



CURRICULUM COMMITTEE | AGENDA

Wednesday, May 7, 2014 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

- Guido Davis Del Piccolo, Chair
Georgia Lorenz, Vice Chair
Brenda Antrim
Teri Bernstein
Sang Chi
Ida Danzey
Sandra Hutchinson
Maral Hyeler
Josh Kanin
Hasun Khan
William Konya
Randal Lawson
Helen LeDonne
Karen Legg
Walt Louie
Kyle McGrath
Walter Meyer
Estela Narrie
James Pacchioli
Elaine Roque
Jeffery Shimizu
David Shirinyan
Toni Trives

Interested Parties:

- Jamey Anderson
Maria Bonin
Patricia Burson
Jonathan Cohanne
Kiersten Elliott
Tina Fleming
Mona Martin
Steven Myrow
Katharine Muller
Robin Ramsdell
Linda Sinclair
Madeleine Sundberg
Sal Veas
Chris Young

Ex-Officio Members:

- Eve Adler
Ty Moura

AGENDA

(Items for action are listed alphabetically; items for information are listed numerically)

- I. Call to order
II. Public Comments*
III. Approval of Minutes.....3
IV. Chair’s report:
V. Information items:

(Course Updates)

- 1. BOTANY I: General Botany
2. CHEM 11: General Chemistry I
3. CHEM 12: General Chemistry II
4. ENGR 12: Statics
5. ENGR 16: Dynamics
6. ESL 14A: Pronunciation And Spelling: Vowel And Consonant Sounds
7. ESL 14B: Pronunciation: Rhythm And Intonation
8. ESL 15: Conversation And Culture In The US
9. ESL 17: Intermediate Reading Skills
10. ESL 23: Academic Reading and Study Skills
11. ESL 28: Academic Vocabulary Skills
12. HIST 14: US Environmental History
13. HIST 25: History of East Asia Since 1600
14. HIST 32: Global Environmental History

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

15. HIST 34: World Civilizations II
16. HIST 39: History of Africa from 1900
17. PHYSCS 14: Introductory Physics With Laboratory
18. PHYSCS 24: Modern Physics With Lab
19. MCRBIO 1: Fundamentals Of Microbiology
20. NUTR 7: Food And Culture In America
21. ZOOL 5: Introductory Zoology

VI. Action items:

(Consent Agenda)

- a. COSM 11E: Curly Hair Techniques 1 (*renumbering COSM 14A to COSM 11E*)
- b. COSM 21E: Curly Hair Techniques 2 (*renumbering COSM 14B to COSM 21E. Addition of the prereq of COSM 11E*).....6
- c. COSM 31E: Curly Hair Techniques 3 (*renumbering COSM 24 to COSM 31E*)
- d. INTARC 29: Computer Skills for Interior Architectural Design (*increase of units from 2 to 3*).....12
- e. INTARC 28B: Visual Studies 2 (*renumbering INTARC 28 to INTARC 28B*)

(Consent Agenda – Title Change)

- f. PHYSCS 8: General Physics 1 With Calculus (*Former title: General Physics With Calculus*)
- g. PHYSCS 9: General Physics 2 With Calculus (*Former title: General Physics With Calculus*)
- h. PHYSCS 23: Fluids, Waves, Thermodynamics, Optics with Lab (*Former title: Waves, Optics, Thermodynamics*)

(New Courses)

- i. PV4: Photovoltaic Technical Sales.....16

(New Programs)

- j. Associate in Arts for Transfer (AA-T), Anthropology.....20
- k. Associate in Arts for Transfer (AA-T), Economics.....22
- l. Associate in Science for Transfer (AS-T) Geology.....24

(Revised Programs)

- a. Associate in Science & Certificate of Achievement, Interior Architectural Design.....25

(New DE)

- b. NURSNG 60/HEALTH 60: Multicultural Health And Healing Practices.....26

(Global Citizenship)

- c. HIST 14: US Environmental History.....33
- d. HIST 25: History of East Asia Since 1600.....39
- e. HIST 32: Global Environmental History.....44
- f. HIST 34: World Civilizations II.....50
- g. HIST 39: History of Africa from 1900.....56

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, April 2, 2014 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Ida Danzey	Randal Lawson	Estela Narrie
Georgia Lorenz, <i>Vice Chair</i>	Sandra Hutchinson	Helen LeDonne	James Pacchioli
Brenda Antrim	Maral Hyeler	Karen Legg	Elaine Roque
Teri Bernstein	Josh Kanin	Walt Louie	Jeffery Shimizu
Sang Chi	William Konya	Walter Meyer	Toni Trives

Members Absent:

Hasun Khan	David Shirinyan
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Others Present:

Vicki Drake	Jo Hao	Kyle McGrath
Joseph Evans	Nancy Grass Hemmert	Bill Selby

M I N U T E S

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:

The meeting was called to order at 3:05pm.

II. Public Comments*:

None.

III. Approval of Minutes:

The minutes of March 19, 2014 were approved as presented.

IV. Chair's report:

- Institutional Research will be invited to the Curriculum Committee meeting to discuss our process of data collection regarding prerequisites.
- The Chair welcomed Associated Students Vice President Kyle McGrath to the Committee; he replaces Alex Van Dertol.

V. Information items:

- Estela Narrie presented the courses that were approved for IGETC and CSUGE. All submitted courses, except Linguistics I, were approved. The department is updating the course outline in order to flesh out the content. Estela has contacted the UC/CSU for clarification on why the course was denied. An appeal will be submitted. Estela also presented on IGETC for STEM. This IGETC pattern is for use with ADT degrees that permit its use. To date, only Chemistry has approved use of IGETC for STEM. SMC will not offer this AS-T since the degree cannot be completed in 60 units. UC has not yet clarified which majors/campuses will accept IGETC for STEM.

**Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

(Course Updates)

1. BIOL 15: Marine Biology With Laboratory
2. INTARC 29: Computer Skills for Interior Architectural Design
3. TH ART 22: Stage Lighting

(SLO Updates)

4. FASHN 1: Fashion Trends And Design
5. FASHN 2: Color Analysis
6. FASHN 3: Apparel Construction
7. FASHN 5: Fashion Buying
8. FASHN 6A: Pattern Analysis And Design
9. FASHN 6B: Pattern Drafting And Design
10. FASHN 7: Fabrics For Fashion Design And Merchandising
11. FASHN 8: History Of Fashion Design
12. FASHN 9A: Fashion Illustration And Advertising
13. FASHN 9B: Advanced Fashion Illustration
14. FASHN 10: Advanced Design And Construction
15. FASHN 11: Advanced Clothing – Tailoring
16. FASHN 12: Fashion Show Production
17. FASHN 13: Draping I
18. FASHN 14: Draping II
19. FASHN 15: Ethnic Fashion
20. FASHN 16: Pattern Grading
21. FASHN 17: Apparel Production Manufacturing Techniques
22. FASHN 18: Computer Assisted Fashion Illustration And Design
23. FASHN 19: Fashion Marketing
24. FASHN 20: Window Display For Fashion

VI. Action items:**(Consent Agenda)**

Presented by Jo Hao:

- a. **INTARC 28A: Visual Studies I** (Change course number from 32 to 28A)
- b. **INTARC 34: 2D Color and Design Theory** (Change course name from “Applied Color and Design Theory” to “2D Color & Design Theory”)
- c. **INTARC 36: Interior Architectural Design Materials and Products** (reduction in instructional hours from 6 to 3)

Approved with the following changes:

- Number of projects under Methods of Evaluation for INTARC 28A to be detailed as 8-12.
- INTARC 34 to be renamed: 2D Color Theory (change made at meeting as a result of discussion between Art and INTARC, with the agreement of both departments)
- Proposed start for INTARC 36 is Fall 2014.

Motion made by: Maral Hyeler.
The motion passed unanimously.

Seconded by: Brenda Antrim.

(New Courses)

- d. **COM ST 30: Introduction to Communication Theory** – presented by Nancy Grass-Hemmert.
Approved with minor edits to course objective #1 and “Communication Studies (Masters required)” added to minimum qualifications.

Motion made by: Sang Chi.
The motion passed unanimously.

Seconded by: Randy Lawson

- e. **INTARC 34B: 3D Applied Color & Design Theory** – presented by Jo Hao.
- The name of the course was changed to “3D Applied Design Theory” at the meeting as a result of discussion between Art and Design Tech, with the agreement of both departments.
 - Number of projects specified as “3-4” under “Methods of Evaluation.”

Motion made by: Walt Louie
The motion passed unanimously.

Seconded by: Helen LeDonne

- f. **INTARC 71: Contemporary Spatial Design Studies**– presented by Jo Hao.
Approved with number of exams/tests under “Methods of Evaluation” expanded to say “2 exams”

Motion made by: Walt Louie
The motion passed unanimously.

Seconded by: Helen LeDonne

(New Degrees)

- g. **Associate in Arts for Transfer (AA-T) Geography** – presented by Vicki Drake.
Approved with the following change: GEOG 24 moved to Area B

Motion made by: James Pacchioli
The motion passed unanimously.

Seconded by: Jeff Shimizu

VII. Adjournment:

The meeting was adjourned at 4:17pm.

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for COSM 21E - Curly Hair Techniques 2

Course Cover	
Discipline	COSM-COSMETOLOGY
Course Number	21E
Full Course Title	Curly Hair Techniques 2
Catalog Course Description	This class is required for all students who wish to be licensed for Cosmetology by the State of California. This course is the second class in curly hair care. Students will learn chemical and thermal hair straightening, soft perm techniques using the basic manipulative skills and proper application of thermal hair processing, curling, and chemical relaxing for excessively curly hair.
Rationale	
Rationale	The renumbering of this class to 21E from 14B will allow the students to take classes in succession with 11E as its prerequisite. It is imperative that the student learn the safety rules and regulations of the state board, and the proper methods and execution of procedures in 11E before enrolling in this class.
Proposal Information	
Proposed Start	Year: 2012 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 0.50
Weekly Lecture Hours	Min:
Weekly Laboratory Hours	Min: 2.00 (Sem: 36)
Weekly Arranged Hours	Min:
Total	36.00

Semester Instructional Hours	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Cosmetology Certificate of Achievement -Cosmetology
Pre/Corequisites & Advisories	
Prerequisite COSM 11E	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Perform soft permanent waving techniques.	
2. Perform chemical hair relaxing.	
3. Perform flat iron techniques on curly hair.	
4. Demonstrate an understanding of products used to chemically straighten and curl hair.	
5. Demonstrate the procedures involved in both soft pressing and hard pressing.	
Course Content	
20%	Soft permanent waving techniques.
20%	Chemical hair relaxing.
20%	Flat iron techniques.
20%	Chemistry of Thio and Sodium Hydroxide products
20%	Bacteriology, sterilization, and sanitation.
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lab Lecture and Discussion Observation and Demonstration
Other Methods	Demonstration Video

	Lecture Handouts Guest artist
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 20% - Exams/Tests • 20% - Final Performance • 20% - Final exam • 20% - Homework • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. -. <i>Milady's Standard Cosmetology Text</i> , ed. Milady's Publishing, 2012, ISBN: 9781439059302.	
2. -. <i>Milady's Standard Cosmetology Theory Workbook</i> , ed. Milady's Publishing, 2012, ISBN: 9781439059234.	
3. -. <i>Milady's Standard Cosmetology Practical Workbook</i> , ed. Milady's Publishing, 2012, ISBN: 9781439059227.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Answer all questions in chapter 17 in Milady's Practical Work book. 2. Create picture book of curly hair styles for different shaped faces, including short, medium, and long hair. 3. Design and demonstrate hair styles for rectangular shaped face using corrective methods and creating soft waves around face to create oval shape. 	
Student Learning Outcomes	
1. Given a client the student will be able to understand bacteriology, sterilization and sanitation regarding curly hair styling.	
2. Student will be able to perform soft permanent waving techniques.	
3. Students will exhibit strong academic behavior as assessed by the College Honor Code of Conduct on all assignments and tests both written and practical	
4. Given a client the student will be able to produce a style using the flat iron involving a soft and hard press.	
Minimum Qualification	
Minimum Qualifications:	Cosmetology
Library	

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Librarian Approval: Carol Womack Date: 9/7/11	
Attached Files	
Prereq Worksheet for COSM 21E	

Prerequisite / Corequisite Checklist and Worksheet

Cosmetology, COSM 21E, Curly Hair Techniques 2

Prerequisite: Cosmetology, COSM 11E ; Curly Hair Techniques 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSM 21E

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Demonstrate the different draping and shampooing methods on curly hair.
B)	Demonstrate the proper techniques for blow drying on curly hair.
C)	Perform different pressing techniques on different types of curly hair for various outcomes.
D)	Perform the proper curling iron techniques on different types of curly hair
E)	Demonstrate the different shaping techniques on the different types of curly hair.

EXIT SKILLS FOR COSM 11E

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Demonstrate the skills in draping and shampooing the client properly.
2.	Demonstrate the proper handling of blowing techniques on curly hair.
3.	Demonstrate the proper pressing technique on curly hair.
4.	Demonstrate curling iron techniques for curly hair
5.	Demonstrate the proper shaping technique on curly hair

		ENTRANCE SKILLS FOR (XXX)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (XXX)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6								
	7								
	8								

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for INTARC 29 - Computer Skills for Interior Architectural Design

Course Cover	
Discipline	INTARC-INTERIOR ARCHITECTURAL DESIGN
Course Number	29
Full Course Title	Computer Skills for Interior Architectural Design
Catalog Course Description	This introductory course covers the use of the computer as a tool for Interior Architectural Design in illustration, drafting, design and presentations. Students will gain basic computer literacy while being exposed to a variety of digital applications used in the field of Interior Design.
Rationale	
Rationale	We are seeking to increase the units of this course from 2 to 3 because the number of interior design software has increased since the course was introduced. Because it's a beginning course, the instructor must cover each topic in detail then move to another software and cover that in detail. The instructor is lecturing for the full duration of the class as students are working simultaneously on the computer. It is a very fast pace class and an additional hour would help.
Proposal Information	
Proposed Start	Year: 2015 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged	Min:

Hours	
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Interior Architectural Design Certificate of Achievement -Interior Architectural Design
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Utilize a variety of standard computer applications used in the interior architectural industry.	
2. Efficiently work with a computer, create files and folders, use keyboard shortcuts, work on a network and transfer files between programs.	
3. Implement file organization and proper backup procedures.	
4. Identify future trends and software in the Interior and Architectural Design Industry.	
Course Content	
20%	<ul style="list-style-type: none"> • Computer Basics <ul style="list-style-type: none"> ○ How to properly use files and directories on the computer. ○ Basic operations: find, copy files, explore vs. open, renaming, properties, start menu, saving files, back up files, keyboard shortcuts (cut, copy, paste, undo). ○ Use of the proper suffixes for all files (.psd, .jpg, .gif, .eps, pdf, etc.). ○ Downloading files off the net. ○ Transferring files successfully between applications
10%	<ul style="list-style-type: none"> • Image Basics <ul style="list-style-type: none"> ○ Rastor vs. Vector images – understanding image formats ○ Standards image dimensions and approximate file sizes. ○ Export image files for different applications.

40%	<ul style="list-style-type: none"> • Applications, Major <ul style="list-style-type: none"> ○ AutoCAD (or industry equivalent) ○ Revit (or industry equivalent) ○ Photoshop (or industry equivalent) ○ PowerPoint (or industry equivalent) ○ Project 1
20%	<ul style="list-style-type: none"> • Applications, Minor <ul style="list-style-type: none"> ○ Word (or industry equivalent) ○ Excel (or industry equivalent) ○ Sketch Up (or industry equivalent) ○ Project 2
10%	Review and Final
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion Observation and Demonstration
Other Methods	hands-on projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 30% - Exams/Tests Knowledge and performance exams • 30% - Final exam Final Project • 30% - Projects 3 Projects or assignments at 10% each • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Mitton, Maureen. <i>Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques</i> , 3rd ed. Wiley, 2012	
Assignments	
Sample Assignment	
1. Students will be asked to draw digital plans for a simple building; they will then export the file using different formats. This file will be imported into other applications and students will add additional information such as color, objects	

- and people. Projects will be presented to the class.
2. Students will collect information and images to assemble a digital board using multiple software applications. The presentation will include multiple image formats and will use text to describe and supplement an oral presentation.

Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Utilize industry related software to create digital presentations for a variety of applications.
3. Identify and be familiar with standard computer operating procedures and leading industry software

Minimum Qualification

Minimum Qualifications:	Interior Design
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

Librarian Approval: Carol Womack Date: 10/11/11

Attached Files

No Files attached

Santa Monica College

New SMC Course

Expanded Course Outline for PV 4 - Photovoltaic Technical Sales

Course Cover	
Discipline	PV-PHOTOVOLTAIC SYSTEMS
Course Number	4
Full Course Title	Photovoltaic Technical Sales
Catalog Course Description	This course is designed for students interested in a career in the photovoltaics (PV) industry. The fundamental principles of selling PV systems will be covered as well as the activities that support sales such as PV system design and engineering. The course will cover marketing, customer relations, technical and cost proposal development, and working with authorities having jurisdiction over the installation and interconnection of PV systems.
Rationale	
Rationale	Solar Photovoltaic Installation is a for-credit, academic program that currently offers Introduction to Solar Photovoltaics (PV1), Intermediate Solar Photovoltaics (PV2) , and Advanced Solar Photovoltaics (PV3) courses designed to prepare the student for passing the NABCEP Entry-Level Exam and a job in Solar Photovoltaics Installation. Early on in the development of the program, our Industry Advisory Board, comprised of solar installers and other community energy leaders, identified a need for more soft skills: customer satisfaction, technical sales, marketing, and relationship-building skills. We responded by adding components to the curriculum, but recognized a need for a "track" to better prepare certain non-technical and/or sales-oriented students to the skill set needed by the industry related to technical sales.
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)

Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	Lecture course, no lab component
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Photovoltaic Systems Certificate of Achievement -PV Technical Sales Department Certificate -PV Technical Sales
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Develop a marketing plan for a photovoltaic system integration company and provide company presentations	
2. Use a Customer Relationship Management system and qualify leads	
3. Conduct a preliminary site assessment and prepare a Preliminary System Design	
4. Assemble the elements of a permit package and interconnection agreement	
5. Explain the applicable financial incentives; and describe the difference between cash sale, credit sale, lease, power purchase agreement and feed-in-tariff.	
6. Perform energy estimation using on-line tool such as PVWatts, and perform costing analyses and cost proposals using MS Excel application	
7. Create an Owner's Manual and set up a Customer Relationship Management system	
8. Explain environmental attributes of a PV system	

9. Create a sales proposal containing a system description, performance estimation, costing including financial incentives, installation and payment schedule, warranty and legal information.

Course Content	
10%	Marketing your company: (a) sales-oriented website, Search Engine Optimization and internet marketing (b) Social Media (c) references and portfolio
20%	Customer Relationship Management: (a) organization, automation and synchronization of the business process (b) leads, partners, and vendors (c) tracking sales process, orders and payments
15%	Customer qualification, preliminary proposal and price estimate
10%	Site Survey: assessment of roof, attic, and service panel
15%	System Design: (a) annotated Single Line Diagram (electrical schematic) (b) PV array layout (c) electrical calculations (d) wind loading and structural calculations (e) location of other major equipment
10%	Permit Package and Interconnection Agreement: (a) PV design (b) elevation views and Fire Department regulations (c) manufacturer's data sheets and installation instructions
10%	Sales Contract: (a) system price and applicable financial incentives, schedule of payments (b) system description (c) energy production estimate (d) energy bill savings (e) warranties (f) terms and conditions, liens and handling of disputes
10%	Owner's Manual: (a) system description and performance certification (b) maintenance and operation instructions (c) seller/installer contact information
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Projects Visiting Lecturers
Other Methods	Classroom lectures and discussions will introduce each technical subject. Software tools will be demonstrated with homework problems assigned using the tools. Reading and summarizing technical journal articles will be assigned. Visiting lecturers will present actual case studies.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Exams/Tests Midterm • 30% - Final exam • 30% - Projects • 15% - Quizzes

	<ul style="list-style-type: none"> • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Andrews, R.. <i>Smart Solar Sales</i> , ed. Createspace, 2011	
2. Parrish, P.T.. <i>The Art and Science of Selling PV Systems</i> , ed. SolarGnosis Press, 2014	
Assignments	
Sample Assignment	
1. Using a Customer Relationship Management tool, create a database with ten (10) customer entries	
2. Create a site survey for one residential PV system.	
3. Design a PV system and calculate purchase price including financial incentives.	
Student Learning Outcomes	
1. Develop and deliver compelling marketing presentations on the features and benefits of photovoltaic systems.	
2. Develop a comprehensive Sales Proposal including a system description, environmental factors, and cost elements for the purchase of a PV system	
3. Develop a Sales Contract incorporating appropriate technical and financial information, installation schedule, payment schedule, and other terms and conditions	
Minimum Qualification	
Minimum Qualifications:	Environmental Technologies
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
No Files attached	

Anthropology Associate in Arts for Transfer (AA-T)

The Associate in Arts in Anthropology for Transfer (AA-T) involves the critical examination of human societies, both present and past. It provides basic information about humankind and is designed to stimulate critical thinking about ways of living in the world. The courses of this degree address the four sub-disciplines of Anthropology which attempt to understand basic aspects of humankind. Cultural Anthropology studies human behavior to understand the cultural values that guide the behaviors. Archaeology examines the material record of human activity in order to understand how ideas change over time. Anthropological Linguistics is the study of the human capacity for language and its use. Physical Anthropology (also called Biological Anthropology) is the study of human evolution which includes human biological diversity.

Upon completion of the Associate in Arts in Anthropology for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into history or similar major for many campuses in the California State University system.

This Associate degree for Transfer involves satisfactory completion of a minimum of 60 CSU-transferable semester units with an overall average grade of C or higher including the semester units of the area of emphasis (articulated below) and fulfillment of CSU GE, or IGETC. Students transferring to CSU must complete IGETC Area 1C. Each course in the area of emphasis must be completed with a grade of C or higher, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063). Note: while a minimum GPA of 2.0 (C) is required for admission, some CSU majors/campuses may require a higher GPA. Consult with a counselor for more information. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

Required Core (minimum 9 units):

		Units
ANTHRO 1 or	Physical Anthropology	3
ANTHRO 5	Physical Anthropology With Lab	4
ANTHRO 2	Cultural Anthropology	3
ANTHRO 3	World Archaeology	3

Area A: Select at least one of the following courses (3 units required):

		Units
ANTHRO 7	Introduction To Linguistic Anthropology	3
ANTHRO 22	Magic Religion And Witchcraft	3
ENGL 2	Critical Analysis And Intermediate Composition	3
ENGL 31	Advanced Composition	3
GEOG 1	Introduction to the Natural Environment	3
GEOG 2	Introduction To Human Geography	3
HIST 47	The Practice Of History	3
MATH 54	Elementary Statistics	4

Area B: Select at least one of the following courses (3 units required):

		Units
ANY COURSE NOT USED FOR AREA A		
ANATMY 1	Human Anatomy	4
GEOL 4	Physical Geology with Laboratory	4
GEOL 5	Earth History	4
PHILOS 6	Philosophy Of Science	3
PSYCH 7	Research Methods in Psychology	3
GIS 20 (same as CIS 20, GEOG 20)	Introduction To Geographic Information Systems	3

Area C: Select at least one of the following courses (3 units required):

Units

ANY COURSE NOT USED FOR AREA A OR AREA B

ANTHROPOLOGY: 4, 9, 10, 14, 19, 20, 21, 35s

ART HISTORY: 11, 71, 72

BUSINESS: 51

COMMUNICATION STUDIES: 14, 37

DANCE: 2

EARLY CHILDHOOD EDUCATION: 11, 18, 19

ECONOMICS: 5

ENGLISH: 9, 10, 34, 41, 53, 54

FILM STUDIES: 7

GEOGRAPHY: 2, 8, 11, 14

GLOBAL STUDIES: 5, 10, 11

HISTORY: 10, 16, 33, 34, 37, 38, 39, 41, 42, 43, 62

HEALTH: 60

LINGUISTICS: 1

MEDIA STUDIES: 10

MUSIC: 33, 37

NURSING: 60

NUTRITION: 7

POLITICAL SCIENCE: 5, 21

PSYCHOLOGY: 18

SOCIOLOGY: 1, 1s, 2, 2s, 30, 31, 32, 34

URBAN STUDIES: 8

3

Total Units for Area of Emphasis:

18

Economics

Associate in Arts for Transfer (AA-T)

The Associate in Arts in Economics for Transfer (AA-T) involves the study of how society can best use scarce resources such as land, raw materials, capital, and labor. The course of study analyzes the relationships between the supply of goods and services and the demand for them, as well as how these goods and services are produced, distributed, and consumed. Some economists work on public issues such as the control of inflation, business cycles, unemployment, wage, tax, and tariff policies. Economics is widely recognized as a solid background for a career in business, government, law, teaching and research.

Upon completion of the Associate in Arts in Economics for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into economics or similar major for many campuses in the California State University system.

This Associate degree for Transfer involves satisfactory completion of a minimum of 60 CSU-transferable semester units with an overall average grade of C or higher including the semester units of the area of emphasis (articulated below) and fulfillment of CSU GE, or IGETC. Students transferring to CSU must complete IGETC Area 1C. Each course in the area of emphasis must be completed with a grade of C or higher, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063). Note: while a minimum GPA of 2.0 (C) is required for admission, some CSU majors/campuses may require a higher GPA. Consult with a counselor for more information. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

Required Core Courses (15 units):		Units
ECON 1	Principles Of Microeconomics	3
ECON 2	Principles Of Macroeconomics	3
MATH 54	Elementary Statistics	4
MATH 7 or	Calculus 1	5
MATH 28	Calculus 1 for Business and Social Science	5

List A: Select 1 course from the following (3 units minimum)		Units
ACCTG 1	Introduction to Financial Accounting	5
ACCTG 2	Corporate Financial and Managerial Accounting	5
ACCTG 26 (same as BUS 6)	Advanced Business Law	3
BUS 5	Business Law	3
BUS 6 (same as ACCTG 26)	Advanced Business Law	3
BUS 32	Business Communications	3
CIS 1 or	Computer Concepts With Applications	3
CIS 4	Introduction To Computers Business Applications	3
CHEM 9	Everyday Chemistry	5
CHEM 10	Introductory General Chemistry	5
CHEM 11	General Chemistry I	5
ENGL 2	Critical Analysis And Intermediate Composition	3
ENGL 70	Technical Communication	3
HIST 47	The Practice Of History	3
MATH 2	Precalculus	5
MATH 8	Calculus 2	5
MATH 21	Finite Mathematics	3

MATH 29	Calculus II for Business and Social Science	3
Any course in a foreign language (5 units)		5

List B: Select 1 course from the following (3 units minimum)

		Units
Any course not used in List A		
ECON 5 (<i>same as POL SC 5, GLOBAL 5</i>)	International Political Economy: Introduction To Global Studies	3
ECON 6	Contemporary Economic Problems	3
ECON 15 (<i>same as HIST 15</i>)	Economic History Of The US	3
MATH 11	Multivariable Calculus	5
MATH 13	Linear Algebra	3

Total Units for Area of Emphasis: 21

Geology

Associate in Science for Transfer (AS-T)

DRAFT: The Associate in Science in Geology for transfer Degree focuses on an understanding of internal processes responsible for the formation of the Earth from a scientific perspective. Students choosing this degree program will study a range of natural science concepts including plate tectonics, climate change, and the evolution of the dynamic planet Earth. This degree employs the scientific method to understand the formation of the Earth, including how volcanoes and mountain building events change the geography and ecosystems of the Earth. Students will explore geologic time as it relates to the origins, and evolution of life through the fossil record. An understanding of the formation of economically important mineral and fossil fuel resources is an important aspect of the degree program. Portions of the course work will focus on the diverse California geologic setting and coastal development. Completion of the Associate in Science in Geology for transfer Degree will provide students with a well - rounded understanding of human impacts on the globe and the ways geologic hazards such as earthquakes, floods, and landslides impact human development.

Upon completion of the Associate in Science in Geology for Transfer (AS-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into geology or similar major for many campuses in the California State University system.

This Associate degree for Transfer involves satisfactory completion of a minimum of 60 CSU-transferable semester units with an overall average grade of C or higher including the semester units of the area of emphasis (articulated below) and fulfillment of CSU GE, or IGETC. Students transferring to CSU must complete IGETC Area 1C. Each course in the area of emphasis must be completed with a grade of C or higher, or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063). Note: while a minimum GPA of 2.0 (C) is required for admission, some CSU majors/campuses may require a higher GPA. Consult with a counselor for more information. Additional graduation requirements for the Associate degree are available at the Transfer/Counseling Center and online at www.smc.edu/articulation.

Catalog rights dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Area of Emphasis

Required Courses (28 units):		Units
GEOL 4	Physical Geology with Laboratory	4
GEOL 5	Earth History	4
CHEM 11	General Chemistry I	5
CHEM 12	General Chemistry II	5
MATH 7	Calculus 1	5
MATH 8	Calculus 2	5

In order for a student to be able to complete this degree and their transfer general education courses in no more than 60 units, the student must follow the IGETC pattern.

Total Units for Area of Emphasis:

28

PID 199

INTERIOR ARCHITECTURAL DESIGN v2
Associate in Science (AS) / Certificate of Achievement
Area of Emphasis

Required Core Courses (42 units)		Units
INTARC 28A (WAS 32)	Visual Studies I	3
INTARC 28B (WAS 28)	Visual Studies II	3
INTARC 30	Principles of Interior Architectural Design	3
INTARC 31	Interior Architectural Design Studio I	3
INTARC 33	Interior Architectural Design Career and Portfolio	3
INTARC 34	2D Color Theory	3
INTARC 34B ADDED	3D Applied Design Theory	3
INTARC 35	2D Digital Drafting	3
INTARC 36	Interior Architectural Design Materials and Products	3
INTARC 38	3D Digital Drafting I	3
INTARC 40	Interior Architectural Design Studio II	3
INTARC 41	History Of Interior Architecture And Furnishings I	3
INTARC 42	History Of Interior Architecture And Furnishings II	3
INTARC 45	Interior Architectural Design Studio III	3
INTARC 29 REMOVED	Computer Skills for Interior Architectural Design	2

Required Elective Courses (Choose any 6 units from the list of courses below):		Units
INTARC 37	Set Design and Art Direction for Film and TV	3
INTARC 39	Green Design For Interiors	3
INTARC 44	Fundamentals Of Lighting	3
INTARC 46	Construction Documents	3
INTARC 50	Codes And Specifications	3
INTARC 52	Production Design for Film and TV	3
INTARC 57	3D Digital Drafting II	3
INTARC 62	Model Building	3
INTARC 65	Digital Rendering For Interiors	3
INTARC 70	3D Digital Rendering and Animation	3
INTARC 71 (NEW COURSE; ADDED)	Contemporary Spatial Design Studies	3
INTARC 90A	Internship	1
INTARC 90B	Internship	2
INTARC 90C	Internship	3
INTARC 90D	Internship	4
INTARC 49 REMOVED; make Historical	Trade Resources For Film And TV	3
INTARC 60 REMOVED; make Historical	Twentieth Century Furniture and Interiors	3
INTARC 66 REMOVED; make Historical	Visual History of American Housing	3

Total Units for Area of Emphasis:

48

PID 181

Santa Monica College

Update (NEW/MODIFIED DE)

Expanded Course Outline for NURSNG 60 - Multicultural Health And Healing Practices

Course Cover	
Discipline	NURSNG-NURSING
Course Number	60
Full Course Title	Multicultural Health And Healing Practices
Cross Listed Course	HEALTH 60
Catalog Course Description	This course introduces the student to the health and healing beliefs and practices among people from culturally diverse backgrounds. Cultural concepts applicable to health and wellness behavior are examined. The health, healing beliefs and practices of select American cultural groups: Native, Asian, African, Latino, and European, will be studied in the larger context of the American health care delivery system.
Rationale	
Rationale	Create hybrid version of course
Proposal Information	
Proposed Start	Year: 2014 Semester: Summer
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Not Degree Applicable
Proposed For	AA Degree -Global Citizenship requirement
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify the cultural phenomena affecting health.	
2. Discuss the terminology used in the latest U.S. Census	
3. Describe the demographic characteristics of the population of the United States as shown in Census 1980, 1990, 2000, 2010.	
4. Define and delineate the components of the "sick role," the "illness experience," and health among various cultural groups.	
5. Identify their family's health practices to maintain, protect, and restore health.	
6. Discuss ways in which their family's health practices are similar and different than those of others.	
7. Evaluate their personal health and illness beliefs and practices in the area of health maintenance and protective care.	
8. Compare methods of health maintenance, protection, and restoration among selected African, Native American, Latino, Asian, and European communities	
9. Delineate common experiential problems with the utilization of the United States health care system by culturally diverse populations.	
Course Content	
10%	Cultural heritage, history, and health
10%	U.S. Census terminology and characteristics
10%	Sick role, illness experiences and health
10%	Family health traditions and practices
10%	Personal Health Beliefs and practices
30%	Global Healing Traditions
20%	U.S. Health Care Delivery System
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Projects
Other Methods	
Methods of Evaluation	

Methods	<ul style="list-style-type: none"> • 20% - Exams/Tests • 20% - Final exam • 20% - Other • 20% - Papers • 20% - Research Projects • 100% - Total
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
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Textbooks

1. Spector, R.E. *Cultural diversity in health and illness*, 8th ed. New Jersey: Prentice Hall Health, 2012, ISBN: 0132840065.

2. Fadiman, A.. *The spirit catches you and you fall down* , 1st edition, NOO ed. New York: Macmillan: Farrar, Straus and Giroux, 1998, ISBN: 0374525641.

Assignments

Sample Assignment

SAMPLE ASSIGNMENT # 1

REPORT ON A CULTURAL GROUP:

Description:

Compare methods of health maintenance, protection, and restoration among an American cultural group from one of the following communities: African, Native, Latino, Asian, or European.

In this report identify:

- a) Demographic and historical background
- b) Traditional meanings and beliefs of health and illness
- c) Traditional methods of health maintenance and healing
- d) Traditional healers
- e) Current health care problems
- f) Impact of health care issues on accessing the American health care delivery system.

SAMPLE ASSIGNMENT # 2

Family Health Traditions Interview

Instructions:

The following interview questions are useful for making you aware of the overall history and health belief and practice-related folklore and ethnocultural knowledge of your family. Ask your parents, grandparents or another elder family member the following questions.

In a typed paper (3 pages, double spaced, size 14 font, single sided), write the question and the answers to the questions as stated by your family member. After typing your family member's responses, comment on whether or not their responses taught you anything you hadn't known about your family's heritage. Describe the process of interviewing a family member. What challenges did it present?

INTERVIEW QUESTIONS

What is your family's heritage -- their country of origin? Ethnic background? Religion?

What do you do to maintain your health? What did your mother do?

What do you do to protect your health? What did your mother do?

Do you wear, carry, or hang objects that protect your health in your home?

Do you follow a particular dietary regimen or refrain from eating restricted foods?

What home remedies do you use to restore health? What did you mother use?

What are your traditional beliefs regarding pregnancy and childbirth?

What are your traditional beliefs regarding dying and death?

Student Learning Outcomes

1. Describe how cultural phenomena have influenced healing practices among select cultural groups around the globe.
2. Examine how their personal beliefs about health and illness are similar to and/or from different from people from other cultural groups.

Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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Library

List of suggested materials has	No
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been given to librarian?	
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus)
Need/Justification	
Distance Education Quality	
Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<p>This is a 6 week hybrid course with the first 2 weeks on-line.</p> <p>During the first two weeks of the course the instructor will interact with students to introduce self, provide an overview of the course, review course expectations, due dates, answer questions, provide</p>

	students with the opportunity to share ideas about class projects, comment on discussion boards, and provide input about the emerging themes and interests of the group. Electronic will occur four times per week.
Student-Student Interaction	Students will be required to participate in introductory assignments and class discussions four times per week.
Student-Content Interaction	Students will be expected to review uploaded lecture content, reading assignments, and complete survey instruments four times per week.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Students will introduce themselves and share reasons for taking course.	1%
Discussion Boards	Students will discuss their experience of the "sick role."	3%
Study and/or Review Sessions	Review of online lecture content with commentary on it's relevance to their daily experiences.	8%
Online Lecture	Eight online lectures will be provided for student review.	8%
Videos	Review of short videos that provide illustration of the discussion topics.	2%
Discussion	Student discussion about their personal characteristics of heritage consistency.	8%
Written assignments	Students will submit the "Heritage Assessment Assignment."	3%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Content will be presented in weekly modules. Each module will contain a concept headline, outline of the reading assignments, online lecture presentation, relevant short videos, links to current articles, written assignments, and a discussion topic. Each module should take a minimum of nine hours to complete.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The college's existing technology.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to the bookstore, library.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
-All multimedia instructional content will be captioned. -All web content images will have text equivalents. -Students with disabilities will have access to the technology and/or digital information in their preferred format within an appropriate time frame.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Course Objective #7: The student will be able to evaluate their personal health and illness beliefs and practices in the area of health maintenance and protective care. On Line activity: Students will discuss their experience of the "sick role" in a threaded discussion.
Assessment Best Practices
8%- Characteristics of Heritage Consistency - Critique of Heritage Consistency tool and review of online discussion. 8%- Review Sessions - Demonstrates evidence of knowledge of online lecture content by explaining it's relevance to the daily lived experience. 1%- Introduction - Review of and response to introduction statements. 3%- Heritage Assessment Assignment - Assessment of inclusion of all criteria guidelines in submission of written work. 2%- Video Review - Utilizes information from videos in discussions.
Attached Files
No Files attached

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for HIST 14 - US Environmental History

Course Cover	
Discipline	HIST-HISTORY
Course Number	14
Full Course Title	US Environmental History
Cross Listed Course	ENVRN 14
Catalog Course Description	This course surveys the environmental history of the United States from earliest human migration to the present, focusing on the complex and consequential ways people have perceived, relied on, interacted with, and been impacted by the natural world. Topics include diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as the economic, political, social, cultural, technological and global aspects of these patterns.
Rationale	
Rationale	program review
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester	54.00

Instructional Hours	
Load Factor	1.00
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ◦ 3B: Humanities • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ◦ 4F: History 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ◦ C2 - Humanities • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D6 - History • CSU Graduation Requirement: American History and Institutions <ul style="list-style-type: none"> ◦ US1 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-A: Social Science (Group A) ◦ Area II-B: Social Science (Group B) 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Butte College American Environmental History 22 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Art: Social/Behavioral, Group A; Environmental Science, Environmental Studies; Public Policy AA-T Degree

	-History Certificate of Achievement -same as degree list
Pre/Corequisites & Advisories	
Skills Advisory ENGL 21B	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing the perceptions of, reliance on, adaptations to, interaction with and impact of land, water, plants, animals, and energy resources on diverse Americans, including Native Americans, colonial peoples, western settlers and miners, including: the environmental impact of industrialization and the post-industrial economy, urbanization and suburbanization, the 20th-century emergence of environmental policies and regulation and their contemporary global context	
2. Compare and contrast major events, trends, themes, people, etc. related to the above topics and discuss their historical significance.	
3. Critically examine historical material, including primary sources, attentive to such concepts as historical agency, context, perspective, and multi-causation.	
4. Draw connections between different time periods and regions in United States environmental history, including the present, and discuss the value of historical study for understanding change and continuity over time.	
5. Demonstrate understanding of history as a discipline characterized by the application of critical analysis to factual evidence.	
Course Content	
10%	Defining environmental history
15%	Early land and water use patterns, including hunting-gathering, the domestication of plants and animals by Native Americans, Africans, and Europeans prior to 1492
25%	Creating an “American” land & water use pattern, including the impact of the Columbian Exchange, regional differences and peoples from colonial times through western expansion; and dissent and reform voices.
25%	Industrialization, Urbanization and Suburbanization, including energy sources and issues; population density, urban services, environmental issues of growth and suburbanization;
25%	Twentieth-century and contemporary environmental trends and movements, from Progressive regulations through the Depression and wartime, federal regulation of the 1960s and 1970s, deregulatory pressures since the 1980s; emergence of contemporary issues.
Total: 100%	
Methods of Presentation	
Opt Heading	

Methods	Group Work Lecture and Discussion Projects Service Learning
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 55% - Exams/Tests • 10% - Quizzes • 25% - Written assignments • 100% - Total
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 60% to 75% of the course grade, with assignments and class participation making up the remainder.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Merchant, Carolyn. <i>American Environmental History: An Introduction</i> , ed. Columbia UP, 2007	
2. Kline, Benjamin. <i>First Along the River: A Brief History of the US Environmental Movement</i> , ed. Rowman & Littlefield, 2011	
3. Rome, Adam. <i>The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism</i> , ed. Cambridge UP, 2001	
4. Steinberg, Theodore. <i>Down to Earth: Nature's Role in American History</i> , ed. Oxford UP, 2008	
5. Merchant, Carolyn. <i>Major Problems in American Environmental History</i> , ed. Wadsworth, 2011	
6. Walker, Richard. <i>The Country in the City</i> , ed. U of Washington P, 2010	

Assignments	
Sample Assignment	
<p>1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance as they relate to US environmental history. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?</p> <p>2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome in the context of US environmental history. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources relevant to US environmental history.</p>	
Student Learning Outcomes	
<p>1. Demonstrate factual and chronologically accurate knowledge of key events, issues, trends, and people of the relevant time period and geographic region, as designated in the Course Outline of Record, specifically the perceptions of, reliance on, adaptations to, interaction with and impact of land, water, plants, animals, and energy resources on diverse Americans, including Native Americans, colonial peoples, western settlers and miners; the environmental impact of industrialization and the post-industrial economy; the environmental changes and issues related to urbanization and suburbanization; the political, social, and economic aspects of the twentieth-century emergence of environmental policies and regulations; and contemporary attention to the global context of human interaction with the environment.</p> <p>2. Demonstrate the ability to critically examine and interpret both primary and secondary sources by applying historians' analytical tools to compare and contrast multiple perspectives (including race, class, gender, and ethnicity), contextualize information, and/or identify causes and effects of change and continuity, as related to the course content.</p> <p>3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.</p> <p>4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, by applying historical knowledge and analysis across time and/or place.</p> <p>5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence.</p>	
Minimum Qualification	
Minimum Qualifications:	History (Masters Required)
Library	
List of suggested materials has been given to	Yes

librarian?	
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Global Citizenship Application	
Global Citizenship Category	Ecological Literacy
Global Citizenship Sub-Categories	Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.
Citizenship Rationale	U.S. Environmental History introduces students to the ethical and philosophical questions that have shaped human interactions with the non-human world in North America. In particular, students explore the historical context of the idea that humanity was separate from nature, and the scientific rediscovery of humanity's interconnectedness to dynamic and fragile ecosystems. They also examine the role of environmental ideas in the shaping of worldviews from the animism of nomadic societies, the appearance of monotheistic religions systems, and the rise of scientific thinking in the modern era. Finally, students explore the history of environmentalism as an ethical framework that foregrounds the rights of the non-human world in economic, political, cultural, and strategic decision-making.
Attached Files	
No Files attached	

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for HIST 25 - History of East Asia Since 1600

Course Cover	
Discipline	HIST-HISTORY
Course Number	25
Full Course Title	History of East Asia Since 1600
Catalog Course Description	This course surveys the development of China, Japan, and Korea from 1600 through their linked yet distinct modern transformations. It addresses such topics as early encounters with imperialism; divergent paths of 20th-century social, political, economic and intellectual change; world war, civil wars, and revolution; and their economic growth and social transformation in recent decades.
Rationale	
Rationale	Update per Program Review
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	

<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
<p>CSU GE Area:</p>	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ○ C2 - Humanities • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ○ D6 - History 	
<p>Pre/Corequisites & Advisories</p>	
<p>Skills Advisory ENGL 1</p>	
<p>Course Objectives</p>	
<p>Upon satisfactory completion of the course, students will be able to:</p>	
<p>1. Describe and discuss, orally and/or in writing, the convergences and divergences of East Asian societies from the seventeenth into the twenty-first century, including distinctions within their shared political and cultural traditions, their various experiences of imperialism, nation-building, industrialization, world war, civil war, revolution, and post-World War II economic growth.</p>	
<p>2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.</p>	
<p>3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.</p>	
<p>4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.</p>	
<p>5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.</p>	
<p>Course Content</p>	
6.25%	Introduction to East Asia in 1600: Shared East Asian traditions
6.25%	Late Imperial China: From Ming to Qing
6.25%	Mid-late Choson Korea, and Sengoku (Warring States) Japan
6.25%	Choson Korea, and Qing China cont., Tokugawa Japan
6.25%	Late Tokugawa and Early Meiji Japan, Late Choson Korea and Late Qing China
6.25%	Early Republican China, Late Meiji Japan and the Japanese colonization of Korea
6.25%	East Asian upheavals following WWI: Rice riots in Japan, and the

	March 1st and May 4th Movements in Korea and China
6.25%	Taisho Japan and colonial modernity in China and Korea
6.25%	Nationalists and Communists in 1920s Republican China
6.25%	Early Showa Japan (late 1920s-mid1930s); from cultural to military rule in colonial Korea
6.25%	World War II begins in Asia; Japanese Aggression in China
6.25%	Mass mobilization in China, Japan, and Korea with the intensification of WWII
6.25%	Allied/US occupation of Japan and Korea; civil war in China
6.25%	Founding of the People’s Republic of China and the Korean War
6.25%	Rapid economic growth in Japan and Korea; Cultural Revolution in China
6.25%	China, Japan, and Korea in the late twentieth century
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 70% - Exams/Tests Exams, Out-of-Class Papers, and Quizzes • 20% - Homework • 100% - Total
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	

Formatting Style	APA
Textbooks	
1. Ebrey, Patricia Buckley, Anne Walthall. <i>East Asia: A Cultural, Social and Political History</i> , 3rd ed. Cengage, 2013, ISBN: 978-1133606499.	
2. Holcombe, Charles. <i>A History of East Asia: From the Origins of Civilization to the Twenty-First Century</i> , 1st ed. Cambridge U P, 2010, ISBN: 978-0205168552.	
3. Murphey, Rhoads. <i>East Asia: A New History</i> , 7th ed. Pearson, 2013, ISBN: 978-0205168552.	
4. de Bary, William Theodore. <i>Sources of East Asian Tradition, Vol. 2: The Modern Period</i> , Introduction ed. Columbia U P, 2008, ISBN: 978-0231143233.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? 2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. 	
Student Learning Outcomes	
1. Describe and discuss, orally and/or in writing, the convergences and divergences of East Asian societies from the seventeenth into the twenty-first century, including distinctions within their shared political and cultural traditions, their various experiences of imperialism, nation-building, industrialization, world war, civil war, revolution, and post-World War II economic growth.	
2. Demonstrate the ability to critically examine and interpret both primary and secondary sources by applying historians' analytical tools to compare and contrast multiple perspectives (including race, class, gender, and ethnicity), contextualize information, and/or identify causes and effects of change and continuity, as related to the course content.	
3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.	
4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, by applying historical knowledge and analysis across time and/or place.	
5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence.	
Minimum Qualification	

Minimum Qualifications:	No Minimum Qualifications For this Course
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
Additional Comments/Information	
Global Citizenship Application	
Global Citizenship Category	Global Studies
Global Citizenship Sub-Categories	<p>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</p> <p>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>1)History 25, East Asia since 1600, surveys the linked yet distinct ways China, Japan, and Korea transformed their societies and defined their roles in the larger global environment from the 19th into the early-21st century. Its framework is regional, global, and analytic.</p> <p>2)History 25 has contemporary significance as it examines historical change from 1600 to the present, providing long-term and closer-term context to recent trends and events.</p> <p>3)History 25 addresses multiple interconnected systems including social, political, economic, and intellectual change; the different roles China, Japan, and Korea played in the global arenas including the world wars, revolutions, internal civil wars, and the political, economic, and social transformations in the late 20th and early 21st centuries.</p>

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for HIST 32 - Global Environmental History

Course Cover	
Discipline	HIST-HISTORY
Course Number	32
Full Course Title	Global Environmental History
Cross Listed Course	ENVRN 32
Catalog Course Description	This course surveys global environmental history from early human evolution to the present, focusing on the complex and consequential ways people have perceived, relied on, interacted with and been impacted by the natural world. Topics include the diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as their economic, political, social, cultural, and technological aspects in the local, regional, and global context.
Rationale	
Rationale	program review
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester	54.00

Instructional Hours	
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ◦ 3B: Humanities • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ◦ 4F: History 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ◦ C2 - Humanities • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D6 - History 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-B: Social Science (Group B) 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College De Anza College Social Environmental History HIST 28 • UC UC Merced Introduction to Environmental History HIST 25 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Art: Social/Behav, Group A; Environ Science, Environ Studies; Public Policy, Global Studies AA-T Degree -History Certificate of Achievement

	-same as degree list
Pre/Corequisites & Advisories	
Skills Advisory	ENGL 21B
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing, the historical interaction between humans and nature encompassing early to contemporary societies and civilizations throughout the world and including political, social, economic, and cultural aspects through such themes as: 1) technology (agricultural, urban, and industrial), 2) interaction/use of land, water, plants, animals, and other natural resources, 3) human and other migrations, and 4) climate change.	
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.	
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.	
4. Draw connections between different time periods and regions in global environmental history, including the present, and discuss the value of historical study for understanding change and continuity over time.	
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.	
Course Content	
10%	Defining environmental history & its inter-disciplinary connections
20%	Patterns of human interaction with land, water, and energy sources; plants & animals
20%	Issues of Population Scale: agriculture, urban, and suburban; Climate change
20%	Migrations (human, plants, animals, disease)
20%	Industrialization and globalization
10%	Contemporary debates, policies, and activism
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Projects Service Learning
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual

	material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 55% - Exams/Tests minimum of two exams • 10% - Quizzes • 25% - Written assignments • 100% - Total
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 60% to 75% of the course grade, with assignments and class participation making up the remainder.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Myllyntaus, Timo. <i>Thinking through the Environment: Green Approaches to Global History</i> , ed. White Horse Press, 2011	
2. McNeill, John R.. <i>Something New Under the Sun: An Environmental History of the Twentieth-Century World</i> , ed. Norton, 2001	
3. Hughes, J. Donald. <i>An Environmental History of the World</i> , ed. Routledge, 2009	
4. Fagan, Brian. <i>The Long Summer: How Climate Changed Civilization</i> , ed. Basic Books, 2004	
5. Radkau, Joachim. <i>Nature and Power: A Global History of the Environment</i> , ed. Cambridge UP, 2008	
6. Williams, Michael. <i>Deforesting the Earth, From PreHistory to Global Crisis</i> , ed. U Chicago P, 2006	
7. Ponting, Clive. <i>A New Green History of the World</i> , ed. Penguin , 2007	
Assignments	
Sample Assignment	
1. Briefly summarize and analyze two primary sources, identifying their perspectives,	

purposes, the contexts in which they were produced, and their historical significance as they relate to global environmental history. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?

2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome in the context of global environmental history. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources relevant to global environmental history.

Student Learning Outcomes

1. Demonstrate factual and chronologically accurate knowledge of key events, issues, trends, and people of the relevant time period and geographic region, as designated in the Course Outline of Record, specifically the historical interaction between humans and nature through such themes as technology (agricultural, urban, and industrial), interaction/use of land, water, plants, animals, and other natural resources; human and other migrations; and climate change, encompassing early to contemporary societies and civilizations throughout the world and including political, social, economic, and cultural aspects.

2. Demonstrate the ability to critically examine and interpret both primary and secondary sources by applying historians' analytical tools to compare and contrast multiple perspectives (including race, class, gender, and ethnicity), contextualize information, and/or identify causes and effects of change and continuity, as related to the course content.

3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.

4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, by applying historical knowledge and analysis across time and/or place.

5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence.

Minimum Qualification

Minimum Qualifications:	History (Masters Required)
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Library

List of suggested materials has been given to librarian?	Yes
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Library has adequate materials to	Yes
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support course?	
Additional Comments/Information	
Global Citizenship Application	
Global Citizenship Category	Ecological Literacy
Global Citizenship Sub-Categories	Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.
Citizenship Rationale	Global Environmental History introduces students to the ethical and philosophical questions that have shaped human interactions with the non-human world. In particular, students explore the historical context of the idea that humanity was separate from nature, and the scientific rediscovery of humanity's interconnectedness to dynamic and fragile ecosystems. They also examine the role of environmental ideas in the shaping of worldviews from the animism of nomadic societies, the emergence of polytheistic and monotheistic religious systems, and the rise of scientific thinking in the modern era. Finally, students explore the history of environmentalism as an ethical framework that foregrounds the rights of the non-human world in economic, political, cultural, and strategic decision-making.
Attached Files	
No Files attached	

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for HIST 34 - World Civilizations II

Course Cover	
Discipline	HIST-HISTORY
Course Number	34
Full Course Title	World Civilizations II
Catalog Course Description	This course surveys world history from 1500 to the present, addressing major developments that contributed to global change. A thematic and chronological approach will be used to examine the economic, social, intellectual, cultural, and political transformations associated with development of and resistance to colonialism and imperialism, technological and industrial change in Africa, the Americas, Asia, Europe, and the Middle East, through the twentieth-century wars and global transitions that shape the contemporary world.
Rationale	
Rationale	Update per Program Review
Proposal Information	
Proposed Start	Year: 2014 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00

Load Factor	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ○ C2 - Humanities • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ○ D2 - Economics ○ D3 - Ethnic Studies ○ D4 - Gender Studies ○ D5 - Geography ○ D6 - History ○ D7 - Interdisciplinary Social and Behavioral Science 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area II-B: Social Science (Group B) 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts-Social and Behavioral Science; Global Studies AA-T Degree -History
Pre/Corequisites & Advisories	
Skills Advisory ENGL 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing, the establishment and impact of global empires from their origins to political disunion, technological change and industrialization, the emergence and impact of competing economic and political	

ideologies, the twentieth-century experiences of global war, and the momentum and resistance to contemporary globalization in Africa, the Americas, Asia, Europe, and the Middle East.	
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.	
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.	
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.	
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.	
Course Content	
6.25%	Introduction to the course: The World in 1500
12.5%	The Eastern Hemisphere: development and impact of political, economic, social, and cultural interaction among societies and states
6.25%	The Western Hemisphere: development and impact of political, economic, social, and cultural interaction among societies and states
12.5%	Between the Hemispheres: development and impact of political, economic, social, and cultural interaction between the Americas and the Atlantic and Pacific regions; “the borderlands” at the edge of interaction
12.5%	Europe and the Americas: development and impact of political, economic, social, and cultural transformations in European states and the Americas, including industrialization and political re-structuring
12.5%	Africa, Asia, and the Middle East: development and impact of political, economic, social, and cultural interaction with European empires
12.5%	The Global Dimension of World War I, the Interwar Decades, and World War II
12.5%	Post-World War II developments: the Cold War, Decolonization, and the End of Bipolarity
12.5%	Contemporary Globalization
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Service Learning
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual

	material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 70% - Exams/Tests Essay Exams, Out-of-Class Papers, and Quizzes • 20% - Homework • 100% - Total
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Tignor, Robert. <i>Worlds Together, Worlds Apart: A History of the World: 1750 to the Present, Vol. C</i> , 4th ed. Norton, 2013, ISBN: 978-039322197.	
2. Reilly, Kevin. <i>Worlds Of History, Vol. 2: Since 1400, A Comparative Reader</i> , 5th ed. St. Martin's, 2010, ISBN: 978-1457617836.	
3. Andrea, Alfred J. and Overfield, James H.. <i>The Human Record: Sources of Global History, Vol 2: Since 1500</i> , 7th ed. Cengage, 2011, ISBN: 978-0495913085.	
4. Strayer, Robert W.. <i>Ways Of The World: A Brief Global History with Sources, Vol. 2: Since 1500</i> , 2nd ed. St. Martin's, 2012, ISBN: 978-0312583491.	
5. Bentley, Jerry. <i>Traditions & Encounters, A Global Perspective on the Past, Vol. 2: From 1500 to the Present</i> , 5th ed. McGraw Hill, 2010, ISBN: 978-0077368036.	
6. Bulliet, Richard. <i>The Earth and Its Peoples, A Global History, Vol. 2: Since 1500</i> , 6th ed. Cengage, 2014, ISBN: 978-0495902881.	
Assignments	
Sample Assignment	
1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their	

historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?

2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

Student Learning Outcomes

1. Describe and discuss, orally and/or in writing, the establishment and impact of global empires from their origins to political disunion, technological change and industrialization, the emergence and impact of competing economic and political ideologies, the twentieth-century experiences of global war, and the momentum and resistance to contemporary globalization in Africa, the Americas, Asia, Europe, and the Middle East.

2. Demonstrate the ability to critically examine and interpret both primary and secondary sources by applying historians' analytical tools to compare and contrast multiple perspectives (including race, class, gender, and ethnicity), contextualize information, and/or identify causes and effects of change and continuity, as related to the course content.

3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.

4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, by applying historical knowledge and analysis across time and/or place.

5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence.

Minimum Qualification

Minimum Qualifications:	History (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	No
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Additional Comments/Information

Global Citizenship Application

Global Citizenship Category	Global Studies
Global Citizenship Sub-Categories	<p>Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored.</p> <p>Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>1)The global perspective offered in History 34 is the essential axis of the course. Students learn the important trends and events in world history from the perspective of non-Western nation-states and societies. The emphasis on Africa, Asia and its sub-regions, the Middle East, and South America is reinforced throughout the course. Moreover, History 34 frames global history analytically. It uses the terms those regions and societies employ, distancing itself from the vocabulary and narrative common to Western Civilization and United States history courses. Nonetheless, the linkages to those Western-focused courses are regularly illustrated so that students are able to join the global perspective with others.</p> <p>2)History 34 reaches from the 1500s to the present day, offering students a big history context with which to examine the present. Units later in the semester address the Iranian Revolution, end of the Cold War, rise of political Islam, and creation of 21st-century states in Africa.</p> <p>3) The nature of world history is such that interconnectedness is constantly explored. This occurs in examinations of trade, political trends, religion, cultural contact, migrations, and the spread of ideas and technology. The course makes a point of showing such networks as they have and have not involved Europe and the greater West over time.</p>
Attached Files	
No Files attached	

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for HIST 39 - History of Africa from 1900

Course Cover	
Discipline	HIST-HISTORY
Course Number	39
Full Course Title	History of Africa from 1900
Catalog Course Description	This course surveys African history from the eve of 1900 to the present, addressing such topics as African resistance to conquest; experiences with colonialism; settler colonialism in southern Africa; the rise of national liberation movements and achievement of independence, and the challenges of post-colonial nation building. It examines contemporary Africa through a review of economic, urban, rural, gender, and environmental concerns; kinship, and religion.
Rationale	
Rationale	for Program Review update
Proposal Information	
Proposed Start	Year: 2011 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00

Repeatability	May be repeated 0 time(s)
Transfer/General Ed	
Transferability	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ○ D1 - Anthropology and Archeology ○ D2 - Economics ○ D3 - Ethnic Studies ○ D5 - Geography ○ D6 - History ○ D7 - Interdisciplinary Social and Behavioral Science 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area II-B: Social Science (Group B) 	
Pre/Corequisites & Advisories	
Skills Advisory ENGL 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing, sub-Saharan Africa's internal social, ethno-linguistic, and political diversity, especially until colonial conquest; the variety of foreign interests in Africa during and after colonialism; the various experiences of early resistance and independence movements; post-colonial economic and political challenges as a legacy of the colonial past and global context; Africans' involvement with global events such as the world wars and Cold War; and contemporary issues including shifting dynamics in gender, religion, urban, and rural life.	
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.	
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.	

4. Draw connections between different time periods and regions in African history, including the present, and discuss the value of historical study for understanding change and continuity over time.	
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.	
Course Content	
6.25%	Introductory overview of African geography, linguistic diversity, climate and vegetation, and modern political map.
6.25%	Africa during the legitimate trade: slavery and the production of cash crops
6.25%	Shifts in the Africa-Europe relationship from 1850-1910: technologies, rhetoric, and new economic and political paradigms.
6.25%	Colonial conquest and resistance movements; African state-builders' encounters with European encroachment
6.25%	Implementing colonial rule: philosophies of rule in French and British colonies
6.25%	European settlement in southern Africa to the 1940s: minerals, labor, and "native" policy
6.25%	Apartheid, Afrikaner nationalism, and African mobilization of resistance
6.25%	Colonial labor dynamics in non-settler colonies: cash crops, gender, and urbanization
6.25%	Labor movements, crop holdups, and other interwar forms of resistance to colonialism
6.25%	World War II and its ramifications: nationalism and diverse routes to independence in Africa
6.25%	Independence and early nationhood's challenges
6.25%	Crises of the State: Political crises, military coups, strong men, and warlords
6.25%	Late decolonizations and Cold War politics: Southern and Southern-central Africa
6.25%	Breaking down apartheid: internal resistance and international pressures
6.25%	Longterm consequences of colonial rule and the Cold War: the Rwandan Civil War and genocide
6.25%	States divided and the question of African futures: Sudan to the 2011 secession of South Sudan
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion
Other	Methods of presentation will vary among instructors encompassing a

Methods	combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 70% - Exams/Tests Exams, Out-of-Class Papers, and Quizzes • 20% - Homework • 100% - Total
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Reid, Richard. <i>A History of Modern Africa</i> , 2nd ed. Blackwell, 2012, ISBN: 978-0470658987.	
2. Sembene, Ousmane. <i>God's Bits of Wood</i> , ed. Longman, 2008, ISBN: 978-0435909598.	
3. Achebe, Chinua. <i>Things Fall Apart</i> , ed. Anchor, 1994, ISBN: 978-0385474547.	
4. Shillington, Kevin. <i>History of Africa</i> , 3rd ed. Palgrave Macmillan, 2012, ISBN: 978-0230308473.	
5. Collins, Robert. <i>Documents from the African Past</i> , ed. Markus Wiener, 2001, ISBN: 978-1558762893.	
6. Gilbert, Erik, Reynolds, Jonathan T.. <i>Africa in World History</i> , 3rd ed. Meridian, 2011, ISBN: 978-0205053995.	
Assignments	
Sample Assignment	
1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they	

relate to one another. For example, do they reveal different perspectives or change over time?

2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

Student Learning Outcomes

1. Describe and discuss, orally and/or in writing, sub-Saharan Africa's internal social, ethno-linguistic, and political diversity, especially until colonial conquest; the variety of foreign interests in Africa during and after colonialism; the various experiences of early resistance and independence movements; post-colonial economic and political challenges as a legacy of the colonial past and global context; Africans' involvement with global events such as the world wars and Cold War; and contemporary issues including shifting dynamics in gender, religion, urban, and rural life.

2. Demonstrate the ability to critically examine and interpret both primary and secondary sources by applying historians' analytical tools to compare and contrast multiple perspectives (including race, class, gender, and ethnicity), contextualize information, and/or identify causes and effects of change and continuity, as related to the course content.

3. Identify and analyze in a historical manner the political, economic, social, cultural, and global aspects of the major events and trends of this historical period and interpret their historical significance.

4. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends, by applying historical knowledge and analysis across time and/or place.

5. Demonstrate, through written work, understanding of history as a discipline characterized by the analysis and synthesis of factual evidence.

Minimum Qualification

Minimum Qualifications:	No Minimum Qualifications For this Course
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	No
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Additional Comments/Information

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Citizenship Rationale	<p>1) History 39 Modern Africa, which examines African history from roughly the 1880s to the present day, begins by teaching students that "Africa" is in fact an interconnected but diverse set of societies and states whose histories have at times intersected and at others diverged. It forms a microcosm of many of the themes that play out globally in modern world history.</p> <p>2) In treating the post-World War II era, History 39 addresses the emergence of contemporary politics, especially the challenge of nationhood as it occurred in multiple regions and the involvement of African states in the global Cold War. The course also goes in-depth in its teaching of the Apartheid regime in South Africa, drawing out commonalities with similar equal rights struggles in the United States. Finally, in an effort both to help students see African events from the African perspective and to teach the more contemporary events in African history, History 39 takes a highly analytical approach to the Rwandan genocide and the Sudanese civil war and secession of South Sudan. The Western "tribalist" and modernization-theory paradigms about Africa are consistently disabused in History 39 to overtly foster a spirit of global citizenship.</p> <p>3) The course content addresses multiple interconnected systems. The environment and its impact on different historical trajectories in modern Africa for instance, the emergence of settler colonialism in southern Africa is highlighted. Beginning with the end of the slave trade, History 39 immediately addresses the linkages between Africa and other global regions while also revealing the different slave systems and cash crop regimes that emerged in Africa after the trade's end. In its treatment of European colonial conquest, the course compares and contrasts the ambitions of West, East, and Southern African state-builders as they collided and collaborated with colonizers. History 39 then moves to examine the ways in which the colonial</p>

	experience created new paradigms of religious practice, gender norms, and labor power throughout Africa, showing the connectedness of Africans as they lived through colonialism but emphasizing the diversity of colonial systems, subjects, and impacts.
Attached Files	
No Files attached	