

Draft Minutes, November 15, 2011

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

Item

1. Minutes: November 1, 2011

Discussion

Minutes approved as written

6. Division CC & Non-Credit Processes

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.
Speaker: Kimberlee Messina

passed at ASCCC Fall plenary.

- o 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.
- o 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 many6E() (n).c 41

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

General Education Review Request
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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 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 and 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 BT 0939452 (n) 1 (tnJ ET Q q ET Qdq 0.24 0 0 0.24 300.7

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REVIEWCOMMITTEEUSEONLY:

Review Committee Members:

Bill Ziegenhorn
Scott Lankford

Comments:

Approved by subcommittee 11-23-11

Approved:

Denied:

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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 American, 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)

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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.

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 10 5) 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:

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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;

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2D. Analyze the barriers to

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Inter group and interpersonal communication and interpersonal relationships
4E. Analysis and application of psychocultural influences on intercultural communication
Expectations, stereotypes and attitudes, Changing expectations, reducing uncertainty and anxiety
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
Internet software and Internet capability, Javascript 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 CoChair Signature: _____ Date: _____

General Education Review Request

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Course Number & Title: English 7: Native American Literature

Please map each appropriate

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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):

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Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC CoChair Signature: _____ Date: _____

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Foothill College
Approved Course Outlines

For Faculty and Staff use only

ENGL 7		Language Arts	
	NATIVE AMERICAN LITERATURE		Winter 2008
Four hours lecture.			4 Units
Lecture Hours: 4		Unloaded Hours:	
Lecture/Lab Hours:		Lab Hours:	

If Lab hours are specified, item 10. Lab Content must also appear.

Repeatability:
Grading System: Letter

GE Status: Non-GE

Degree Status: Applicable

Course Status: Active Credit Status: Credit

Distance Learning: Online Distance Approval: 07F

Honors Course:

C.A.N. Notation:
TCSU Notation:
FSA Code:

Related ID:

Transferability: Both Validation 07/01/2006

Seat Count: 50
Load Factor: .1
Budget Code: 141662

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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 nonfiction prose by contemporary Native American authors. Emphasis on the specific religious, linguistic, historical, political and cultural context of Native American literary achievements. Offered Winter Quarter (crossed with ENGL 40)

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

2. Expected Outcomes

The student will be able to:

A.

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Writers New York: Modern Library, 2000.

Purdy, John L. and James Ruppel 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

Erdich, Louise Love Medicine

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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.

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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 pre-contact Native American literatures.
- B. Differentiate between major tribal cultures, groups, practices and traditions in an analysis of post contact autobiographical narratives, stories, songs and other genres.
- C. Analyze the history of American governmental policies and practices designed to eliminate, control 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.

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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

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

Matching course objective(s):

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 paper, an literature review and in-class group presentations that emphasize the biographical, historical, and/or religious context of a text author.

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 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 European stereotypes about Native peoples
3. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

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Approved by subcommittee 11-9-11

Approved: _____ Denied: _____ CCC CoChair Signature: _____ Date: _____

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UNITIES

JRE

Summer 2008
4 Units

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7. Text(s) -

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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. D

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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

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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 consci

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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 _____

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Course Number & Title:

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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)

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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

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Please map each appropriate component from the _____ 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.

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;

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

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

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

Analyze and interpret how culture shapes human development and behavior.

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Comments:

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C N & E :

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

M E ():
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?

D M : A E E , E E :
4. Critically examine the contributions of many groups to a particular aspect of United States culture;

M E ():

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

M E ():

- 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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- b. Gender Tourism
 - c. Sexuality
5. Age
- . Infants / Toddlers
 - a. Youth culture
 - c.

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1. Culture and its racial and class dimensions
 - a. Material culture
 - b. Non-material culture
 - c.

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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

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Please map each a
breadth criteria. Yo
instruction/evaluat

appropriate depth and
content, methods of

: _____

1. Demonstrate de
race/ethnicity, gende
systematic oppression

ized by
a history of

cultural groups, and ho
otherwise similarly-situ
cultural dynamics of Af
and European-Americans

ded to diverse
and goals among
systems, and
-Americans,

2. Critically analyze the de
culture or community and the

alized
cultures;

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

2 : Explore multi- and cross-cultural history, ideologies, and roles relative to personal and cultural identification, ethnocentricity, race, communication, media portrayal, values, social mores, political agendas, family value

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

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4. 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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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

General Education Review Request
AREA IV DISOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: SPED 72/CNSL 72

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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

I. Model strategies for reducing stress in colleagues, family members, and future clients/

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 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 function

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

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 function

G. Analyze the connection between chronic, unmanaged stress and disease

J. Use the computer for research, problem solving, and to identify helpful resources

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