects the business enterprise.
  - D. Personnel functions including selection, training, compensation; role of unions and labor legislation.
  - E. Finance, financial institutions, stock and commodity exchanges; risks and insurance as they affect the economy.
  - F. Quantitative controls for decision making: accounting and financial statements, business statistics, data processing, budgeting, and forecasting.
  - G. Legal and regulatory environment of business, taxation, regulation of competitive business; business ethics.
  - H. Consumerism and future trends and influences on business.
  - I. The international arena.
  - J. Equal employment opportunity (EEO).
  - K. Stress and counseling.
  - L. International dimensions of organizational behavior.
  - M. Organizational behavior in perspective.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):** SLO 2)

- I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

business plans.

II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.

III. Application- Students will demonstrate their business knowledge and critical thinking in creating their business plans and presenting them during the oral presentation.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s): 4.** C Production, purchasing, location and layout, marketing (domestic and international), retailing, and advertising as it affects the business enterprise.

D Personnel functions including selection, training, compensation; role of unions and labor legislation.

E Finance, financial institutions, stock and commodity exchanges; risks and insurance as they affect the economy.

F Quantitative controls for decision making: accounting and financial statements, business statistics, data processing, budgeting, and forecasting.

G Legal and regulatory environment of business, taxation, regulation of competitive business; business ethics.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s): SLO 2)**

I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their business plans.

II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.

III. Application- Students will demonstrate their business knowledge and critical thinking in creating their business plans and presenting them during the oral presentation.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s): 2. Expected Outcomes -**

A. understand the significance of the nature and operation of formal organizations, the functions and responsibilities of the businessperson, and the development of current knowledge in business administration.

B. examine the full range of international business challenges in finance, trade, marketing, management.

C. comprehend the importance, complexity and interrelationship of the economic, political and social environments within which business persons must pursue their careers and develop social responsibilities.

E. develop a framework for further study of business and career guidance.

F. develop an appreciation for changes taking place in the American business economy and understand

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

their significance.

G. develop a global sensitivity to reorganization and management issues. Develop better informed citizens and consumers; develop decision-making skills; aid students to think critically and communicate effectively.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):** 2) Please type in your specific Learning Outcomes for this course

I. Knowledge - Students will demonstrate appropriate use of business terms and concepts in their business plans.

II. Critical thinking - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.

III. Application- Students will demonstrate their business knowledge and critical thinking in creating their business plans and presenting them during the oral presentation.

Requesting Faculty: Glenn Violet \_\_\_\_\_

Date: May 20, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_

Date: 5-21-10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn

Dave Bush

Andy Lee

Comments:

Subcommittee recommends approval - 10/18/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Survey of International Business (BUSI 53)

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Survey of International Business (BUSI 53)

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s): 2. Expected Outcomes** - demonstrate an understanding of the environments of international trade, finance, investment, marketing, strategy and policy as they relate to the operating manager of multinational enterprise (MNE).

- A. discuss the multiplicity of environments in international business which create a wide range of operational problems requiring new concepts, analytical methods and information.
- B. relate regional and environmental differences to the operative theories, methods and techniques appropriate for management processes and tasks in these environments.
- C. select and apply the appropriate management skills in problem solving in a variety of international business activities.
- D. develop a framework for further study of international business.
- E. understand and describe regional economic and trade consortia including the European Union, Nafta, Mercusor, Asean and others.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s): SLO's**

- I. Knowledge – Students will demonstrate an understanding of international business terms and concepts.
- II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve complex regional and international issues, and make international business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.
- III. Application- Students need to apply key international business concepts and strategies in creating an international management report. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, projects and oral presentation.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s): SLO's**

- I. Knowledge – Students will demonstrate an understanding of international business terms and concepts.
- II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve complex regional and international issues, and make international business decisions during class discussions and analysis papers. This involves using a systematic,

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evaluative, information-based approach.

III. Application- Students need to apply key international business concepts and strategies in creating an international management report. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, projects and oral presentation.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s): 4. Expanded Description of Course Content -**

- A. The nature and scope of international business: The evolution of multinational enterprises (MNE).
- B. Developing a global perspective.
- C. Developing a regional (Latin America/Pacific Basin/E.U./NAFTA) perspective.
- D. Dealing with regional/national differences; differences in political and economic frameworks; differences in human environments and cultural factors; differences in corporate vs. national goals; national government vs. business relationships.

**S5.** Explain world development and global relationships;

**Matching course objective(s): 2. Expected Outcomes -**

- A. demonstrate an understanding of the environments of international trade, finance, investment, marketing, strategy and policy as they relate to the operating manager of multinational enterprise (MNE).
- B. discuss the multiplicity of environments in international business which create a wide range of operational problems requiring new concepts, analytical methods and information.
- C. relate regional and environmental differences to the operative theories, methods and techniques appropriate for management processes and tasks in these environments.
- D. select and apply the appropriate management skills in problem solving in a variety of international business activities.
- E. develop a framework for further study of international business.
- F. understand and describe regional economic and trade consortia including the European Union, Nafta, Mercusor, Asean and others.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

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**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s): . Expected Outcomes -**

- A. demonstrate an understanding of the environments of international trade, finance, investment, marketing, strategy and policy as they relate to the operating manager of multinational enterprise (MNE).
- B. discuss the multiplicity of environments in international business which create a wide range of operational problems requiring new concepts, analytical methods and information.
- C. relate regional and environmental differences to the operative theories, methods and techniques appropriate for management processes and tasks in these environments.
- D. select and apply the appropriate management skills in problem solving in a variety of international business activities.

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s): 4. Expanded Description of Course Content -**

- A. The nature and scope of international business: The evolution of multinational enterprises (MNE).
- B. Developing a global perspective.
- C. Developing a regional (Latin America/Pacific Basin/E.U./NAFTA) perspective.
- D. Dealing with regional/national differences; differences in political and economic frameworks; differences in human environments and cultural factors; differences in corporate vs. national goals; national government vs. business relationships.
- E. Basic corporate policy and strategies: Forms of foreign investments and ownership; organizational structures and controls.
- F. Import/Export policies, limitations, restrictions of national governments vs. the MNE re: manufacturing, assembly, Maquillas, other.
- G. International trade investment theories; reasons for direct foreign investments; cross-national agreements on trade.
- H. Changing patterns of foreign trade and investment policies and strategies.
- I. International financial framework: Foreign exchange risk and MNE strategies and policies; the regional payments system; regional banking and financial markets and conditions.
- J. International marketing and product strategy: Market analysis, structure and perspective; multinational accounting and taxation; management of human resources in regional nations; compensation/labor relations problems.
- K. International Technology Transfer by the "High Tech" MNE's.



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**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s): SLO's**

I. Knowledge – Students will demonstrate an understanding of international business terms and concepts.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve complex regional and international issues, and make international business decisions during class discussions and analysis papers. This involves using a systematic, evaluative, information-based approach.

III. Application- Students need to apply key international business concepts and strategies in creating an international management report. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, projects and oral presentation.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s): SLO's**

I. Knowledge – Students will demonstrate an understanding of international business terms and concepts.

II. Critical thinking - Using critical thinking skills students will be able to critically evaluate, analyze and interpret information to solve complex regional and international issues, and make international business decisions during class discussions and analysis papers. This involves using a systematic,

**General Education Review Request**  
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evaluative, information-based approach.

III. Application- Students need to apply key international business concepts and strategies in creating an international management report. Student will develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multi-cultural, team-oriented, rapidly-changing environment in the written assignments, projects and oral presentation.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s): 2. Expected Outcomes -:**

- A. demonstrate an understanding of the environments of international trade, finance, investment, marketing, strategy and policy as they relate to the operating manager of multinational enterprise (MNE).
- B. discuss the multiplicity of environments in international business which create a wide range of operational problems requiring new concepts, analytical methods and information.
- C. relate regional and environmental differences to the operative theories, methods and techniques appropriate for management processes and tasks in these environments.
- D. select and apply the appropriate management skills in problem solving in a variety of international business activities.
- E. develop a framework for further study of international business.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s): 4. Expanded Description of Course Content -**

- A. The nature and scope of international business: The evolution of multinational enterprises (MNE).
- B. Developing a global perspective.
- C. Developing a regional (Latin America/Pacific Basin/E.U./NAFTA) perspective.
- D. Dealing with regional/national differences; differences in political and economic frameworks; differences in human environments and cultural factors; differences in corporate vs. national goals; national government vs. business relationships.
- E. Basic corporate policy and strategies: Forms of foreign investments and ownership; organizational structures and controls.
- F. Import/Export policies, limitations, restrictions of national governments vs. the MNE re: manufacturing, assembly, Maquillas, other.
- G. International trade investment theories; reasons for direct foreign investments; cross-national agreements on trade.
- H. Changing patterns of foreign trade and investment policies and strategies.
- I. International financial framework: Foreign exchange risk and MNE strategies and policies; the

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regional payments system; regional banking and financial markets and conditions.

J. International marketing and product strategy: Market analysis, structure and perspective; multinational accounting and taxation; management of human resources in regional nations; compensation/labor relations problems.

K. International Technology Transfer by the "High Tech" MNE's.

Requesting Faculty: Glenn Violet \_\_\_\_\_ Date: May 20, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: 5-21-10 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn

Dave Bush

Andy Lee

Comments:

Subcommittee recommends approval - 10/18/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 1 Child Growth and Development: Prenatal to Early Childhood

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** CHLD 1 CHILD GROWTH & DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

**Examine the discipline of childhood through examination of the historical and cultural foundations.**

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

**Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field.**

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Exhibit a variety of observation techniques when observing young children and recording behaviors.**

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

**Examine the discipline of childhood through examination of the historical and cultural foundations.**

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**Analyze and reflect on one's own behavior, personality and values through the study of young children.**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**S11.** Display knowledge of human motivations, behaviors and relationships;

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**Matching course objective(s):**

**Identify and describe major developmental milestones of early development.**

**S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;**

**Matching course objective(s):**

**Examine the discipline of childhood through examination of the historical and cultural foundations.**

**S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;**

**Matching course objective(s):**

**Identify and describe major developmental milestones of early development.**

**Examine the discipline of childhood through examination of the historical and cultural foundations.**

**S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.**

**Matching course objective(s):**

**Analyze and reflect on one's own behavior, personality and values through the study of young children.**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)**

**Matching course objective(s):**

**Examine the discipline of childhood through examination of the historical and cultural foundations.**

**Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field.**

**Analyze and reflect on one's personality and values through the study of children.**

**B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).**

**Matching course objective(s):**

**Exhibit a variety of observation techniques when observing young children and recording behaviors.**

**B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language**

**Exhibit a variety of observation techniques when observing young children and recording behaviors.**

**Identify and describe major developmental milestones of early development.**

**B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).**

**Matching course objective(s):**

**B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).**

**Matching course objective(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Division Curr Rep: Patricia Gibbs Date: 2/17/11

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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Comments:

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Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 2 Child Growth and Development: Middle Childhood to Adolescence

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** CHLD 2 CHILD GROWTH & DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

Examine the discipline of middle childhood and adolescent development through examination of the historical and cultural foundations.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

Evaluate and analyze the major theories and research which surround middle childhood development and adolescent development and recognize the implications on current practice in the field.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Demonstrate a variety of observation techniques and recording behaviors when observing children in middle childhood and adolescence.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

Examine the discipline of middle childhood and adolescent development through examination of the historical and cultural foundations.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

Analyze and reflect on one's own behavior, personality and values through the study of middle childhood and adolescence.

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**Identify and describe major developmental milestones of middle childhood and adolescent development.**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**Identify and describe major developmental milestones of middle childhood development and adolescent development.**

**Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Analyze and reflect on one's own behavior, personality and values through the study of middle childhood and adolescence.**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.**

**Evaluate and analyze the major theories and research in which surround middle childhood development and adolescent development and recognize the implications on current practice in the field.**

**Analyze and reflect on one's own personality and values through the study of middle childhood and adolescence.**

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**Demonstrate a variety of observation techniques when observing and recording behaviors of children in middle childhood and adolescence.**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Demonstrate a variety of observation techniques when observing and recording behaviors of children in middle childhood and adolescence.**

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**General Education Review Request**  
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**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Requesting Faculty: **Jeanne R. Thomas**

Date: **10/9/10**

Division Curr Rep: Patricia Gibbs \_\_\_\_\_

Date: 2/17/11 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: History 20: History of Russia and the Soviet Union

#### **Breadth Criteria:**

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### **Depth Criteria for Area IV-Social & Behavioral Sciences:**

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** History 20: History of Russia and the Soviet Union

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

2A. Understand the general development of Russian political and social culture from the appanage period forward.

2E. Appreciate geographical expansion of the Russian state to 1917 and its subsequent multicultural diversification.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

2I. Effectively communicate in writing and orally the challenges and lasting legacies of Russia and the Soviet Union.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

2J. Describe the application of the scientific method in conducting research in areas relative to history.

12C. Written papers and exams which allow students to demonstrate proficiency in the course SLOs.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

2E. Appreciate geographical expansion of the Russian state to 1917 and its subsequent multicultural diversification.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

2F. Define communist modernization and its implication for the Soviet Union, the United States, and the world.

2G. Analyze the development of the communistic political system and its influence over subsequent communist nations.

2H. Evaluate the collapse of the Soviet Union and the end of the Cold War, and its implications for the United States and the world.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

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**2D.** Assess the impact of Russian economic policies on Russia and the rest of the world before and after the Revolution.

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**2B.** Comprehend the formation of the autocratic bureaucracy and the creation of empire under the reign of the Romanovs.

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**2H.** Evaluate the collapse of the Soviet Union and the end of the Cold War, and its implications for the United States and the world.

**4N.** Yeltsin and Putin.

1. Economic Changes.

2. A Shift to the Right.

3. Relations with the West and the World.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**2H.** Evaluate the collapse of the Soviet Union and the end of the Cold War, and its implications for the United States and the world.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**2J.** Describe the application of the scientific method in conducting research in areas relative to history.

**12C.** Written papers and exams which allow students to demonstrate proficiency in the course SLOs.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

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**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Requesting Faculty: Dolores Davison

Date: 26 April 2010

Division Curr Rep: Bill Ziegenhorn

Date: 27 April 2010

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Sam Connell   Voltaire Villanueva   Bill Ziegenhorn

Comments:

Subcommittee approves application for renewal 5-4-10

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: PHED 002 Sport In Society \_\_\_\_\_

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** PHED 002 Sport In Society \_\_\_\_\_

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

- A. Define and discuss social theories and the development of sport in society past and present*
- D. Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society*

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

- D Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society*
  - 1. Analyze and discuss gender participation issues and controversies*
  - 2. Analyze and discuss race and ethnicity and the role of sport and the athlete in changing society and values.*
  - 3. Compare and contrast cultural development and the sport influence*

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

- B Analyze and discuss who plays sport, why and how it influences development*
- D Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society*
  - 1. Analyze and discuss gender participation issues and controversies*
  - 2. Analyze and discuss race and ethnicity and the role of sport and the athlete in changing society and values.*
  - 3. Compare and contrast cultural development and the sport influence*

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

- D. Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society*
  - 1. Analyze and discuss gender participation issues and controversies*
  - 2. Analyze and discuss race and ethnicity and the role of sport and the athlete in changing society and values.*

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

- E Explain the role of politics and sport and how government and globalization influence sports*
  - 1. Discuss history and changes of sports and world competitions*
  - 2. Study and analyze the political issues that have marked sporting events*

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

- E Explain the role of politics and sport and how government and globalization influence sports*
  - 3. Analyze the role of government wealth and influence of sport development*

**General Education Review Request**  
**AREA IV – SOCIAL & BEHAVIORAL SCIENCES**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

*B. Analyze and discuss who plays sport, why and how it influences development*

*2. Explain social class and its potential role in sport selection*

*D. Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society*

*1. Analyze and discuss gender participation issues and controversies*

*2. Analyze and discuss race and ethnicity and the role of sport and the athlete in changing society and values.*

*3. Compare and contrast cultural development and the sport influence*

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

*A Define and discuss social theories and the development of sport in society past and present.*

*1. Study and evaluate Maslow's hierarchy of need and its role in sport education*

*2. Analyze the social development of the athlete and the nature of "team"*

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

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Matching course objective(s):

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s):

- B. Analyze and discuss who plays sport, why and how it influences development*
- 2. Explain social class and its potential role in sport selection*
- D. Evaluate and analyze the role of race, ethnicity, culture and gender in sport and society*
- 3. Compare and contrast cultural development and the sport influence*

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

Requesting Faculty: Barbara Shewfelt \_\_\_\_\_ Date: \_\_\_\_\_

Division Curr Rep: Katy Ripp/Kelly Edwards \_\_\_\_\_ Date: \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn

Dave Bush

Andy Lee

Comments:

Subcommittee recommends approval 10/18/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: POLI1 - Introduction to American Government and Politics

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Political Science 1 Introduction to American Government and Politics

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

Explore the relationship between political theories and the scientific study of American government.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

Demonstrate competency in political concepts, apply same in critically analyzing selected subtopics.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

Account for differences in political parties/issues and corresponding political research methods and techniques employed.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

Relate cultural diversity issues to subtopics including interest groups and voters.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

Demonstrate an understanding of intermestic issues—the overlap between foreign and domestic policy.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

Relate cultural diversity issues (gender, age, class) and voting to subtopics including interest groups and mass media.

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

Account for social conflict and tensions through theoretical analysis of political organization and political change.

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

Account for political conflict and tensions through theoretical analysis of political organization and political change.

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**AREA IV – SOCIAL & BEHAVIORAL SCIENCES**

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

Analyze how American foreign policies (peace keeping and peace making) impact other countries, such as Iraq and Afghanistan.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

Oral presentations, analysis papers and / or electronic discussions on political research/internet research.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

Analysis of mathematical data and data collection.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

Course component: Research essay on foreign policy decision making.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

Participation in and analysis of local and state election processes.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Course component – internet paper investigating the value of political web sites and blogs.

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Requesting Faculty: \_\_\_\_\_ Meredith Heiser \_\_\_\_\_ Date: Oct. 18, 2010  
Division Curr Rep: \_\_\_\_\_ Patricia Gibbs \_\_\_\_\_ Date: Oct. 18, 2010

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn David Bush Andy Lee
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Comments:

Subcommittee recommends approval 10-21-11
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Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: POLI 3 - Introduction to Political Philosophy/Political Theory \_\_\_\_\_

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.



**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Introduction to Political Philosophy/Political Theory (Political Science 03)\_\_\_\_\_

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**S1. Explain the interactions of people as members of societies, cultures and social subgroups;**

**Matching course objective(s):**

**Analysis of historical development of political thought of: Plato and Aristotle, Augustine and Aquinas, Machiavelli and Hobbes, Locke and Rousseau, Bentham and Mill, Hegel, Marx, and Antonio Gramsci and the influence of those thoughts on the development of societal institutions in the modern world.**

**S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;**

**Develop analytical abilities to compare and contrast competing philosophical concepts of state of nature, human nature, natural law, natural rights, civil society, political society, and locate concepts in governmental structure, law, and society. Student must demonstrate critical, analytical, research and writing skills in written research paper assignment and oral class presentation.**

**S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.**

**Matching course objective(s):**

**Ability to identify the various models (paradigms) of political justifications of forms of the state and connect them to their philosophical roots utilizing the scientific method of inquiry.**

**Depth Map: Additionally, must include at least three of the following:**

**S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;**

**Matching course objective(s):**

**Ability to explore and articulate orally and in writing the philosophical and historical basis of law and justice in society and their influence on modern day institutions.**

**S5. Explain world development and global relationships;**

**Matching course objective(s):** Ability to analyze the influence of the political philosophies being explored and their impact on the historical development of various forms of civil society, political society and the state.

For example, systematically explore the works of Machiavelli and Hobbes and apply them to modern day society.

1. Machiavelli's Republics vs Principalities
2. Use of Political power and why Virtue's is never Virtue
3. Hobbes Concept of state of nature
4. The Social Contract
5. Concept of the Leviathan and defense of monarchy

**S6. Recognize the rights, duties, responsibilities, and opportunities of community members;**

**Matching course objective(s):**

**Ability to understand and appreciate the influence of the political philosophies being studied on the historical development of various forms of institutions of civil society, political society and the state. For Example explore the philosophical works of Augustine and Aquinas with the desired outcome of**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

understanding rights, duties, responsibilities and obligations as a citizen in society.  
Models of Political Justification: Augustine and Aquinas

1. The City of God and the City of man
2. The virtuous man
3. Augustine's best form of Government
4. Aquinas' Purposes and Aims of Society and Government
5. Forms of Government
6. Eternal Law and Natural law
7. Justice and Civil Disobedience

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

Understand and appreciate the roots and the impact of these philosophical thoughts on business and economic activities in the modern world. For Example, the philosophical works of Bentham and Mill and their development of the concept of utility, justice, concept of the state and forms of government.

1. Bentham's Utilitarian Concept of the State
2. Hedonism, Justice and Utility
3. Critique of natural law and Natural Rights
4. Critique of Social Contract
5. The role of Government, Civil Disobedience
6. Mills' concept of Utilitarianism
7. Justice as the basic Moral and Political Objective
8. The Meaning of justice
9. Mill's form of Government

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

Explore the philosophical works of John Locke and Jean Jacques Rousseau on the development of modern societal institutions and the manifestation of these concepts in economics, government, value, natural law and natural rights and the rights of the state: For example,

1. Locke's state of nature, natural law, natural rights, civil society, state
2. The Social Contract
3. Concept of the Separation of Powers
4. The labor Theory of Value
5. Concept of the Common Good
6. Rousseau and The Social Contract
7. Rousseau's state of nature, direct democracy, and freedom
8. Concept of the General Will

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Matching course objective(s):** Explore the contemporary political philosophy of Antonio Gramsci's significant contribution to Marx's Theory of the State especially the concept of hegemony and counter hegemony struggles and their manifestations in social and political movements state and world politics.

1. The Concept of Historical Bloc in Gramsci
2. Gramsci's refinement of Superstructural Elements in Marx
3. The role of ideology and Politics in Gramsci's Theory
4. Concept of Hegemony and Counter-Hegemonic Struggle in Gramsci

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):** Application of the philosophical formulations pursued to the historical development of western societies and the manifestations of these formulations in governmental structures at the national, state and local levels in America and other societies. Explore concepts of Separation of powers, private property rights and individual freedoms in a market economy.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):** Critically explore the Lockean concept of private property rights, accumulation, profit, political freedoms and responsibilities in a liberal capitalist democracy.

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):** Critically explore the Historicist Theory of the State particularly the significant contributions made by Marx.

1. Marx's Philosophy of History
2. Marx's Historical and Dialectical Materialism
3. The Concept of the State
4. The Concept of the Labor Theory of Value
5. The Concept of Alienation and Freedom

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):** Bring into sharp focus Hegel's concept of the dialectic and Marx's refinement of it as the driving force of human history and its connection with the natural world.

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):** Bring out the nexus between one's psychological well-being, mental processes and societal functioning as articulated in the works of Marx, Gramsci, Locke, Hegel and other philosophers.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Matching course objective(s):** Development of critical, oral, analytical, research and writing skills in assigned oral presentations, class discussions, research paper that allows for systematic assessment of student performance in the development of these skills.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):** Students will develop these skills in their assigned research paper projects utilizing the scientific method of investigation and analysis.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):** The Research paper project provides the opportunity for the assessment of these skills.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):** By drawing on the philosophical works of Locke, Hobbes, Rousseau and other philosophers being studied, the types of society they envisioned and role of the individual in those societies and applying them to American society today.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):** Utilizing internet resources, using word process to write research paper, and observing and respecting property rights and properly crediting sources used in the formulation of research paper assignment.

Requesting Faculty: Joseph A. Woolcock \_\_\_\_\_ Date: September 14, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: September 20, 2010 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn

David Bush

Andy Lee

Comments:

Subcommittee recommends approval 10/21/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Introduction to Honors Political Philosophy/Political Theory (Political Science 03)\_\_\_\_\_

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Introduction to Honors Political Philosophy/Political Theory (Political Science 03)\_\_

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**S1. Explain the interactions of people as members of societies, cultures and social subgroups;**

**Matching course objective(s):**

Analysis of historical development of political thought of: Plato and Aristotle, Augustine and Aquinas, Machiavelli and Hobbes, Locke and Rousseau, Bentham and Mill, Hegel, Marx, and Antonio Gramsci and the influence of those thoughts on the development of societal institutions in the modern world. As an Honors course, it is a full seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student class presentations, group discussions and interactions.

**S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;**

Develop analytical abilities to compare and contrast competing philosophical concepts of state of nature, human nature, natural law, natural rights, civil society, political society, and locate concepts in governmental structure, law, and society. Student must demonstrate critical, analytical, research and writing skills in written research paper assignment and oral class presentation and discussions.

**S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.**

**Matching course objective(s):**

Ability to identify the various models (paradigms) of political justifications of forms of the state and connect them to their philosophical roots utilizing the scientific method of inquiry.

**Depth Map: Additionally, must include at least three of the following:**

**S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;**

**Matching course objective(s):**

Ability to explore and articulate orally and in writing the philosophical and historical basis of law and justice in society and their influence on modern day institutions.

**S5. Explain world development and global relationships;**

**Matching course objective(s):** Ability to analyze the influence of the political philosophies being explored and their impact on the historical development of various forms of civil society, political society and the state.

For example, systematically explore the works of Machiavelli and Hobbes and apply them to modern day society.

1. Machiavelli's Republics vs Principalities
2. Use of Political power and why Virtue's is never Virtue
3. Hobbes Concept of state of nature
4. The Social Contract
5. Concept of the Leviathan and defense of monarchy

**S6. Recognize the rights, duties, responsibilities, and opportunities of community members;**

**Matching course objective(s):**

Ability to understand and appreciate the influence of the political philosophies being studied on the historical development of various forms of institutions of civil society, political society and the state. For Example explore the philosophical works of Augustine and Aquinas with the desired outcome of understanding rights, duties, responsibilities and obligations as a citizen in society.

Models of Political Justification: Augustine and Aquinas

1. The City of God and the City of man

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2. The virtuous man
3. Augustine's best form of Government
4. Aquinas' Purposes and Aims of Society and Government
5. Forms of Government
6. Eternal Law and Natural law
7. Justice and Civil Disobedience

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

Understand and appreciate the roots and the impact of these philosophical thoughts on business and economic activities in the modern world. For Example, the philosophical works of Bentham and Mill and their development of the concept of utility, justice, concept of the state and forms of government.

1. Bentham's Utilitarian Concept of the State
2. Hedonism, Justice and Utility
3. Critique of natural law and Natural Rights
4. Critique of Social Contract
5. The role of Government, Civil Disobedience
6. Mills' concept of Utilitarianism
7. Justice as the basic Moral and Political Objective
8. The Meaning of justice
9. Mill's form of Government

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

Explore the philosophical works of John Locke and Jean Jacques Rousseau on the development of modern societal institutions and the manifestation of these concepts in economics, government, value, natural law and natural rights and the rights of the state: For example,

1. Locke's state of nature, natural law, natural rights, civil society, state
2. The Social Contract
3. Concept of the Separation of Powers
4. The labor Theory of Value
5. Concept of the Common Good
6. Rousseau and The Social Contract
7. Rousseau's state of nature, direct democracy, and freedom
8. Concept of the General Will

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

Explore the contemporary political philosophy of Antonio Gramsci's significant contribution to Marx's Theory of the State especially the concept of hegemony and counter hegemony struggles and their manifestations in social and political movements state and world politics.

1. The Concept of Historical Bloc in Gramsci
2. Gramsci's refinement of Superstructural Elements in Marx
3. The role of ideology and Politics in Gramsci's Theory
4. Concept of Hegemony and Counter-Hegemonic Struggle in Gramsci

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

Application of the philosophical formulations pursued to the historical development of western societies and the manifestations of these formulations in governmental structures at the national, state and local levels in America and other societies. Explore concepts of Separation of powers, private property rights and individual freedoms in a market economy.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

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Critically explore the Lockean concept of private property rights, accumulation, profit, political freedoms and responsibilities in a liberal capitalist democracy.

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

Critically explore the Historicist Theory of the State particularly the significant contributions made by Marx.

1. Marx's Philosophy of History
2. Marx's Historical and Dialectical Materialism
3. The Concept of the State
4. The Concept of the Labor Theory of Value
5. The Concept of Alienation and Freedom

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

Bring into sharp focus Hegel's concept of the dialectic and Marx's refinement of it as the driving force of human history and its connection with the natural world.

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

Bring out the nexus between one's psychological well-being, mental processes and societal functioning as articulated in the works of Marx, Gramsci, Locke, Hegel and other philosophers.

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

Development of critical, oral, analytical, research and writing skills in assigned oral presentations, class discussions, research paper that allows for systematic assessment of student performance in the development of these skills.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

Students will develop these skills in their assigned research paper projects, class discussions utilizing the scientific method of investigation and analysis.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

The Honors Research paper project provides the opportunity for the assessment of these skills.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

By drawing on the philosophical works of Locke, Hobbes, Rousseau and other philosophers being studied, the types of society they envisioned and role of the individual in those societies and applying them to American society today.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts



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and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Utilizing internet resources, using word processor to write research paper, and observing and respecting property rights and properly crediting sources used in the formulation of research paper assignment.

Requesting Faculty: Joseph A. Woolcock \_\_\_\_\_ Date: September 25, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: September 30, 2010 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn

Andy Lee

Dave Bush

Comments:

Subcommittee recommends approval - 10/2/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Introduction to International Relations/World Politics (POLI 15) \_\_\_\_\_

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** International Relations/World Politics (POLI 15) \_\_\_\_\_

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

Analysis of the basic elements of international relations, including the factors of sovereignty, nationalism, and national policies. The international struggle for hegemony and the impact of terrorism on world politics are systematically examined in the context of an increasingly uni-polar world.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

1. Analysis of the world capitalist system in the global world economy.
2. Comparative analysis of north/south trade relations in global economy.
3. Investigate problems of international organizations and global trade relations.
4. Analyze semi-peripheral and peripheral nation states relations with core nations in global economy.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):** Systematic analysis of world capitalist system in global world economy and its impact on semi-periphery and peripheral nation states.

Assess trade pacts and trade organizations in the context of international trade relations.  
Investigate current state of north/south trade relations in global economy.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):** Comparative analysis of foreign policy initiatives of core, semi-periphery and peripheral nation states on major foreign policy issues of trade, development and terrorism.

Analysis of the role of Non-Governmental Organizations in the International system.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

Analysis of role of international organizations in settlement of international disputes.  
Assess role of international law in the maintenance of world order.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

Analysis of the role of the European Community, (EU); North American Free Trade Agreement (NAFTA) Caribbean Common Market (CARICOM), etc., the rights, duties and responsibilities in global trade and development.

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

Analysis of the role of international law, trade agreements and security organizations in the maintenance of world order and security.

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**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

Assess trade pacts and trade organizations in the context of international trade relations.

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

Analysis of role of international organizations in settlement of international disputes.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

Comparative analysis of foreign policy initiatives of core, semi-periphery and peripheral nation states on major foreign policy issues of trade, development and terrorism.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

Assess role of international law in the maintenance of world order.

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

Systematic analysis of world capitalist system in global world economy and its impact on semi-periphery and peripheral nation states.

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

Analysis of the Modern World System and its historical development.

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

Oral class presentation, analytical research paper assignment, class discussions.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

Research paper assignment using the scientific method of investigation, the internet, journals, texts. Understanding the role of a consumer of research vs producer of original research.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

Research paper assignment provides opportunity for the assessment of these skills.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

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**Matching course objective(s):**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Research paper assignment utilizing the scientific method and the internet, credit sources used, formulating research paper assignment using word processing and the Modern Language Association (MLA) system of citation/documentation.

Requesting Faculty: Joseph A. Woolcock \_\_\_\_\_ Date: September 25, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: September 30, 2010 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Bill Ziegenhorn

Dave Bush

Andy Lee

Comments:

Subcommittee recommends approval - 10/2/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Honors International Relations/World Politics (POLI 15H)\_\_\_\_\_

#### **Breadth Criteria:**

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### **Depth Criteria for Area IV-Social & Behavioral Sciences:**

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include ***all of the following*** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include ***at least three*** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Course Number & Title:** Honors International Relations/World Politics (POLI 15H) \_\_\_\_\_

Please map each appropriate component from the Course Outline of Record to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

**Depth Map: Must include the following:**

**S1.** Explain the interactions of people as members of societies, cultures and social subgroups;

**Matching course objective(s):**

Analysis of the theoretical formulations of international relations including factors of sovereignty and nationalism. Systematic evaluation of the contending perspectives of the international political economy, international relations theory, and the struggle of global hegemony in world politics within a uni-polar world. As an Honors Course, it is a full seminar with advanced teaching methods focusing on major writing, reading, and research assignments, student oral class presentations, group discussions and interactions.

**S2.** Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

**Matching course objective(s):**

1. Analysis of the world capitalist system in the global world economy.
2. Comparative analysis of north/south trade relations in global economy.
3. Investigate problems of international organizations and global trade relations.
4. Analyze semi-peripheral and peripheral nation states relations with core nations in global economy.

**S3.** Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

**Matching course objective(s):**

Utilizing the scientific method in conducting research, the student will undertake:  
Systematic analysis of world capitalist system in global world economy and its impact on semi-periphery and peripheral nation states.  
Assessment of trade pacts and trade organizations in the context of international trade relations.  
Investigate current state of north/south trade relations in global economy.

**Depth Map: Additionally, must include at least three of the following:**

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course objective(s):**

Utilizing the scientific method, student undertakes:  
Comparative analysis of foreign policy initiatives of core, semi-periphery and peripheral nation states on major foreign policy issues of trade, development and terrorism.  
Analysis of the role of the World Trade Organization (WTO) in global trade relations  
Analysis of the role of Trade Agreements in the world Economy  
Analysis of the role of Non-Governmental Organizations in the International system.

**S5.** Explain world development and global relationships;

**Matching course objective(s):**

Analysis of role of international organizations in settlement of international disputes.  
Assess role of international law in the maintenance of world order and international security.

**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

Analysis of the role of the European Community, (EU); North American Free Trade Agreement (NAFTA) Caribbean Common Market (CARICOM), etc., the rights, duties and responsibilities in global trade and development.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

Analysis of the role of internal law, trade agreements and security organizations in the maintenance of world order and security.

**S8.** Assess the distribution of power and influence;

**Assess trade pacts and trade organizations in the context of international trade relations.**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

Analysis of role of international organizations in settlement of international disputes.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

Comparative analysis of foreign policy initiatives of core, semi-periphery and peripheral nation states on major foreign policy issues of trade, development and terrorism.

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

Assess role of international law in the maintenance of world order.

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

Systematic analysis of world capitalist system in global world economy and its impact on semi-periphery and peripheral nation states.

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

Analysis of the Modern World System and its historical development to the present time.

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**Matching course objective(s):**

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

Oral class presentation, analytical research paper assignment, class discussions

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

Research paper assignment using the scientific method of investigation, the internet, journals, texts. Understanding the role of a consumer of research vs producer of original research.

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**



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Research paper assignment provides opportunity for the assessment of these Skills.

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

Research paper assignment utilizing the scientific method and the internet, credit sources used, formulating research paper assignment using word processing and the Modern Language Association (MLA) system of citation/documentation

Requesting Faculty: Joseph A. Woolcock \_\_\_\_\_ Date: September 25, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: September 30, 2010 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Andy Lee

Bill Ziegenhorn

Dave Bush

Comments:

Subcommittee recommends approval - 10/2/11

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Education Review Request

### AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psychology 30 -- Social Psychology \_\_\_\_\_

#### Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

#### Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Course Number & Title: Psychology 30 -- Social Psychology \_\_\_\_\_

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

**Depth Map: Must include the following:**

**S1. Explain the interactions of people as members of societies, cultures and social subgroups;**

**Matching course objective(s):**

Outcome 2C. Examine social psychological roots of cultural diversity and uniformity in explaining the phenomenon of person perception, attitudes and attitude change, conformity vs. deviance, attraction, aggression, prejudice and stereotyping.

Outcome 2D. Account for diverse groups, such as primary vs. secondary, and how structural, interactional and functional differences influence group dynamics.

Outcome 2F. Account for collective behavior and the social and cultural circumstances leading to acceptable crowd conduct vs. uncontrollable behavior as witnessed in riots.

**S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;**

**Matching course objective(s):**

Outcome 2A. Critically assess background and range of theoretical contributions made by psychologists and sociologists during the 20<sup>th</sup> century.

Outcome 2G. Demonstrate effective reading, writing, and critical thinking skills.

Methods of evaluation 6C. Research project (individual or group)

**S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.**

**Matching course objective(s):**

Outcome 2B. Demonstrate basic understanding of social research methods and techniques used by psychologists and sociologists.

Outcome 2H. Ascertain benefits gleaned by social institutions, such as the law, due to social psychological research findings.

Description 4B. Social research: Methods, techniques and ethics

Methods of evaluation 6C. Research project (individual or group)

**Depth Map: Additionally, must include at least three of the following:**

**S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;**

**Matching course objective(s):**

Outcome 2C. Examine social psychological roots of cultural diversity and uniformity in explaining the phenomenon of person perception, attitudes and attitude change, conformity vs. deviance, attraction, aggression, prejudice and stereotyping.

Outcome 2D. Account for diverse groups, such as primary vs. secondary, and how structural, interactional and functional differences influence group dynamics.

Outcome 2F. Account for collective behavior and the social and cultural circumstances leading to acceptable crowd conduct vs. uncontrollable behavior as witnessed in riots.

**S5. Explain world development and global relationships;**

**Matching course objective(s):**

**General Education Review Request**  
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**S6.** Recognize the rights, duties, responsibilities, and opportunities of community members;

**Matching course objective(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

**S8.** Assess the distribution of power and influence;

**Matching course objective(s):**

**S9.** Analyze current events and global issues in the context of historic, ethical and social patterns;

**Matching course objective(s):**

Outcome 2C. Examine social psychological roots of cultural diversity and uniformity in explaining the phenomenon of person perception, attitudes and attitude change, conformity vs. deviance, attraction, aggression, prejudice and stereotyping.

Outcome 2D. Account for diverse groups, such as primary vs. secondary, and how structural, interactional and functional differences influence group dynamics.

Outcome 2E. Understand importance of leadership and the different types of leaders.

Outcome 2F. Account for collective behavior and the social and cultural circumstances leading to acceptable crowd conduct vs. uncontrollable behavior as witnessed in riots.

**S10.** Comprehend and engage in social, economic and political issues at the local, national and global level;

**Matching course objective(s):**

**S11.** Display knowledge of human motivations, behaviors and relationships;

**Matching course objective(s):**

Outcome 2C. Examine social psychological roots of cultural diversity and uniformity in explaining the phenomenon of person perception, attitudes and attitude change, conformity vs. deviance, attraction, aggression, prejudice and stereotyping.

Expanded Description 4 - Interpersonal attraction, personal relationship and gender

**S12.** Understand the evolutionary origins of humanity and how this relates to present day human interactions;

**Matching course objective(s):**

**S13.** Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

**Matching course objective(s):**

Outcome 2C. Examine social psychological roots of cultural diversity and uniformity in explaining the phenomenon of person perception, attitudes and attitude change, conformity vs. deviance, attraction, aggression, prejudice and stereotyping.

Outcome 2D. Account for diverse groups, such as primary vs. secondary, and how structural, interactional and functional differences influence group dynamics.

Outcome 2F. Account for collective behavior and the social and cultural circumstances leading to acceptable crowd conduct vs. uncontrollable behavior as witnessed in riots.

**S14.** Explain the association between psychological well-being, mental processes, emotions & societal functioning.

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

**Matching course objective(s):**

Expanded Description 4 - Learning about the Self (presentation of self in everyday life, the self and the socialization process, theories: self-perception, labeling, self-awareness, social comparison, socialization, social identity: self-esteem and ethnicity)

**Breadth Mapping: please indicate all that apply (if applicable)**

**B1.** Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

**Matching course objective(s):**

Outcome 2A. Critically assess background and range of theoretical contributions made by psychologists and sociologists during the 20<sup>th</sup> century.

Outcome 2G. Demonstrate effective reading, writing, and critical thinking skills.

Outcome 2H. Ascertain benefits gleaned by social institutions, such as the law, due to social psychological research findings.

Methods of evaluation 6C. Research project (individual or group)

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

**Matching course objective(s):**

**B3.** Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

**Matching course objective(s):**

Outcome 2A. Critically assess background and range of theoretical contributions made by psychologists and sociologists during the 20<sup>th</sup> century.

Outcome 2G. Demonstrate effective reading, writing, and critical thinking skills.

Methods of evaluation 6C. Research project (individual or group)

**B4.** Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

**Matching course objective(s):**

Outcome 2C. Examine social psychological roots of cultural diversity and uniformity in explaining the phenomenon of person perception, attitudes and attitude change, conformity vs. deviance, attraction, aggression, prejudice and stereotyping.

Outcome 2D. Account for diverse groups, such as primary vs. secondary, and how structural, interactional and functional differences influence group dynamics.

Outcome 2F. Account for collective behavior and the social and cultural circumstances leading to acceptable crowd conduct vs. uncontrollable behavior as witnessed in riots.

**B5.** Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Matching course objective(s):**

**General Education Review Request**  
**AREA IV - SOCIAL & BEHAVIORAL SCIENCES**

Requesting Faculty: Eta Lin \_\_\_\_\_ Date: May 21, 2010 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: May 24, 2010 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

Approved: \_\_\_\_\_ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

[Bugs? Errors? Comments?](#)[View for Printing \(new window\)](#)[Run Compare Only \(new window\)](#)

## Non-Credit

### NCBS 405 SUPPLEMENTAL INSTRUCTION

[Edit Course Outline](#)

NCBS 405

SUPPLEMENTAL INSTRUCTION

Winter 2012

60 hours total.

0 Units

**Total Contact Hours: 60** (Total of All Lecture, Lecture/Lab, Lab, and TBA hours X 12)**Lecture Hours:**   **Lab Hours:** 5   **Lecture/Lab:**   **TBA Hours:**   **Homework Hours:****Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.**Repeatability -****Statement:** Unlimited Repeatability.**Status -****Course Status:** Active**Grading:** No Credit**Degree Status:** Non-Applicable**Credit Status:** Non-Credit**Degree or Certificate Requirement:** Stand Alone Course**GE Status:** Non-GE**Articulation Office Information -****C.I.D. Notation:****Transferability:** None**Validation:****Division Dean Information -****Seat Count:** 999   **Load Factor:** 0   **FOAP Code:****Instruction Office Information -****FSA Code:****Distance Learning:** no**Stand Alone Designation:** no**Program Title:****TOPs Code:****Unique Code:****1. Description -**

An open-entry, open-exit course for students who seek academic support, through supplemental instructions and

use of computers, to fill in missing prerequisite knowledge and strengthen skills developed in a referring course or courses as follows: CHEM 1A, 1B, 1C, 12A, 12B, 12C, 25, 30A, 30B, 34H, 36, 36X, 36Y, 70, 100, 100X, 100Y, CIS 1, 2, 12A, 12C, 12D, 12W, 15A, 15B, 15C, 15D, 15P, 18, 19A, 19D, 19K, 19L, 19M, 19N, 19P, 19V, 19W, 25A, 25B, 27A, 27B, 27C, 27D, 27P, 30, 50A, 51A, 52A, 52B, 52C, 52E, 52F, 52J, 52K, 52N, 52P, 52Q, 54C, 54D, 54E, 55A, 55B, 55C, 60, 61A, 61B, 61C, 61X, 61Y, 62A, 63A, 63A1, 63B, 68A, 68B, 68C1, 68C2, 68C3, 68E, 68H, 68J, 68K, 68L, 68M, 78, 96, 96X, 96Y, CNET 52A, 53A, 53B, 53C, 53F, 53M, 53N, 54A, 54B, 54C, 54D, 54E, 54G, 54H, 54I, 54J, 54L, 54M, 54N, 54Q, 56A, 56B, 56C, 56E, 56F, 56G, 56J, 60F, 60K, 65A, 65B, 65C, 75A, 75B, 75C, 75D, 75E, 75F, 75G, 75I, 80A, 95A, 95G, 97A, 99, 112, 113, 116A, 116B, 118, 119, C S 1A, 1B, 1C, 2A, 2B, 2C, CS 200,

ENGR 10, 34H, 35, 36, 36X, 36Y, 37, 37L, 45, 49, MATH 1A, 1B, 1C, 1D, 2A, 2B, 10, 11, 12, 22, 34H, 36, 36X, 36Y, 44, 48A, 48B, 48C, 49, 51, 105, 220, 221, 224, 230, 230J, 230X, 231, 234, 235, 236, 238, 300, PHYS 2A, 2B, 2C, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 6, 12, 34H, 36, 36X, 36Y.

## 2. Course Objectives -

The students will be able to:

- A. Use online course management system(s) to practice problem solving in Chemistry, Computer Information Systems, Computer Networking & Electronics, Computer Science, Engineering, Math, or Physics courses.
- B. Identify and use appropriate computer software(s) to generate assigned class reports for Chemistry, Computer Information Systems, Computer Networking & Electronics, Computer Science, Engineering, Math, or Physics courses.
- C. Identify and use appropriate computer software(s) to create additional practice problems for mastery of course content in Chemistry, Computer Information Systems, Computer Networking & Electronics, Computer Science, Engineering, Math, or Physics.
- D. Use individualized instruction to enhance learning in Chemistry, Computer Information Systems, Computer Networking & Electronics, Computer Science, Engineering, Math, or Physics course(s).

## 3. Special Facilities and/or Equipment -

Internet access and computers.

## 4. Course Content (Body of knowledge) -

- A. Use online course management system(s)
  1. Problem solving using software
    - a. Pearson product-MyMathLab, MyLabsPlus, MyLab, Mastering Chemistry
    - b. Wiley product-Wiley Plus
    - c. Cengage product-Webassign
    - d. McGraw-Hill product-ALEKS, McGraw-Hill Connect
    - e. ETUDES
- B. Identify and use appropriate computer software(s)
  1. In-class reports generated by using software
    - a. Maple
    - b. Mathematica
    - c. Geometer's Sketchpad
    - d. Excel
    - e. SPSS
    - f. Graphical Analysis
    - g. SpartanView
    - h. Microsoft Word
- C. Identify and use appropriate computer software(s)
  1. Additional practice problems using software
    - a. Pearson product-MyMathLab, MyLabsPlus, MyLab, Mastering Chemistry
    - b. Wiley product-Wiley Plus
    - c. Cengage product-Webassign
    - d. McGraw-Hill product-ALEKS, McGraw-Hill Connect
- D. Use individualized instruction
  1. Apply knowledge obtained to enhance learning in Chemistry, Computer Information Systems,



Computer Networking & Electronics, Computer Science, Engineering, Math, or Physics course(s)

- a. Individualized instruction
- b. Computer research
- c. Use of software

**5. Repeatability** - Moved to header area.

**6. Methods of Evaluation -**

- A. Completion of homework problems as assigned by course instructor.
- B. Completion of additional problems beyond those assigned by course instructor.
- C. Completion of lab reports.

**7. Representative Text(s) -**

Students will use textbook(s) in the referring course(s).

**8. Disciplines -**

Chemistry  
Physics  
Engineering  
Mathematics  
Computer Information Systems  
Computer Science  
Computer Networking & Electronics

**9. Method of Instruction -**

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

**10. Lab Content -**

- A. Determining different approaches to solving problems.
- B. Exploring applications of scientific and mathematical rules and postulates.
- C. Determining limitations of software.

**11. Honors Description** - No longer used. Integrated into main description section.

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

- A. Homework assignments
  - 1. Problems are assigned by course instructor
  - 2. Completion of assignments both online and hand written
- B. Laboratory assignments
  - 1. Problems are assigned by course instructor
  - 2. Completion of assignments both online and hand written
- C. Additional course work

1. Practice worksheets provided by instructor that showcase basic and more challenging problems
2. Reading textbook

### 13. Need/Justification -

This course is designed to increase the success rate for the following courses: Chemistry, Computer Information Systems, Computer Networking & Electronics, Computer Science, Engineering, Math, or Physics.

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**Course status:** *Active*

**Development status:** Curriculum Rep

**Owner-Editor:** [silvermanlori@foothill.edu](mailto:silvermanlori@foothill.edu)

**Edit History:**

User: Administrator -	ID: nunezcori@foothill.edu -	Modified: 2011-10-20 10:33:12
User: Administrator -	ID: nunezcori@foothill.edu -	Modified: 2011-10-03 09:49:10
User: Administrator -	ID: nunezcori@foothill.edu -	Modified: 2011-10-03 09:38:43
User: Administrator -	ID: nunezcori@foothill.edu -	Modified: 2011-10-03 08:56:26
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-20 11:40:46
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-20 11:36:16
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-20 11:22:01
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-20 11:16:32
User: Administrator -	ID: nunezcori@foothill.edu -	Modified: 2011-09-20 09:48:43
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-19 21:28:54
User: Dean -	ID: MurrayPeter@foothill.edu -	Modified: 2011-09-19 16:56:13
User: Administrator -	ID: nunezcori@foothill.edu -	Modified: 2011-09-14 11:43:38
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-14 11:30:03
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-09 22:48:37
User: Editor/Owner	ID: silvermanlori@foothill.edu	Modified: 2011-09-08 15:33:25

**Comments:** MurrayPeter@foothill.edu wrote: Plz add CS 1-99, CNET 50-99  
Change Math to Math 1A - Math 231  
Good work!!!  
nunezcori@foothill.edu wrote: suggest we add lab content and reading examples.

**Last updated:** 2011-10-20 10:33:12

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**NCBS 405    SUPPLEMENTAL INSTRUCTION**

[Edit Course Outline](#)

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**Submissions Course Outline Editor**

[Return to Administration](#)

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### **Resolution Regarding Process for New Course Creation**

Whereas, all Foothill faculty are committed to the common goal of creating quality curriculum that meets student needs and recognize that collaboration fosters the creation of stronger, more innovative curriculum than might result from an author working alone, yet the current division-level curriculum committee structure often results in the creation of courses without collaboration, input or even notification of other faculty;

Whereas, courses must be created with careful consideration of how they align with the overall college mission and fit into the college's curricular offerings;

Whereas, curriculum created by one division may inadvertently duplicate or otherwise impact curriculum in another division, potentially resulting in significant consequences to WSCH and/or faculty load, yet part of the College Curriculum Committee's charge is to avoid duplication of curriculum in Foothill courses and programs;

Resolved, that the Foothill College Curriculum committee amend the current curriculum approval process such that when proposing a new course, prior to receiving a course number or C3MS shell, the faculty curriculum author(s) must submit a brief proposal to the College Curriculum Committee which includes the planned Course Description, Need/Justification Statement, and Discipline assignment(s); and,

Resolved, that if upon review/second read the CCC agrees that the course is interdisciplinary in nature, the author(s) will be encouraged to collaborate and/or actively seek input from faculty in all of the relevant disciplines as they continue to develop the course, and

Resolved, that if the College Curriculum Committee determines that the course is interdisciplinary in nature, once fully developed and approved by the Division CC the course must also be submitted to the College Curriculum Committee for review and final approval before it is sent to the FHDA Board of Trustees.