

College Curriculum Committee
Meeting Minutes
Tuesday, November 15, 2011
2:02 p.m. - 3:33 p.m.
Toyon Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: November 1, 2011	Minutes approved as written M/S/C (Schultz, Lankford).
2. Announcements: <ul style="list-style-type: none"> a. Need/Justification Statements due Nov 15th. b. Other 	Speaker: Carolyn Holcroft New path of CORs is causing delay. Concern about meeting the December deadline b/c CORs not reaching Curriculum rep status in a timely manner. C3MS glitch has caused trouble with moving CORs out of Articulation status correctly, but Lee working to fix ASAP.
3. Report out from Fine Arts Division	Speaker: Robert Hartwell Presentation from Hartwell. Expressed kudos to Dean Anderson for assisting the faculty in moving curriculum ahead. In an effort to re-invigorate their division curriculum committee, FA is using Etudes to facilitate their curriculum discussion and decision-making. Faculty developing Media Studies program, and Bruce Tambling is updating the Music Technology program. BHS will present at the next meeting.
4. Consent Calendar: <ul style="list-style-type: none"> a. General Ed Applications (26) b. Stand Alone Applications (6) 	Speaker: Carolyn Holcroft <ul style="list-style-type: none"> • General comment that the dates on the applications seem old. Holcroft & Cammin clarified that although original date of app might seem old the CORs have not changed and they only recently underwent review for GE inclusion. • Two reps commented that on some applications the author didn't reference the actual item number from the COR so it's more difficult for the subcommittee to review those applications. Curriculum team will add explicit examples to the applications to make it clear that the COR item numbers need to be on GE application. M/S/C (Hartwell, Cashmore)
5. New Course Process	Speaker: Carolyn Holcroft <ul style="list-style-type: none"> • Horowitz suggests that CCC take back the responsibility of reviewing ALL NEW courses here. Starer suggests that that topic is a larger issue that needs to be agendized for a larger discussion and Holcroft confirmed this. • PSME proposed a resolution suggesting creation of an Interdisciplinary subcommittee which would review each new course proposal, identify which courses are interdisciplinary, and then direct the faculty author to be responsible to talk with faculty in other identified disciplines. CCC would be notified of those courses. • Lankford proposed resolution that process could be less formal. CCC would have a standing item on the agenda where each Curr Rep announced by the reps at the beginning of the CCC meetings and from there the Curr Reps could filter the info (with a form in hand that the faculty author has completed). • PSME is only interested in entertaining this process if it stays with a discussion about interdisciplinary status and doesn't morph into interdisciplinary faculty trying to control each other's curriculum and pedagogy. • Several reps proposed slight modification to

	<p>Lankford's resolution. The group is in favor of keeping the process simple. The CCC team will make suggested adjustments and return on the next agenda.</p>
6. Division CC & Non-Credit Processes	<p>Speaker: Kimberlee Messina</p> <p>What and how does the curriculum process happen in each division? Cammin reminded that our curriculum organization is very different than other colleges, and our process can only be successful if we are vigilant with our duties.</p> <ul style="list-style-type: none"> • BHS curriculum committee is the entire division. All curriculum is reviewed by all the faculty. They are expected to review all the CORs, make comments and suggestions and initial the CORs. Horowitz commented that he doesn't think all faculty participate and that the reviews are not as rigorous as needed. Schultz countered that those faculty who do review, do an extremely thorough job. • LA division process has recently been reinvigorated to be more thoughtful of the curriculum as described in detail at last CCC meeting. LA has had very vigorous discussions regarding distance and stand alone courses. • BSS has 12 different departments, many with only 1 or two faculty. Their Division curriculum committee meets once a month and they also use Etudes for communication and decision-making in between the Division mtgs. • FA has a 7-person committee that has been reinstated to have more clearly defined processes. • CNSL curriculum committee now meets once a month. They start every meeting with "what's happening". They want "lean & mean" curriculum discussions. They have also decided that there will be more continuity with CCC as they are going to off-set their tenure on the committee so the there's a consistent voice. • PSME has departmental curriculum meetings and one Division curriculum meeting once a quarter, at which each department gets a single vote. Much communication via email in between meetings. • AL has had a difficult time because faculty are very scattered physically, and the limited number of full-time faculty in each area has been problematic. Primary reliance has made a large shift in curriculum away from dean and onto faculty. The current Division Curriculum committee is three and they try to meet after each Division meeting. Not all the faculty in the division are from academia and that posses some unique issues. • PE is in transition. Up until now, all new curricular updates were circulated thru the division in paper form and they all voted. They are currently establishing a specific division curriculum committee that is more focused, more green and more inclusive. • We'd like to keep having these conversations to develop best-practice resources and help divisions be as effective as possible.
7. Report Out from Plenary	<p>Speaker: Carolyn Holcroft</p> <p>Distribution of three documents for discussion.</p> <ul style="list-style-type: none"> • Document: Resolutions concerning repeatability that

	<p>passed at ASCCC Fall plenary.</p> <ul style="list-style-type: none">○ Repeatability being eliminated for almost all disciplines. Repeatability corrections in CORs should be done ASAP b/c the change likely to take effect Spring 2012. Since COR updates are being done now, this will prevent us scrambling come Spring quarter. Instead of allowing repeats, one option is to make up to four levels of a subject.○ Repetition is an immediate issue. This is retaking a course to alleviate a substandard grade and applies within the entire District, not just FH. Reps need to make sure their faculty are aware of this and can advise students appropriately. Equivalent courses within the District are the next project for Kimberlee, to determine which courses map to the other campus. Drops/W's will directly effect apportionment. Implementation will be Summer 2012.• Documents regarding Student Success Task Force Recommmendations: memo from Michelle Pilati and ASCCC adopted resolutions re: SSTF recs. Please read and share with constituents.
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Attendees: K. Armstrong, J. Baker, F. Cammin, B. Cashmore, B. Day, I. Escoto, M. Francisco, R. Hartwell, C. Holcroft, K. Horowitz, K. Jones, M. Knobel, S. Lankford, A. Lee, D. MacNeil, K. Messina, P. Murray, J. Nguyen, G. Schultz, B. Shewfelt, P. Starer, B. Ziegenhorn

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: CHLD 11

Affirming Diversity in Education

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: CHLD 11 Affirming Diversity in Education

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

2B. Analyze the multifaceted nature of diversity and how race, culture, social class, gender, sexual orientation and other social forces interact together influencing development.

Course examines and compares elements of the following cultures: European American, Middle Eastern, African American, Chinese American, Japanese American and Latino.

2G. Discuss a pedagogical rationale for a culturally responsive and anti-bias education.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

2B. Analyze the multifaceted nature of diversity and how race, culture, social class, gender, sexual orientation and other social forces interact together influencing development. Course examines and compares elements of the following cultures: European American, Middle Eastern, African American, Chinese American, Japanese American and Latino.

2G. Discuss a pedagogical rationale for a culturally responsive and anti-bias education.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

2G. Discuss a pedagogical rationale for a culturally responsive and anti-bias education.

2C. Synthesize and analyze the theories and research related to children's awareness of human diversity-role of educator in preventing and reducing prejudice.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

2B. Analyze the multifaceted nature of diversity and how race, ethnicity, culture, social class, gender, sexual orientation and other social forces interact together influencing development.

2D. Describe cultural influences on children's development with emphasis on research-evaluate the cultural influences on children's development.

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U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

2A. Identify and describe the research regarding the changing demographics in education.

4A. Focus on racial and ethnic diversity, bicultural, bilingual and students with various socioeconomic backgrounds

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

2C. Synthesize and analyze the theories and research related to children's awareness of human diversity-children's awareness and feelings about social class differences.

6B. Journal writing with critical analysis.

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 component(s):

2F. Analyze the theoretical bases for multicultural education and compare different types of multicultural education.

2G. Discuss a pedagogical rationale for a culturally responsive and anti-bias education.

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

Matching course component(s):

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

Matching course component(s): Discuss a pedagogical rationale for a culturally responsive and anti-bias education.

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 component(s):

4G. Discuss and formulate a rationale for culturally relevant and anti-bias education:

-guidelines for selecting culturally relevant and anti-bias materials

-activities to challenge assumptions and bias regarding race, ethnicity, culture, social class, gender, sexual orientation, abilities and disabilities

-criteria for evaluating books

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 component(s):

Requesting Faculty: *Jeanne R. Thomas*

Date: 10/27/11

Division Curr Rep: Bill Ziegenhorn _____

Date: 10-28-11 _____

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn

Scott Lankford

Comments:

Approved by subcommittee 11-23-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: **COMM 10 Gender, Communication and Culture** _____

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must** include ***at least three*** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: COMM 10 Gender, Communication and Culture _____

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

Description: A comparative and integrative study of the interactive relationship between communication, gender, and culture in American society.

2B. Develop an ability to be critical and holistic in analysis by examining many other forces, which influence our thinking and behavior--such as race, class, sexual orientation, age, appearance, and physical ability.

2C. Practice critical thinking and examine our own lived experience to reflect on and analyze research.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

Description: Analysis of gendered histories, traditions, and practices, which normalize certain expectations, values, meanings, and patterns of behavior across cultural/racial lines (Native Americans, Latino Americans, European Americans, African Americans, Asian Americans, Gays, Lesbians, Bi-sexual, and Transgendered peoples).

Identify and challenge current cultural views that **constrain** individuals and **create inequities**.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

2C. Practice critical thinking and examine our own lived experience to reflect on and analyze research.

4A2. Interpersonal theoretical viewpoints explaining gender development;

4A3. Cultural theories that examine the larger influences of culture on gender development.

Description: A **comparative** and integrative study of gender, communication and culture in America Society.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

Description: Analysis of gendered histories, traditions, and practices, which normalize certain expectations, values, meanings, and patterns of behavior across cultural/racial lines (Native Americans, Latino Americans, European Americans, African Americans, Asian Americans, Gays, Lesbians, Bi-sexual, and Transgendered peoples).

Identify and challenge current cultural views that **constrain** individuals and **create inequities**.

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

Examination of cultural identities which influence thinking and behavior, such as race, class, gender,

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ethnicity, sexual orientation, nationality, age, appearance, and physical ability.

Description: Analysis of gendered histories, traditions, and practices, which normalize certain expectations, values, meanings, and patterns of behavior across cultural/racial lines (Native Americans, Latino Americans, European Americans, African Americans, Asian Americans, Gays, Lesbians, Bi-sexual, and Transgendered peoples).

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):

2B. Develop an ability to be critical and holistic in analysis by examining many other forces which influence our thinking and behavior--such as race, class, sexual orientation, age, appearance, and physical ability.

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

2H. Analysis of gendered organizational communication: **Institutional stereotypes** of women and men that are reflected in **policies, structures, and practices**; **Misunderstandings** in professional communication along gender lines; Gender Systems in Organizations; Efforts to **Redress Gendered Inequity**.

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

12. Weekly lecture/discussion covering subject matter from text assignment with extended topic information and examination of popular culture. Class discussion is required Cooperative learning exercises, Field work, Internship/preceptorship, Community service). Exercises, demonstrations, and presentations: Exercises may include individual or group participation and covers assigned reading, lecture topics and group projects.

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

Analysis of the multiple ways communication in interpersonal relationships, educational institutions, organizations, media, and society in general creates and perpetuates gender roles

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 component(s):

12. Reading Assignments: Weekly reading assignments from text and outside sources ranging from 30 to 60 pages per week. Lecture/discussion: Weekly lecture/discussion covering subject matter from text assignment with extended topic information and examination of popular culture. Class discussion is required. Writing Assignments: Two short analytical papers and one research project (10-15 pages) Exercises, demonstrations, and presentations: Exercises may include individual or group participation and covers assigned reading, lecture topics and group projects.

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

Matching course component(s):

12. Analytical papers and research project (quantitative and qualitative-triangulation)

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

Matching course component(s):

12. Weekly lecture/discussion covering subject matter from text assignment with extended topic information and examination of popular culture. Class discussion is required. Writing Assignments: analytical papers and research project. Exercises, demonstrations, and presentations: Exercises may include individual or group participation and covers assigned reading, lecture topics and group projects.

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 component(s):

4. Analysis and application of cultural, social, political, and economic theories on gender communication (i.e. Liberal feminism, Cultural feminism, Lesbian feminism, Power feminism, Multicultural feminism, Anti feminism, Third Wave feminism, etc). Practice critical thinking and examine our own lived experience to reflect on and analyze research. Analysis of gendered histories, traditions, and practices, which normalize certain expectations, values, meanings, and patterns of behavior across cultural/racial lines (via Cooperative learning exercises, Field work, Internship/preceptorship, Community service).

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 component(s):

12. Analytical papers and research project and presentations.

3. Video camera, television, DVD, VHS recorder; for online work, access to a computer with email software and internet capability, Java-script enabled internet browsing software.

Requesting Faculty: Shawn Townes _____ Date: October 28, 2011 _____

Division Curr Rep: Robert Hartwell _____ Date: 10/31/11 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn
Scott Lankford

Comments:

Approved by subcommittee 11-23-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: **COMM 12 Intercultural Communication**

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must** include ***at least three*** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: COMM12 Intercultural Communication

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

Description: Examination of cultural identities which influence thinking and behavior, such as race, class, gender, ethnicity, sexual orientation, nationality, age, appearance, and physical ability.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

Description: A comparative and integrative study of intercultural communication in American Society. Analysis of cultural histories, cultural concepts, language, ethnic perspectives, perceptions, symbols and roles as they facilitate or hinder effective verbal and nonverbal interaction across cultural lines. **Identify and challenge** current cultural views that **constrain** individuals and **create inequities**.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

4H. Representations of the racialized other; implications and consequences of media images. Sociological influences on intercultural communication: memberships; self-concepts; inter group and interpersonal communication; role and interpersonal relationships.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

4C. Cultural influences on intercultural communication: **dimensions of racial and cultural variability**; cultural values; norms and rules.

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

Description: Examination of cultural identities which influence thinking and behavior, such as race, class, gender, ethnicity, sexual orientation, nationality, age, appearance, and physical ability.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):

Description: Examination of cultural identities which influence thinking and behavior, such as race, class, gender, ethnicity, sexual orientation, nationality, age, appearance, and physical ability.

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

2D. Analyze the barriers to **effective intercultural communication** relative to intercultural differences.
2C. Analyze verbal and nonverbal dimensions of intercultural communication.
4E. Analyze psychocultural influences on intercultural communication: Expectations, stereotypes, and attitudes; changing expectations, reducing uncertainty and anxiety.

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

12. Weekly lecture/discussion covering subject matter from text assignment with extended topic information and examination of popular culture. Class discussion is required (Cooperative learning exercises, Field work, Internship/preceptorship, Community service). Exercises, demonstrations, and presentations: Exercises may include individual or group participation and covers assigned reading, lecture topics and group projects.

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

4E. Analyze psychocultural influences on intercultural communication.

13. **Communication is the heart of social life and social change.** Through communication, we can identify and challenge current cultural views that constrain individuals and create inequities.

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 component(s):

12. Reading Assignments: Weekly reading assignments from text and outside sources ranging from 30 to 60 pages per week. Lecture/discussion: Weekly lecture/discussion covering subject matter from text assignment with extended topic information and examination of popular culture. Class discussion is required. Writing Assignments: Two short analytical papers and one research project (10-15 pages) Exercises, demonstrations, and presentations: Exercises may include individual or group participation and covers assigned reading, lecture topics and group projects.

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

Matching course component(s):

12. Analytical papers and research project (quantitative and qualitative-triangulation)

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

Matching course component(s):

4D. Analysis and application of sociological influences on intercultural communication: Self-concept; Inter group and interpersonal communication; Role and interpersonal relationships.

4E. Analysis and application of psychocultural influences on intercultural communication; Expectations, stereotypes, and attitudes; Changing expectations, reducing uncertainty and anxiety (via Cooperative learning exercises, Field work, Internship/preceptorship, Community service).

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 component(s):

4D. Analysis and application of sociological influences on intercultural communication: Self-concept;

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Inter group and interpersonal communication; Role and interpersonal relationships.

4E. Analysis and application of psychocultural influences on intercultural communication; Expectations, stereotypes, and attitudes; Changing expectations, reducing uncertainty and anxiety (via Cooperative learning exercises, Field work, Internship/preceptorship, Community service).

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 component(s):

12. Analytical papers and research project and presentations.

3. Video camera, television, DVD, VHS recorder; for online work, access to a computer with email software and internet capability, Java-script enabled internet browsing software.

Requesting Faculty: Shawn Townes _____ Date: 10/28/11 _____

Division Curr Rep: Robert Hartwell _____ Date: 10/31/11 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn

Scott Lankford

Comments:

Approved by subcommittee 11-23-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: English 7: Native American 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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: English 7: Native American 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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course objective(s):

- A. Identify significant literary, social, historical, cultural, and religious issues in the development of pre-contact Native American literatures.
- B. Differentiate between major tribal cultures, groups, practices and traditions in the analysis of post-contact autobiographical narratives, stories, songs and other genres.
- C. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s):

- D. Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s):

- E. Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):

- 1. Examine significance and influence of Native American literatures on contemporary American, European, and World literatures.

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s):

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

F. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.

Significance and influence of Native American literatures on contemporary American, European, and World literatures.

Contributions of indigenous civilizations to the character and survival of European colonial enterprises

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

Issues of identity and diversity in Native American communities as expressed in literary productions

1. Connections to traditional tribal lands, traditions, and sovereignty

U9. Analyze and interpret how culture shapes human development and behavior.

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):

2. Denotative and connotative meaning of words and statements
3. Structure or development of events, emotions, images, and ideas
4. Figurative and symbolic language in relation to central theme(s) of the work
5. Artistic synthesis of literal and figurative details with theme(s)

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

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):

G. Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

Historical evolution of genres and styles in appropriate literary, cultural and historical context

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):

History of American governmental policies toward Native American peoples

1. Contributions of indigenous civilizations to the character and survival of European colonial enterprises
2. Origin and development of Euro-American stereotypes about Native peoples
3. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

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: Jordana Finnegan Date: November 23, 2009

Division Curr Rep: Kella Svetich Date: November 23, 2009

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn Scott Lankford

Comments:

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Foothill College

Approved Course Outlines

For Faculty and Staff use only

Language Arts		
ENGL 7	NATIVE AMERICAN LITERATURE	Winter 2008
Four hours lecture.		
Lecture Hours: 4	Unloaded Hours:	4 Units
Lecture/Lab Hours:	Lab Hours:	
If Lab hours are specified, item 10. <i>Lab Content</i> , must also appear.		
<hr/>		
Repeatability:		
Grading System: Letter		
<hr/>		
GE Status:	Non-GE	
<hr/>		
Degree Status:	Applicable	
<hr/>		
Course Status: Active	Credit Status:	Credit
<hr/>		
Distance Learning: Online	Distance Approval:	07F
<hr/>		
Honors Course:		
<hr/>		
C.A.N. Notation:		
TCSU Notation:		
FSA Code:		
<hr/>		
Related ID:		
<hr/>		
Transferability: Both	Validation	07/01/2006
<hr/>		
Seat Count: 50		
Load Factor: .1		
Budget Code: 141662		
<hr/>		
Cross Listed as:		
<hr/>		

1. Description -

Introduction to the history, development, and diversity of Native American literatures from pre-

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

contact civilizations to present-day tribal cultures. Readings in traditional creation myths, songs, and stories from a variety of tribal cultures; nineteenth and twentieth century autobiographical narratives; and significant works of fiction, poetry, and non-fiction prose by contemporary Native American authors. Emphasis on the specific religious, linguistic, historical, political and cultural context of Native American literary achievements. Offered Winter Quarters (rotated with ENGL 40)

Advisory: Eligibility for ENGL 1A recommended; not open to students with credit in ENGL 7H.

2. Expected Outcomes -

The student will be able to:

- A. Identify significant literary, social, historical, cultural, and religious issues in the development of pre-contact Native American literatures.
- B. Differentiate between major tribal cultures, groups, practices and traditions in the analysis of post-contact autobiographical narratives, stories, songs and other genres.
- C. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.
- D. Distinguish between the differing characteristics and contributions of oral and written traditions and their influence upon contemporary Native American literary productions.
- E. Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.
- F. Discuss issues of gender, race, class, sexual preference, and religion and their impact on Native American communities and literatures.
- G. Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

3. Special Facilities and/or Equipment Needed -

- A. When taught on campus, no special facility or equipment needed.
- B. When taught via Foothill Global Access, on-going access to computer with Email software and capabilities; Email address.

4. Expanded Description of Course Content -

- A. Pre-contact indigenous American civilizations and literary productions
 - 1. Major tribal groups and linguistic regions
 - 2. Creation myths and religious beliefs
 - 3. Traditional songs and stories

Post-contact autobiographical narratives

- 1. Early accounts of first contact with European civilizations
- 2. Nineteenth century autobiographical narratives
- 3. Nineteenth century songs and stories
- 4. Impact of pan-Indian ghost dance religion and rebellion

History of American governmental policies toward Native American peoples

- 1. Contributions of indigenous civilizations to the character and survival of European colonial enterprises

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

2. Origin and development of Euro-American stereotypes about Native peoples
3. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

Oral versus Written traditions in Native American literatures

1. Characteristics of oral literatures
2. Characteristics of written literatures
3. Continuing influence of oral and written literatures in contemporary Native American literatures.

Recent and contemporary literary works by Native American authors

1. Novels and short-stories
2. Poetry
3. Non-fiction essays and autobiographies
4. Significance and influence of Native American literatures on contemporary American, European, and World literatures

Issues of identity and diversity in Native American communities as expressed in literary productions

1. Connections to traditional tribal lands, traditions, and sovereignty
2. Issues of mixed-heritages: color consciousness and categorization
3. Role of gender in Native American communities and literatures
4. Representations of sexuality and sexual preference in Native American literatures
5. Economic and class issues within Native American communities and literatures

Relevant literary theories, terminologies, and analytic techniques

1. Denotative and connotative meaning of words and statements
2. Structure or development of events, emotions, images, and ideas
3. Figurative and symbolic language in relation to central theme(s) of the work
4. Artistic synthesis of literal and figurative details with theme(s)
5. Historical evolution of genres and styles in appropriate literary, cultural and historical context

5. Repeatability Criteria -

Not repeatable.

6. Methods of Evaluation -

- A. Critical Papers
- B. Presentations and Reports
- C. Journals
- D. Midterm examination
- E. Final examination
- F. Class discussion in large-group and small-group formats

7. Text(s) -

When choosing texts for this course, the instructor may wish to choose from a range of genres: literary criticism, poetry, novels, autobiography, short story, drama. The following are examples of texts which may be appropriate to this course:

Krupat, Arnold and Brian Swann, ed. Here First: Autobiographical Essays by Native American

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Writers. New York: Modern Library, 2000.

Purdy, John L. and James Ruppert. Nothing But the Truth: An Anthology of Native American Literature. Prentice Hall, 2001.

OR

Selected individual texts such as:

Alexie, Sherman. The Lone Ranger and Tonto Fistfight in Heaven

Erdrich, Louise. Love Medicine.

Hale, Janet Campbell. Bloodlines: Odyssey of a Native Daughter.

McNickle, DíArcy. The Surrounded.

Momaday, N. Scott. The Way to Rainy Mountain.

Ortiz, Simon. From Sand Creek.

Sarris, Greg. Grand Avenue.

Silko, Leslie Marmon. Ceremony.

Standing Bear, Luther. My People, The Sioux.

Tapahanso, Luci. Blue Horses Rush In: Poems and Stories.

Welch, James. Winter in the Blood.

Winnemucca, Sarah. Life Among the Piutes: Their Wrongs and Claims.

Zitkala-Sa. American Indian Stories.

8. Disciplines -

English

Course status: Active

Current status: Approved

Last updated: 2009-03-02 13:04:14

Approved Course Outlines

FOOTHILL COLLEGE - 12345 EL MONTE ROAD, LOS ALTOS HILLS, CA 94022-4599 -
www.foothill.edu

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: English 7H: Honors Native American 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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: English 7H: Honors Native American 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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course objective(s):

- A. Identify significant literary, social, historical, cultural, and religious issues in the development of pre-contact Native American literatures.
- B. Differentiate between major tribal cultures, groups, practices and traditions in the analysis of post-contact autobiographical narratives, stories, songs and other genres.
- C. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s):

- D. Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s):

- E. Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):

- 1. Examine significance and influence of Native American literatures on contemporary American, European, and World literatures.

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s):

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

F. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.

Significance and influence of Native American literatures on contemporary American, European, and World literatures.

Contributions of indigenous civilizations to the character and survival of European colonial enterprises

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

Issues of identity and diversity in Native American communities as expressed in literary productions

1. Connections to traditional tribal lands, traditions, and sovereignty

U9. Analyze and interpret how culture shapes human development and behavior.

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):

2. Denotative and connotative meaning of words and statements
3. Structure or development of events, emotions, images, and ideas
4. Figurative and symbolic language in relation to central theme(s) of the work
5. Artistic synthesis of literal and figurative details with theme(s)

A. Critical Papers, emphasizing analytic, synthetic, and evaluative thinking. Includes one research paper that applies a critical theory to a primary text and analyzes the text in light of the selected theory.

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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):

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

Matching course objective(s):

- G. Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
- H. Presentations and Reports, including one research-driven literature review and in-class group presentations that emphasize the biographical, historical, and/or religious context of a text or author.

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):

History of American governmental policies toward Native American peoples

- 1. Contributions of indigenous civilizations to the character and survival of European colonial enterprises
- 2. Origin and development of Euro-American stereotypes about Native peoples
- 3. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

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: Jordana Finnegan

Date: November 23, 2009

Division Curr Rep: Kella Svetich

Date: November 23, 2009

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn Scott Lankford

Comments:

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Foothill College

Approved Course Outlines

For Faculty and Staff use only

ENGL 7H	HONORS NATIVE AMERICAN LITERATURE		Language Arts	Summer 2008					
Four hours lecture.				4 Units					
Lecture Hours:	4	Unloaded Hours:							
Lecture/Lab Hours:	Lab Hours:								
If Lab hours are specified, item 10. <i>Lab Content</i> , must also appear.									
<hr/>									
Repeatability:									
Grading System:	Letter								
<hr/>									
GE Status:	Non-GE								
<hr/>									
Degree Status:	Applicable								
<hr/>									
Course Status:	Active	Credit Status:	Credit						
<hr/>									
Distance Learning:	None	Distance Approval:							
<hr/>									
Honors Course:									
<hr/>									
C.A.N. Notation:									
TCSU Notation:									
FSA Code:									
<hr/>									
Related ID:									
<hr/>									
Transferability:	Both	Validation	07/01/2007						
<hr/>									
Seat Count:	50								
Load Factor:	.1								
Budget Code:	141662								
<hr/>									
Cross Listed as:									
<hr/>									

1. Description -

Introduction to the history, development, and diversity of Native American literatures from pre-

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

contact civilizations to present-day tribal cultures. Readings in traditional creation myths, songs, and stories from a variety of tribal cultures; nineteenth and twentieth century autobiographical narratives; and significant works of fiction, poetry, and non-fiction prose by contemporary Native American authors. Emphasis on the specific religious, linguistic, historical, political and cultural context of Native American literary achievements. Honors work challenges students to be more analytical through expanded assignments including, but not limited to, research-driven literature reviews, research essays, and outside enrichment opportunities. The honors course offers motivated students an enriching and rigorous environment by means of a learner-centered pedagogy, student-generated discussions, self-directed yet supervised projects, and the emphasis and application of analysis, synthesis, and evaluation. Offered Winter Quarters (rotated with ENGL 40)

Prerequisite: Honors Institute participant.

Advisory: Eligibility for ENGL 1A recommended; not open to students with credit in ENGL 7.

2. Expected Outcomes -

The student will be able to:

- A. Identify significant literary, social, historical, cultural, and religious issues in the development of pre-contact Native American literatures.
- B. Differentiate between major tribal cultures, groups, practices and traditions in the analysis of post-contact autobiographical narratives, stories, songs and other genres.
- C. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.
- D. Distinguish between the differing characteristics and contributions of oral and written traditions and their influence upon contemporary Native American literary productions.
- E. Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.
- F. Discuss issues of gender, race, class, sexual preference, and religion and their impact on Native American communities and literatures.
- G. Recognize and apply literary terminologies, critical theories, categories, motifs, and genres appropriate to a college-level discussion of literature.
- H. Situate a text within a specific historical movement and critical period.

3. Special Facilities and/or Equipment Needed -

None

4. Expanded Description of Course Content -

- A. Pre-contact indigenous American civilizations and literary productions
 1. Major tribal groups and linguistic regions
 2. Creation myths and religious beliefs
 3. Traditional songs and stories

Post-contact autobiographical narratives

1. Early accounts of first contact with European civilizations
2. Nineteenth century autobiographical narratives
3. Nineteenth century songs and stories

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4. Impact of pan-Indian ghost dance religion and rebellion

History of American governmental policies toward Native American peoples

1. Contributions of indigenous civilizations to the character and survival of European colonial enterprises
2. Origin and development of Euro-American stereotypes about Native peoples
3. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

Oral versus Written traditions in Native American literatures

1. Characteristics of oral literatures
2. Characteristics of written literatures
3. Continuing influence of oral and written literatures in contemporary Native American literatures.

Recent and contemporary literary works by Native American authors

1. Novels and short-stories
2. Poetry
3. Non-fiction essays and autobiographies
4. Significance and influence of Native American literatures on contemporary American, European, and World literatures

Issues of identity and diversity in Native American communities as expressed in literary productions

1. Connections to traditional tribal lands, traditions, and sovereignty
2. Issues of mixed-heritages: color consciousness and categorization
3. Role of gender in Native American communities and literatures
4. Representations of sexuality and sexual preference in Native American literatures
5. Economic and class issues within Native American communities and literatures

Relevant literary theories, terminologies, and analytic techniques

1. Denotative and connotative meaning of words and statements
2. Structure or development of events, emotions, images, and ideas
3. Figurative and symbolic language in relation to central theme(s) of the work
4. Artistic synthesis of literal and figurative details with theme(s)
5. Historical evolution of genres and styles in appropriate literary, cultural and historical context

5. Repeatability Criteria -

Not repeatable.

6. Methods of Evaluation -

- A. Critical Papers, emphasizing analytic, synthetic, and evaluative thinking. Includes one research paper that applies a critical theory to a primary text and analyzes the text in light of the selected theory.
- B. Presentations and Reports, including one research-driven literature review and in-class group presentations that emphasize the biographical, historical, and/or religious context of a text or author.
- C. Journals.
- D. Midterm examination.
- E. Final examination.
- F. Class discussion in large-group and small-group format.

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G. A portfolio that contains all written work produced for the class, including a final reflective essay.

7. Text(s) -

When choosing texts for this course, the instructor may wish to choose from a range of genres: literary criticism, poetry, novels, autobiography, short story, drama. At least one text on critical theory is suggested. The following are examples of texts which may be appropriate to this course:

Anthologies:

Krupat, Arnold and Brian Swann, ed. Here First: Autobiographical Essays by Native American Writers. New York: Modern Library, 2000.

Purdy, John L. and James Ruppert. Nothing But the Truth: An Anthology of Native American Literature. Upper Saddle River, NJ: Prentice Hall, 2001.

Trout, Lawana. Native American Literature: An Anthology. Lincolnwood, IL: NTC Publishing Group, 1999.

Critical Theory:

Krupat, Arnold. Ethnocriticism: Ethnography, History, Literature. Berkeley: University of California Press, 1992.

The Voice in the Margin: Native American Literature and the Cano. Berkeley: University of California Press, 1989.

Pulitano, Elvira. Toward a Native American Critical Theory. Lincoln: University of Nebraska Press, 2003.

Warrior, Robert Allen. Tribal Secrets: Recovering American Indian Intellectual Traditions. Minneapolis: University of Minnesota Press, 1994.

Wong, Hertha Dawn. Sending My Heart Back Across the Years: Tradition and Innovation in Native American Autobiography. New York: Oxford University Press, 1992.

OR

Selected individual texts such as:

Alexie, Sherman. The Lone Ranger and Tonto Fistfight in Heaven or Reservation Blues.

Erdrich, Louise. Love Medicine or Tracks.

Hale, Janet Campbell. Bloodlines: Odyssey of a Native Daughter.

McNickle, DíArcy. The Surrounded or Wind from an Enemy Sky.

Momaday, N. Scott. The Way to Rainy Mountain.

Ortiz, Simon. From Sand Creek.

Sarris, Greg. Grand Avenue or Watermelon Nights.

Silko, Leslie Marmon. Ceremony or Almanac of the Dead.

Standing Bear, Luther. My People, The Sioux.

Tapahanso, Luci. Blue Horses Rush In: Poems and Stories.

Welch, James. Winter in the Blood.

Winnemucca, Sarah. Life Among the Piutes: Their Wrongs and Claims.

Zitkala-Sa. American Indian Stories.

8. Disciplines -

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English

Course status: Active

Current status: Approved

Last updated: 2009-03-02 13:05:06

Approved Course Outlines

FOOTHILL COLLEGE - 12345 EL MONTE ROAD, LOS ALTOS HILLS, CA 94022-4599 -
www.foothill.edu

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: ENGL 12 African American 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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

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AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: English 12 African American Literature

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

Course Objectives

- 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.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

Course Objectives

- 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.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

Course Objectives:

F. Understand one's own culturally-determined perspective and how it might be viewed in the context of racial discourse, from the perspective of others.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

From Course Content:

C. Forms of Resistance

1. Literary forms and tropes
2. Metaphors of Spiritual Resistance
3. Testimonies of physical and cultural resistance
4. Community-based sensibilities

A. 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
6. Great migration
7. Negro Protest Literature
8. Exploration of contemporary African American writers in relevant social contexts

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

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Matching course component(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

Course Content:

- 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

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

Course Content:

- E. 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

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 component(s):

Methods of Evaluation:

- A. Critical Papers, out-of-class
- B. Participation in class discussions and textual analysis
- C. Presentations/reports
- D. Midterm examination(s), in-class
 - Final examination

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

Matching course component(s):

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

Matching course component(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 component(s):

Global consciousness, from Course content:

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E. 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

Responsibility, from Course Objectives:

F. understand one's own culturally-determined perspective and how it might be viewed in the context of racial discourse, from the perspective of others.

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 component(s):

Requesting Faculty: Natalia Menendez

Date:10-19-11

Division Curr Rep:Falk Cammin

Date:10/25/11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn

Scott Lankford

Comments:

Approved by subcommittee 11-23-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: HIST 10: History of California: The Multicultural State

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: HIST 10: History of California: The Multicultural State

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course objective(s):

- 2F. Explain the influence of different ethnic groups on current California society
- 4B. Diversity of aboriginal California emphasizing the major characteristics of the "cultural area" of California.
- 4I. World War II
 - 1. The changing roles of women
 - 2. Increasing job opportunities for Blacks and Mexican Americans
 - 3. Bracero program
 - 4. Japanese Internment
 - 5. The Zoot Suit Riots
- 4J. The Turbulent 60's
 - 1. Civil rights movement
 - 2. Black radicalism
 - 3. The Chicano movement
 - 4. Cesar Chavez and La Huelga
 - 5. Alcatraz and the American Indian Movement

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s):

- 2A. Describe the sources of prejudice and discrimination and their impact not only on minority groups but the society as a whole.
- 2B. Assess the significance and relative importance of the diverse and unique cultural elements which have shaped California.
- 2C. Examine the complex issues surrounding ethnic and racial conflicts in California history.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s):

- 2G. List the difficulties facing California today and propose solutions based on historical knowledge
- 2H. Evaluate the strengths and challenges of multiculturalism as a philosophy for California society
- 4K. The Present
 - 1. Immigration issues
 - 2. Poverty and government spending
 - 3. Multicultural politics

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):

- 2B. Assess the significance and relative importance of the diverse and unique cultural elements which have shaped California.
- 2F. Explain the influence of different ethnic groups on current California society

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s):

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2A. Describe the sources of prejudice and discrimination and their impact not only on minority groups but the society as a whole.
2C. Examine the complex issues surrounding ethnic and racial conflicts in California history.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):

2H. Evaluate the strengths and challenges of multiculturalism as a philosophy for California society

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

2F. Explain the influence of different ethnic groups on current California society

2G. List the difficulties facing California today and propose solutions based on historical knowledge

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course objective(s):

2B. Assess the significance and relative importance of the diverse and unique cultural elements which have shaped California.

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):

2D. Comprehend and assess primary and secondary sources

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):

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):

2A. Describe the sources of prejudice and discrimination and their impact not only on minority groups but the society as a whole.

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):

2D. Comprehend and assess primary and secondary sources

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2E. Utilize research skills including finding and analyzing information from a variety of sources and citing information properly

Requesting Faculty: Bill Ziegenhorn _____ Date: 9-1-11 _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: PSYC 22 Psychology of Prejudice

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: PSYC 22 Psychology of Prejudice

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

Course Objectives -

The student will be able to:

- A. describe concepts related to cognitive, personal, and societal aspects of prejudice and discrimination
- F. evaluate old-fashioned and contemporary forms of prejudice
- G. explain experiences of prejudice and discrimination of a variety of social groups

Course Content (Body of Knowledge)

F. Old-Fashioned and contemporary forms of prejudice

- 1. Understand the transformation of prejudice from Jim Crow to present day
- 2. Modern-symbolic prejudice
- 3. Aversive prejudice
- 4. Ambivalent prejudice

G. Experience of prejudice and discrimination

1. Experiences of various non-majority groups including but not limited to: Jews, Muslims, Hispanic Americans, African Americans, Asian Americans, Women, Homosexuals, Transgender individuals

- 2. Attitudinal responses to discrimination
- 3. Consequences of prejudice and discrimination
- 4. Stereotype threat
- 5. Vulnerability to stress
- 6. Threats to self-esteem

H. Gender-based prejudice and discrimination

- 1. Impact of gender role expectations
- 2. Women and the workplace
- 3. Ambivalent sexism theory
- 4. Attitudes and stereotypes toward sexual minorities

I. Age, Ability, Appearance

- 1. Ageism defined and instances explored
- 2. Discussion about what is a “disability”
- 3. Different aspects of prejudice toward appearance, including attractiveness, height, and obesity

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

Course Objectives -

The student will be able to:

H. critically analyze theories of cognition, racism, sexism, and sexual prejudice

Course Content (Body of Knowledge)

J. Sociological theories and perspectives

- 1. Explore the relationship between power and prejudice
- 2. Analyze dynamics between and within majority and non-majority groups from a micro, mezzo, and

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macro levels

K. Reducing prejudice and discrimination

1. Stereotype suppression
2. Self-regulation
3. Conditions that lead to successful intergroup contact
4. Workplace interventions and affirmative action

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

Course Objectives -

The student will be able to:

C. evaluate cognitive processes and operations that can lead to prejudice and discrimination
J. analyze process which can be used to alleviate inter-group conflict and reduce prejudice and discrimination

Course Content (Body of Knowledge)

C. Cognitive aspects of prejudice

1. Social categorization - types and reasons
2. Origins of stereotypes
3. Functions of stereotypes
4. Stereotype activation
5. Stereotype application
6. Attitude formation and modification

D. Personality and prejudice

1. The role of self-esteem in the development of prejudice
2. Relationship between personality types and prejudice
3. The role of personal values in the development of prejudice

E. From prejudice to discrimination

1. Interpersonal discrimination
2. Discrimination in organizations
3. Hate crimes

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

Course Content (Body of Knowledge)

A. Introduction to Concepts

1. Historical views of minority and majority groups
2. Group privilege
3. Stereotypes
4. Prejudice
5. Discrimination
6. Racism, Classism, Sexism, Sexual Prejudice, Age, Ability, Appearance

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

Course Content (Body of Knowledge)

F. Old-Fashioned and contemporary forms of prejudice

1. Understand the transformation of prejudice from Jim Crow to present day
2. Modern-symbolic prejudice
3. Aversive prejudice
4. Ambivalent prejudice

G. Experience of prejudice and discrimination

1. Experiences of various non-majority groups including but not limited to: Jews, Muslims, Hispanic

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Americans, African Americans, Asian Americans, Women, Homosexuals, Transgender individuals

- 2. Attitudinal responses to discrimination
- 3. Consequences of prejudice and discrimination
- 4. Stereotype threat
- 5. Vulnerability to stress
- 6. Threats to self-esteem

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

Course Content (Body of Knowledge)

J. Sociological theories and perspectives

- 1. Explore the relationship between power and prejudice
- 2. Analyze dynamics between and within majority and non-majority groups from a micro, mezzo, and macro levels

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 component(s):

Course Content (Body of Knowledge)

B. Research methods

- 1. The research process
 - 1. hypothesis
 - 2. theories
 - 3. the scientific method
- 2. Research Strategies
 - 1. survey
 - 2. correlational
 - 3. experimental
 - 4. ethnographic
- 3. Measuring Techniques
 - 1. self-report
 - 2. observational
 - 3. behavioral
 - 4. physiological

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

Matching course component(s):

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Course Content (Body of Knowledge)

B. Research methods

- 1. The research process
 - 1. hypothesis
 - 2. theories
 - 3. the scientific method
- 2. Research Strategies
 - 1. survey
 - 2. correlational
 - 3. experimental
 - 4. ethnographic
- 3. Measuring Techniques
 - 1. self-report
 - 2. observational
 - 3. behavioral
 - 4. physiological

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

Matching course component(s):

2. Course Objectives -

The student will be able to:

- 1. describe concepts related to cognitive, personal, and societal aspects of prejudice and discrimination

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 component(s):

Course Objectives -

The student will be able to:

- C. evaluate cognitive processes and operations that can lead to prejudice and discrimination
- J. analyze process which can be used to alleviate inter-group conflict and reduce prejudice and discrimination

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 component(s):

Requesting Faculty: Ben Stefonik _____ Date: 9/9/11 _____

Division Curr Rep: Patricia Gibbs _____ Date: 10/17/11 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn Scott Lankford

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Comments:

Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: Sociology 8 Popular Culture

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

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Course Number & Title: Sociology 8 Popular Culture _____

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):

Expected outcome A. Summarize main terms and concepts of, and misconceptions about, the sociology of American popular culture and its racial, ethnic and class dimensions.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):

- Expanded outcome A. Defining Popular Culture:
 1. Culture and its racial and class dimensions
 - a. Material culture
 - b. Non-material culture
 - c. Dominant culture
 - d. Sub-cultures
 - e. Counter cultures
 2. Folk Culture and its racial and class dimensions
 3. Elite Culture and its racial and class dimensions
 4. Popular Culture Elements
 - . Symbols
 - a. Language
 - b. Beliefs
 - c. Values
 - d. Norms
 - e. Rituals
 - f. Myths
 - g. Ideologies
 - h. Shared meaning
 - i. Learned
 - j. Taken for granted
 - k. Diversity
 5. Meanings vary across time, space and place
 6. As a field of dispute and an arena of power struggles
 7. Cultural capital – the appropriation of culture as a way to maintain social status
 8. Misconceptions about popular culture
 - . It is simple
 - a. It is trivial
 - b. It is intellectually, morally, culturally and socially inferior
 - c. It is immediate, only dealing with what is popular at this moment
 - d. It is exclusionary

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U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

From expanded description of course content G "Production of Popular Culture" ...

1. Who makes it?
 - a. Ownership
 - b. Class values of producers
2. How is it made?
 - . Labor arrangements / sweatshop labor
 - a. Invisibility of labor processes used in production of popular culture products
 - b. Production, economic or technological constraints shape product
3. For whom is it made?
 - . Commercial culture and reinforcement of consumption
4. Who is the audience or market?
 - . Audience and market characteristics
5. Critical perspective
 - . Who benefits from these arrangements?
 - a. Who suffers in these arrangements?
 - b. Who is centralized in the process?
 - c. Who is marginalized in the process?

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s):

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

- From Expected Outcome H. "Problematize popular culture and show it in relation to larger social processes and social inequality to do with race, ethnicity, gender and class."
- **Social Inequality and Popular Culture**
 1. Ideology
 - a. Representation – social reality is produced through popular culture images (mediated images)
 - b. "Common sense" – is produced and maintained by popular culture images
 - c. Popular culture images naturalized and de-politicized as "the way it is"
 2. Race and Ethnicity
 - . Race, representation and the affects of representation for racially and culturally marginalized communities, particularly Native American, African American, Asian American and Chicano / Latino communities
 - a. Ethnic Forms of popular culture—Native American competitive Song and Dance, Pow Wow, Latino/Chicano Theater—Teatro Campesino, Theater of the Oppressed, Political Theater, Slam Poetry, Spoken Word and Hip Hop culture in the African American and Puerto Rican communities
 3. Social Class and Socio-Economic Status
 4. Gender
 - . Masculinity
 - a. Femininity

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	<ul style="list-style-type: none">b. Gender Tourismc. Sexuality <p>5. Age</p> <ul style="list-style-type: none">. Infants / Toddlersa. Youth cultureb. Adulthoodc. Seniors
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U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

- From course expected outcomes C “Describe the main factors contributing to the socio-historical development of popular culture.”
- And, more specifically, from course expanded outcomes C Main factors in socio-historical development of popular culture
 - 1. Social change that facilitated development of popular culture
 - a. Political changes
 - 1. the rise of the contested “public sphere”
 - 2. public (State) and private control of popular culture
 - b. Processes of race and class exclusion /oppression
 - 1. Such as historical forms of “Black Music” and its influence on other racially marginalized groups, particularly on Latino and Asian immigrant communities
 - c. Economic changes
 - 1. Industrialization and urbanization
 - 2. Assembly line work
 - 3. Material excess
 - 4. The continued development of capitalism
 - d. Spatial changes
 - 1. Increasing privatization of public space
 - 2. Movement of popular forms of culture to new sites
 - e. Technological changes
 - 1. Inventions that facilitate development of new products
 - 2. Production networks to reach consumers

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(s):

- See Expected Course Outcome A “Summarize main terms and concepts of, and misconceptions about, the sociology of American popular culture and its racial, ethnic and class dimensions.”
- And, more specifically, Expanded Course Outcome A Defining Popular Culture:

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1. Culture and its racial and class dimensions
 - a. Material culture
 - b. Non-material culture
 - c. Dominant culture
 - d. Sub-cultures
 - e. Counter cultures
2. Folk Culture and its racial and class dimensions
3. Elite Culture and its racial and class dimensions
4. Popular Culture Elements
 - . Symbols
 - a. Language
 - b. Beliefs
 - c. Values
 - d. Norms
 - e. Rituals
 - f. Myths
 - g. Ideologies
 - h. Shared meaning
 - i. Learned
 - j. Taken for granted
 - k. Diversity
5. Meanings vary across time, space and place
6. As a field of dispute and an arena of power struggles
7. Cultural capital – the appropriation of culture as a way to maintain social status
8. Misconceptions about popular culture
 - . It is simple
 - a. It is trivial
 - b. It is intellectually, morally, culturally and socially inferior
 - c. It is immediate, only dealing with what is popular at this moment
 - d. It is exclusionary

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 component(s):

Course requires analysis paper(s) and reading of college level research articles.

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

Matching course component(s):

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

Matching course component(s):

Course requires analysis paper(s) and reading of college level research articles.

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 component(s):

- From course expected outcomes C "Describe the main factors contributing to the socio-historical development of popular culture."
- And, more specifically, from course expanded outcomes C Main factors in socio-historical development of popular culture
 - 2. Social change that facilitated development of popular culture
 - a. Political changes
 1. the rise of the contested "public sphere"
 2. public (State) and private control of popular culture
 - b. Processes of race and class exclusion /oppression
 1. Such as historical forms of "Black Music" and its influence on other racially marginalized groups, particularly on Latino and Asian immigrant communities
 - c. Economic changes
 1. Industrialization and urbanization
 2. Assembly line work
 3. Material excess
 4. The continued development of capitalism
 - d. Spatial changes
 1. Increasing privatization of public space
 2. Movement of popular forms of culture to new sites
 - e. Technological changes
 1. Inventions that facilitate development of new products
 2. Production networks to reach consumers

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 component(s):

Requesting Faculty: Patricia Gibbs

Date: 10/ 11/ 11

Division Curr Rep: Patricia Gibbs / Bill Ziegenhorn

Date: 10/11/11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn Scott Lankford

Comments:

Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: WMN 5 - Introduction to Women's Studies

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include ***all of the following*** student learning outcomes:

- U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
- U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
- U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

- U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
- U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
- U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
- U7. Explain culture as a concept and how it can unite or divide people into various groups;
- U8. Apply information about groups presented in the class to contemporary social and cultural relations;
- U9. Analyze and interpret how culture shapes human development and behavior.

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Course Number & Title: WMN 5 - Introduction to Women's Studies

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s): 2G Enhance the overall appreciation and respect accorded to diverse cultural groups, and how those different backgrounds may dictate distinct expectations and goals among otherwise similarly-situated women, by specifically examining the societal roles, value systems, and cultural dynamics of African-Americans, Hispanic-Americans, Native-Americans, Asian-Americans, and European-Americans.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s): 2G: Enhance the overall appreciation and respect accorded to diverse cultural groups, and how those different backgrounds may dictate distinct expectations and goals among otherwise similarly-situated women, by specifically examining the societal roles, value systems, and cultural dynamics of African-Americans, Hispanic-Americans, Native-Americans, Asian-Americans, and European-Americans.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course component(s):

1: Includes appraisal of the effects of multiculturalism and the women's movement on politics, jobs, education, science, family structure, and the arts.

2F: Explore multi- and cross-cultural history, ideologies, and roles relative to personal and cultural identification, ethnocentrism, race, communication, media portrayal, values, social mores, political agendas, family values, employment issues, and education, and how cultures and peoples interact and coexist in American society.

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course component(s): 2G: Enhance the overall appreciation and respect accorded to diverse cultural groups, and how those different backgrounds may dictate distinct expectations and goals among otherwise similarly-situated women, by specifically examining the societal roles, value systems, and cultural dynamics of African-Americans, Hispanic-Americans, Native-Americans, Asian-Americans, and European-Americans.

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course component(s):

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2F: Explore multi- and cross-cultural history, ideologies, and roles relative to personal and cultural identification, ethnocentrism, race, communication, media portrayal, values, social mores, political agendas, family values, employment issues, and education, and how cultures and peoples interact and coexist in American society.

2G: Enhance the overall appreciation and respect accorded to diverse cultural groups, and how those different backgrounds may dictate distinct expectations and goals among otherwise similarly-situated women, by specifically examining the societal roles, value systems, and cultural dynamics of African-Americans, Hispanic-Americans, Native-Americans, Asian-Americans, and European-Americans.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course component(s): **2G:** Enhance the overall appreciation and respect accorded to diverse cultural groups, and how those different backgrounds may dictate distinct expectations and goals among otherwise similarly-situated women, by specifically examining the societal roles, value systems, and cultural dynamics of African-Americans, Hispanic-Americans, Native-Americans, Asian-Americans, and European-Americans.

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course component(s):

2H: Apply the cognitive and verbal skills gained throughout the course to evaluate the current state of contemporary social and cultural relations among the various cultures and genders, and to predict future trends and/or potential problems.

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course component(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 component(s): **12C:** Writing assignments may include research papers, written presentations, essay examinations, and book reviews that are reflective of the Student Learning Outcomes for the course.

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

Matching course component(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 component(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 component(s):

2G: Enhance the overall appreciation and respect accorded to diverse cultural groups, and how those different backgrounds may dictate distinct expectations and goals among otherwise similarly-situated women, by specifically examining the societal roles, value systems, and cultural dynamics of African-Americans, Hispanic-Americans, Native-Americans, Asian-Americans, and European-Americans.

4E: History, with a focus on the American Experience.

1. Women and the American Experience.
2. The Suffrage Movement.

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 component(s):

Requesting Faculty: Dolores Davison

Date: 11 October 2011

Division Curr Rep: Bill Ziegenhorn / Patricia Gibbs

Date: 10-11-11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn Scott Lankford

Comments:

Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: MUS 18

Division: Fine Arts & Communication

Course Title: Music Publishing For Songwriters

Catalog Description:

This course prepares the student to navigate the music publishing business by eliminating the legalese and explaining the business in everyday language. Class includes writing original songs for review. Active listening and constructive critiquing of original student compositions.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Is an integral part of our workforce offering in Music Technology. It was inadvertently not listed on the Music Technology Curriculum sheet for 2011-2012.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*

Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Prepares students for a career in the music industry. Music Publishing is the largest revenue-generating factor in the industry.

Criteria B. -- Need (Explain)

Although there is discussion about publishing in our Music Business course, it is a very broad based overview. This course is an in depth study of music publishing as it applies to songwriters. It transfers to both CSU and UC.

Criteria C. -- Curriculum Standards (please initial as appropriate)

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Tom Bahr

Date: 11/18/11

Division Curriculum Representative: J. H. H.

Date: 11/18/11

College Curriculum Co-Chairman: _____

Date: _____

General Education Review Request

AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: SPED 72/CNSL 72

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: SPED 72/CNSL 72

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):

- H. Recognize and assess beliefs, attitudes, biases, and stereotypes regarding mental health care
- I. Model strategies for reducing stress in colleagues, family members, and future clients/patients

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. Explain how self-awareness, time management, and goal setting impact one's career and life
- F. Explain the relationship between emotional health, physical health, and overall functioning
- G. Analyze the connection between chronic, unmanaged stress and disease
- H. Recognize and assess beliefs, attitudes, biases, and stereotypes regarding mental health care

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):

- G. Analyze the connection between chronic, unmanaged stress and disease
- J. Use the computer for research, problem solving, and to identify self-help resources

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):

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):

- H. Recognize and assess beliefs, attitudes, biases, and stereotypes regarding mental health care
- I. Model strategies for reducing stress in colleagues, family members, and future clients/patients

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):

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S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course objective(s):

H. Recognize and assess beliefs, attitudes, biases, and stereotypes regarding mental health care

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course objective(s):

- H. Recognize and assess beliefs, attitudes, biases, and stereotypes regarding mental health care
- I. Model strategies for reducing stress in colleagues, family members, and future clients/patients

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course objective(s):

- B. Identify personal stressors and the effects on emotions and behavior
- C. Recognize and describe the symptoms of depression and anxiety
- D. Explain how self-awareness, time management, and goal setting impact one's career and life
- E. Apply at least three effective coping skills in his/her life
- F. Explain the relationship between emotional health, physical health, and overall functioning

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 describe the concepts of stress, wellness, and coping
- B. Identify personal stressors and the effects on emotions and behavior
- C. Recognize and describe the symptoms of depression and anxiety
- D. Explain how self-awareness, time management, and goal setting impact one's career and life
- E. Apply at least three effective coping skills in his/her life
- F. Explain the relationship between emotional health, physical health, and overall functioning
- G. Analyze the connection between chronic, unmanaged stress and disease

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. Define and describe the concepts of stress, wellness, and coping
- D. Explain how self-awareness, time management, and goal setting impact one's career and life
- F. Explain the relationship between emotional health, physical health, and overall functioning
- G. Analyze the connection between chronic, unmanaged stress and disease
- J. Use the computer for research, problem solving, and to identify self-help resources

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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):

J. Use the computer for research, problem solving, and to identify self-help resources

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

Matching course objective(s):

- A. Define and describe the concepts of stress, wellness, and coping
- D. Explain how self-awareness, time management, and goal setting impact one's career and life
- F. Explain the relationship between emotional health, physical health, and overall functioning
- G. Analyze the connection between chronic, unmanaged stress and disease

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):

- H. Recognize and assess beliefs, attitudes, biases, and stereotypes regarding mental health care
- I. Model strategies for reducing stress in colleagues, family members, and future clients/patients

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):

J. Use the computer for research, problem solving, and to identify self-help resources

Requesting Faculty: Ernest Schmidt _____ Date: 04/16/10 _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn

Andy Lee

David Bush

Comments:

The committee did not reach a consensus on this course: it should be discussed by the CCC 10/25/11

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

Resolution Regarding Process for New Course Creation

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 and the CCC has responsibility for coordinating the development of new curriculum between and among divisions,

Resolved that the Curriculum Team develop a brief user-friendly form that will guide CCC reps, deans, and faculty in presenting new (and/or radically-modified) course information concisely, and that CCC Rep(s) will briefly present this information at the next CCC meeting;

Resolved, that CCC members are responsible for carefully considering whether new courses might impact courses or curriculum in their own divisions and if so, for subsequently initiating communication with/between appropriate interdisciplinary faculty;

Resolved that any conflicts or concerns regarding potentially overlapping curriculum be resolved informally through discussions between relevant division/department faculty members; and,

Resolved that in accordance with "primary reliance," and only in those rare cases where department and/or division faculty cannot informally agree on how to resolve a potential conflict, the CCC will take a formal vote to decide the question.

GE Reciprocity for Students Already Possessing an Associate's Degree

Whereas, Title 5 §55063 mandates that all students who earn a California community college Associate's Degree must satisfactorily complete at least 18 semester or 27 quarter units of general education coursework from five specific areas, and demonstrate competence in written expression at the level of "Freshman composition" and mathematics competence at the level of "intermediate algebra";

Whereas, Foothill College already participates in a GE reciprocity agreement whereby students who obtain certification of completion of associate degree general education requirements at one of seven other local community colleges are not required to complete additional GE coursework at Foothill;

Whereas, students who have completed a B.A. or B.S. degree from a regionally accredited university are exempt from completing our local general education pattern for a Foothill Associate's Degree;

Whereas, the Academic Senate for California Community Colleges encourages general education reciprocity among California Community Colleges as a best practice; and

Resolved, that the Foothill College faculty exempt students who have already earned an Associate's Degree from another California Community College from having to complete any additional general education or additional minimum English/mathematics proficiency coursework in order to earn a Foothill College Associate's Degree.