<u>Item</u> <u>Discussion</u>

1. Minutes: November 1, 2011	Minutes approved as written M(0.24 0 3892 cm BT 0.0122 Te
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: a. General Ed Applications (26) b. Stand Alone Applications (6)	Speaker: Carolyn Holcroft ¥ 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 didnÕt reference the actual item number from the COR so itÕs 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
5. New Course Process	application. M/S/C (Hartwell, Cashmore) Speaker: Carolyn Holcroft Y Horowitz suggests that CCC take back the responsibility of reviewing ALL NEW courses here. Starer suggests that that topic is a large r issue that needs to be agendized for a larger discussion and Holcroft confirmed this. Y PSMEproposed 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 tho se courses. Y 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). Y PSME is only interested in entertaining this process if it stays with a discussion about interdisciplinary status and doesnÕt morph into interdisciplinary faculty trying to control each otherÕs curriculum and pedagogy. Y Several reps proposed slight modification to

Draft Minutes, November 15, 2011	
	LankfordÕs resolution. The group is in favor of keeping
	the process simple. The CCC team will make
	suggested adjustments and return on the next agenda.
6. Division CC & Non-Credit Processes	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 nny6E() (n).c 41

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 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 haver, 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 Ar Chinese American, Japanese American and Latino.

2G. Discuss a pedagogical rationale for a culturally responsive andiasteducation.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and t he 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 consocial forces interactogether influencing development course examines and compares elements of the following culture European American, Middle Eastern, African American, Chinese American, Japanese American and Latino.

2G. Discuss a pedagogical rationale for a cultural spensive and antical education.

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

Matching course component(s):

2G. Discuss a pedagogical rationale forulturally responsive and artiias education.

2C. Synthesize and analyze the theories and research related to children's awareness of humanothewefreithucator 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 retenicity, culture, social class, gender, sexual orientation a other social forces interatagether influencing development.
- 2D. Describe cultural influences on children's dependent with emphasis on researchaluate the cultural influences on children's development.

U8. Apply information about groups presented in the class to contemporar y 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 socioecbaokgicounds

U9. Analyze and interpret how culture shapes human develop BT 0939452 (n) 1 (tnJ ET Q q ET Qdq 0.24 0 0 0.24 300.7

REVIEWCOMMITTERUSEONLY:

Review Committee Members:

Bill Ziegenhorn		
Scott Lankford		

Comments:

Approved by subcommittee 11-23-11

Approved: Denied: CCC Ce

AREA VI -

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 Ameliatino Americans, European Americans, African Americans, 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 behavioruch 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 organization and member in that are reflected ipolicies, structures, and practices Misunderstandings in professional communication along gender lines ender Systems in Organization 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 requirementative learning exercises, Field work, Internship/preceptorship, Communityicae)r Exercises, demonstrations, and presentations: Exercises may include individual or group participation and covers assigned read 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 institution organizations, media, and society in general creates and perpetuates gender roles

Breadth Mapping: please indicate all t hat apply (if applicable)

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

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 obpular culture. Class discussion is required titing Assignments: analytical papers and search project.

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).

<u>Depth Criteria for Area VI</u> <u>Dunited States Cultures & Communities:</u>

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These coursesdiscourage 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:

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, ex panded 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, sexua I identity or religious belief who has suffered a history of systematic oppression and discrimination;

2D. Analyze the barriers to

Inter group and interpersonal communication and interpersonal relationships 4E. Analysis and application psychocultural influences on intercultural communications, stereotypesand attitudes Changing expectations, reducing uncertainty and an wiety 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 andesearch project and presentations
- 3. Video camera, television, DVD, VHS recorder; for online work, access to a computermental software and internet capability. Javascript enabled internet browsing software

Requesting Facult	y: Shawn Towr	es	Date: 10/28/11	
Division Curr Rep:	Robert Hartwe	II	Date: 10/31/11	
REVIEWCOMM	<u> </u>	DNLY:		
Review Committee	e Members:			
Bill Ziegenhorn				
Scott Lankford				
Comments:				
Approved by subc	ommittee 11-2	3-11		
Approved:	Denied:	CCC CeChair Signature:	Date:	

General Education Review Request

e: English 7: Native American Literature
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Please map each appropriate

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

Significance and influence of Native American literæs 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 aboutt groups presented in the class to contemporary social and cultural relations; Matching course objective(s):

Approved by subcommittee 11-9-11			
Approved: Dei	nied: CCC CeChair Signat	ture: Date	:

Foothill College
Approved Course Outline

Approved Course (Juline		
For Faculty and Sta	aff use only		
ENGL 7 Four hours lecture.		Language Arts	Winter 2008 4 Units
Lecture Hours: Lecture/Lab Hours:	. 4	Unloaded Hours: Lab Hours:	
Lecture/Lab Flours.		are specified, ite ff 0. Lab Conte	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: Load Factor: Budget Code:	50 .1 141662		

contact civilizations to presently tribal cultures. Readings in traditional creation myths, sor and stories from a variety of tribal cultures; nineteenth and twentieth century autobiograph narratives; and gnificant works of fiction, poetry, and notiction prose by contemporary Natival American authors. Emphasis on the specific religious, linguistic, historical, political and cu context of Native American literary achievements. Offered Winter Quartet et al. (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.

Writers New York: Modern Library, 2000.

Purdy, John L. and James Rupp Stothing But the Truth: An Anthology of Native American

Literature Prentice Hall, 2001.

OR

Selected individual texts such as:

Alexie, ShermanThe Lone Ranger and Tonto Fistfight in Heaven

Erdrich, Louise<u>Love Medicine</u>

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 m ajor 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 an d 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 facil itate 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 list ed 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.

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 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 tradititims amalysis of post contact autobiographical narratives, stories, songs and other genres.
- c. Analyze the history of American governmental policies and practices designed to eliminate, o 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 Aican writing to traditional Angle American and European literary genres.

U3. Develop and articulate an awareness of oneÕs 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 **Angle**rican 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 part icular aspect of United States culture; Matching course objective(s):

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

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

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

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

Computation (application of ma thematical concepts, and/or using principles of data colle ysis to solve problems).	ction and
ching course objective(s):	
Clearly and precisely express their ideas in a logical and organized manner using the dis	cipline -
ching course objective(s):	
 G. Recognize and apply basic literary terminologies, theories, categories, rappropriate to an introductory college/el discussion of literature. H. Presentations and Reports, including one research literature eview and presentations that emphasize the biographical, historical, and/or religious author. 	inclass group
Community and global consciousness and responsibility (consideration of one's role in solonal, national, and global level in the context of cultural constructs and historical and continuous).	
ching course objective(s):	
tory of American governmental policies toward Native American peoples 1. Contributions of indigenous civilations to the character and survive colonial enterprises 2. Origin and development of Euromerican stereotypes about Native 3. Oppressive and genocidal policies of the American government to in the eighteenth, nineteentand twentieth centuries	peoples

Approved by subcommittee		11 -9-11				
Approved:	Denied:	CCC CeChair Signature:	Date:	_,		

JRE Summer 2008 4 Units

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contact civilizations to present-

General Education Review Req3 (i)uncat AR(a) Enc-V(b)NE(a) D STATE(a) S C(a) ULTUR(a) Enc-& C(a) OI

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

English

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).

<u>Depth Criteria for Area VI -United States Cultures & Communities:</u>

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

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

Matching course component	(s):	:
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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

- 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 fi meet that need in a legal and ethical way) and digital literacy (to teach an and skills so that people can use computer technology in everyday life to dopportunities for themselves, their families, and their communities).	nd assess basic computer concepts
Matching course component(s):	
Requesting Faculty: Natalia Menendez	Date:10-19-11
Division Curr Rep:Falk Cammin	Date:10/25/11

REVIEW R6349 437Tc4 4(W)] 4154(W).0 1 Tf ET 0.2327 .0 0(W)74809543 .s

Course Number & Title:

- 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

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

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, Se (i) 4 (enc) 2 (es) 3 () 4 (of)4 () 4 (v) 1 (a) 1 (r)

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.

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 Mapp 03 0Tm fT 50 Tm fT 5g:50005000Tm F5.01 Tfons

Course Content (Body of Knowledge) B. Research methods 1. The research process	
 hypothesis theories 	
3. the scientific method	
2. Research Strategies	
1. survey	
2. correlational3. experimental	
4. ethonographic	
3. Measuring Techniques	
1. self-report	
2. observational	
3. behavioral	
4. physiological	
B3 . Clearly and precisely express their ideas in a logical and organized ma appropriate language	nner using the discipline-
Matching course component(s):	
2. Course Objectives -	
The student will be able to:	
describe concepts related to cognitive, personal, and societal aspect	ets of prejudice and discrimination
B4. Community and global consciousness and responsibility (consideration regional, national, and global level in the context of cultural constructs and and issues).	
Matching course component(s):	
Course Objectives -	
The student will be able to:	
C. evaluate cognitive processes and operations that can lead to prejudic	ce and discrimination
J. analyze process which can be used to alleviate inter-group conflict a	nd reduce prejudice and
discrimination	, ,
B5. Information competency (ability to identify an information need, to fi meet that need in a legal and ethical way) and digital literacy (to teach and skills so that people can use computer technology in everyday life to de opportunities for themselves, their families, and their communities).	d assess basic computer concepts
Matching course component(s):	
Requesting Faculty: Ben Stefonik	Date:9/9/11
Division Curr Rep: Patricia Gibbs	
Division out hep. I difficia ofbbs	Date. 10/ 1// 11
REVIEW COMMITTEE USE ONLY:	
Review Committee Members:	

Bill Ziegenhorn

Scott Lankford

Comments:			

C N & E:

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?

		:A EE	, E	E :
4.	Criticall	y examine the	contributions of	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

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

c.

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

&	:	5

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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

1. Demonstrate de race/ethnicity, gende systematic oppression

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

2. Critically analyze the de culture or community and the

ropriate depth and content, methods of

ized by a history of

> ded to diverse and goals among ystems, and Americans,

> > lized cultures;

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

():	
4. Community and global consciousness and responsibility (consideration of one's role in egional, national, and global level in the context of cultural constructs and historical and and issues). ():	
G: Enhance the overall appreciation and respect accorded to diverse cultural group different backgrounds may dictate distinct expectations and goals among otherwise women, by specifically examining the societal roles, value systems, and cultural dynamericans, Hispanic-Americans, Native-Americans, Asian	similarly-situated

FOOTHILL COLLEGE



General Education Review Request AREA IV DSOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: SPED 72/CNSL 72	
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General Education Review Request AREA IV DSOCIAL & BEHAVIORAL SCIENCES

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

Matching course objective(s):

- H. Recognizend 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 ssess beliefs, attitudes, biases, and stereotypes regarding mental healt
 - 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 selfawareness, time management, and goal setting impalst 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 selfawareness, time management, and goal setting impact one's career ar
- E. Apply at I2 (f) -.2 (s) -0.2 (ofdE51(nd de) 0. /F3.0 0.2 (s) -0.2 (of) -0.5 (h 0.2 (f) -0.5 (f)

Matchncousoeties

- A. Define and describe the concepts of sess, wellness, and coping
- D. Explain how selfawaness, time management, and goal setting impact one's caed life
- F. Explain the relationship between emotional health, physical health, and overall function
- G. Analyze the connection between chronic, unmanaged sess and diseae
- J. Use the computer for research, problem solving, and to idealffixely resources

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