



College Curriculum Committee

Meeting Agenda Package

April 8, 2025

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## College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: April 8, 2025 / Time: 2:00 p.m. - 3:30 p.m.

Location: VT-124

### Vision:

Compton College will be the leading institution of student learning and success in higher education.

### Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez \_\_; Ahmad Manzoor \_\_; Michael Vanoverbeck \_\_; Mayela Rodriguez \_\_; Stefani Baez \_\_; Susan Johnson \_\_; Arnesha Bryant-Horn \_\_; Shay Brown \_\_; Jose Martinez \_\_; Kendahl Radcliffe \_\_; Nathan Lopez \_\_; Paul Flor \_\_; David McPatchell \_\_; Noemi Monterosso \_\_; Jesse Mills \_\_; Bradfield Conn \_\_; Lynn Chung \_\_; Melain McIntosh \_\_; Sheri Berger \_\_; Maya Medina \_\_; Shante Mumford \_\_; and Charles Hobbs \_\_.

### AGENDA:

1. Approval of Agenda: March 25, 2025.
2. Approval of Minutes: March 11, 2025.
3. Reports and Follow-up Questions From Attendees:
  - a) Vice President, Academic Affairs
  - b) Curriculum Analyst
  - c) Articulation Officer
  - d) Distance Education Faculty Coordinator
  - e) SLO Coordinator
4. Consent Agenda Item(s):
  - a) **Course Inactivation**
    - HIST 105 - Women and American History from the Colonial Era to 1877
    - HIST 106 - Women and American History from 1877 to the Present
    - HIST 108 - United States History: The American Indian Experience
    - HIST 114 - History of the Asian American in the United States

HIST 122 - United States Social History: Cultural Pluralism in America  
HIST 122H - Honors United States Social History: Cultural Pluralism in America  
HIST 145 - History of World Religions  
HIST 152 - History of Latin America Through Independence  
HIST 175 - History of Asian Civilizations to 1600  
HIST 176 - History of Asian Civilizations from 1600 to the Present

**5. Action Item(s):**

a) **Program Revision**

Kinesiology A.A. Degree for Transfer (A.A.-T)

**6. Discussion Item(s):**

a) TBD

**7. Informational Items:**

a) College Curriculum Committee Vacancies: STEM (1) – new chair of STEM eff.  
July 1, 2025

**8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**

a) CCC representatives may provide a comment or future agenda item recommendation(s).

**9. Public Comment(s):**

a) Public comments may be presented by any person not on the CCC roster in attendance.

## College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez

Date: March 25, 2025 / Time: 2:00 p.m. - 3:30 p.m.

Location: VT-124

### Vision:

Compton College will be the leading institution of student learning and success in higher education.

### Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

### Attendees:

#### Curriculum Committee Chair (Vote only to break tie):

Charles Hobbs\_X\_;

#### Voting Members:

Victoria Martinez\_X\_ ; Ahmad Manzoor\_X\_ ; Michael VanOverbeck\_X\_ ;  
Stefani Baez\_X\_ ; Susan Johnson\_X\_ ; Arnesha Bryant-Horn\_X\_ ; Shay  
Brown\_X\_ ; Jose Martinez\_X\_ ; Kendahl Radcliffe\_X\_ ; Nathan Lopez\_X\_ ;  
Paul Flor\_X\_ ; David McPatchell\_X\_ ; Noemi Monterosso\_X\_ ; Jesse Mills  
\_X\_ ; Bradfield Conn\_X\_ ; Lynn Chung\_X\_ ;

#### Non-Voting Members:

Melain McIntosh\_X\_ ; Sheri Berger\_X\_ ; Juan Tavarez\_X\_ ; Maya Medina\_X\_ .

### Meeting started at 2:24pm

**Brad C. motioned to approve agenda. Victoria M. seconded. Unanimously approved.**

1. Approval of Agenda: March 25, 2025.

**Noemi M. motioned to approve amended minutes. Brad C. seconded. Unanimously approved.**

2. Approval of Minutes: March 11, 2025.

**Noemi M. motioned to open reports 3a-e. Shay B. seconded.**

3. Reports and Follow-up Questions From Attendees:
  - f) Vice President, Academic Affairs –
  - g) Curriculum Analyst
  - h) Articulation Officer
  - i) Distance Education Faculty Coordinator
  - j) SLO Coordinator

**Noemi M. motioned to close reports 3a-e. Michael V. seconded.**

**Noemi M. motioned to approve consent agenda items 4a-d. Michael V. seconded. Unanimously approved.**

**4. Consent Agenda Item(s):**

- b) Noncredit Course Revision- Update Course Hours; Update Grading Method  
MATH 100 - Supervised Tutoring: Mathematics
- c) Course Inactivation  
PHIL 105H - Honors Critical Thinking and Discourse  
PHIL 111 - History of Ancient and Medieval Philosophy  
PHIL 112 - History of Modern Philosophy  
PHIL 115 – Existentialism
- d) Standard Course Review- Update Conditions of Enrollment- Add Prerequisites  
ART 145 - Graphic Design I
- e) Standard Course Review- No Proposed Changes  
PE 122 - Cardio Fitness and Body Sculpting  
PE 217 - Sports Officiating  
PE 272 - Care and Prevention of Athletic Injuries  
PE 277 - Introduction to Kinesiology  
PE 290 - Personal Fitness Trainer

**Noemi M. motioned to open action item 5a. Shay B. seconded.**

**5. Action Item(s):**

- a) **New Course – 2nd Read**  
MATH 19C - Support for Calculus I

**David M. motioned to close action item 5a. Nathan L. seconded.**

**Noemi M. motioned to approve action item 5a. Shay B. seconded. Unanimously approved.**

**Michael V. motioned to open discussion item 6a. Victoria M. seconded.**

**6. Discussion Item(s):**

- b) Faculty Service Surveys

**Michael V. motioned to close discussion item 6a. Noemi M. seconded.**

**Noemi M. motioned to open informational item 7a. Shay B. seconded.**

**7. Informational Items:**

- b) College Curriculum Committee Vacancies: STEM (1).

**Susan J. motioned to close informational item 7a. Victoria M. seconded.**

**Noemi M. motioned to open 8a. Shay B. seconded.**

- 8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**

- b) CCC representatives may provide a comment or future agenda item recommendation(s).
  - a. Victoria Martinez announced the campus Career Internship, Job and Resource Fair on Wednesday, March 26<sup>th</sup>.

**Noemi M. motioned to close 8a. Nathan L. seconded.**

**Noemi M. motioned to open the floor for public comment. Nathan L. seconded.**

**9. Public Comment(s):**

- b) Public comments may be presented by any person not on the CCC roster in attendance.

**Michael V. motioned to close public comment. David M. seconded.**

**Meeting ended at 2:48PM**



## Course Inactivation - HIST 105 - Women and American History from the Colonial Era to 1877

### Course Information

#### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 105

Full Course Title: Women and American History from the Colonial Era to 1877

Short Title: Wmn/Amer Hist-Colonl-1877

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-10-19

### Course Description

This course is a chronological survey of the history of the United States to 1877 with special emphasis on the contributions of women to colonial society and the nation. The impact of social, political, economic and cultural forces on women's lives will also be examined.



## Course Standards

**Lecture Hours:**

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction to Women's HistoryA. Historiography and Historical MethodologyB. Interpreting History from the Woman's Perspective

Approximate Time In Hours

3.00

Lecture

Outline

Early Colonial Era Women in North AmericaA. Women in Native American and African SocietiesB. Comparison of Women's Conditions and Lives in European ColoniesC. Gender and Interactions between Africans, Native Americans and Europeans

Approximate Time In Hours

9.00

Lecture

Outline

English Colonial Society, 1607-1700A. European Women in New England, the Middle Colonies and the South 1. Family, Marriage and the Law of Coverture 2. Plantation Life 3. Religion and WitchcraftB.

Enslaved Women and the Institution of SlaveryC. Impact of European Colonization of Native American Women

Approximate Time In Hours

6.00

Lecture

Outline

The American Revolution and the Early National Period, 1776-1816A. Women on the Homefront and Battlefields of the Revolutionary WarB. Revolutionary Rhetoric, Republican Motherhood and the Status of WomenC. Political and Legal Status of Native American and African American WomenD. Women and the Market Revolution

Approximate Time In Hours

6.00

Lecture

Outline

The Mid-1800sA. The Middle Class and the Cult of DomesticityB. Women and the Rise of Factory ProductionC. EvangelicalismD. The Reform Movement 1. Women as Reformers 2. Women as Targets of ReformE. The Woman's Movement

Approximate Time In Hours

9.00

Lecture

Outline

Westward Expansion and Manifest DestinyA. The Status of Native American, Mexican American, and Chinese Women in the WestB. Women in Agricultural and Mining CommunitiesC. Enslaved Women in the West

Approximate Time In Hours

6.00

Lecture

Outline

Slavery Through the Civil WarA. Enslaved Women's WorkB. Slave Family LifeC. The Sexual Demands of SlaveryD. Enslaved Women's ResistanceE. Patriarchy in Southern Plantation HouseholdsF. Abolitionism

Approximate Time In Hours

6.00

Lecture

Outline

Women and the Civil WarA. The HomefrontB. The BattlefieldC. The Plantation SouthD. Enslaved and Freed Women

Approximate Time In Hours

3.00

Lecture

Outline

Reconstruction through 1877A. Freed WomenB. The Evolving Role of Women in the SouthC. The Resurgence of Women's Rights and Woman SuffrageD. Women's Work and Unions

Approximate Time In Hours

6.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2A – Social and Behavioral Sciences – American Society and History
  - 7-Culture, Diversity and Equity
2. **CSU GE:**
  - D4 - Gender Studies
  - D6 - History
  - C2 - Humanities
3. **IGETC GE:**
  - 4F - History
  - US1
  - 3B - Humanities
4. **UC TCA:**
  - UC-B Social and Behavioral Sciences
  - UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Identify and employ historical methodology to examine the role of women in the United States since 1877.

Lecture

Evaluate women's roles in African and Native American societies in the sixteenth and seventeenth centuries.

Lecture

Assess the role of gender in the interactions between African, Native American and European societies in North America during the colonial era.

Lecture

Compare and contrast the condition of women in the Spanish, French and English colonial societies of North America, paying particular attention to law, family and religion.

Lecture

Assess the differences in colonial family patterns in the English colonies.

Lecture

Critique the ways in which race and ethnicity impacted women's private and public lives from the colonial era through 1877.

Lecture

Trace the role of women in the economy from the colonial era through 1877, paying particular attention to agriculture, the market revolution and early industrialization.

Lecture

Identify and assess women's role in the American Revolution and examine how the ideals of the revolution impacted gender expectations and women's roles in society, including the concept of republican motherhood.

Lecture

Determine how the notion of patriarchy shaped the public and private lives of diverse women living in the United States through 1877.

Lecture

Evaluate the condition of women in the western frontiers of Texas, New Mexico and California and compare it to the condition of women in the eastern United States.

Lecture

Discuss the condition of enslaved women in the South.

Lecture

Discuss gender expectations for middle and upper class women during the nineteenth century, including the domestic ideal and separate spheres.

Lecture

Evaluate and explain the role of women including those of diverse backgrounds in movements for social and political reform in the nineteenth century, paying particular attention to the woman's rights movement in the 1850s.

Lecture

Describe the ways in which women participated in the Civil War, and determine how it affected their lives.

Lecture

Compare and contrast the role of women in the western Mormon, Mexican American, Native American, agricultural and mining communities in the second half of the late-nineteenth century.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. **HIST 105 Women and American History from the Colonial Era to 1877: *SLO #1 Developing and Arguing a Persuasive Historical Thesis***. Upon completion of Women and American History from the Colonial Era to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussion will follow a prompt that addresses the content objectives and SLO.

Lecture

History 105 lectures will follow the content objectives and the SLO's of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoints, closed captioned video, podcasts, an overhead projector, and maps.

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

After reading the textbook, write a five- to seven-page paper with a thesis that answers the following question and provides persuasive evidence and argumentation: To what extent did the American Revolution change the legal, political and social condition of women? Was the American Revolution a revolution for women?

After reading *Incidents in the Life of a Slave Girl*, in a five- to seven-page paper describe the Cult of True Womanhood and discuss how it influenced Harriet Jacobs' personal experience of slavery and the way she presented her life to white society in her autobiography.

Other Assignments:

After reading excerpts from Mary Rowlandson's *Captivity Narrative* and the textbook, write a three- to four-page primary document analysis of Rowlandson's book which explains the historical context of the book and reflects upon what it reveals regarding gender roles during the late-seventeenth century, as well as the impact of gender on interactions between Native Americans and British colonial women.

[A primary document is a source created during the historical time period being studied by a student/historian.]

## Course Materials

Author: Ellen DuBois and Lynn Dumenil

Title: Through Women's Eyes: An American History

Edition: Fifth

Publisher: Macmillan

ISBN-13: 9781319156251

Year: 2019

Or Equivalent: Yes

Other:

Harriet Jacobs, *Incidents in the Life of a Slave Girl*, Belknap, 2009.

Other:

Mary Rowlandson, *The Account of Mary Rowlandson and Other Captivity Narratives*, Dover, 2005.

## Minimum Qualification

1. History

Condition

## 2. Women's Studies Condition



## HIST 106 - Women and American History from 1877 to the Present

### Course Information

#### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 106

Full Course Title: Women and American History from 1877 to the Present

Short Title: Womn/Amer Hist - 1877-Present

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-10-19

### Course Description

This course is a chronological survey of the history of the United States from 1877 to the present with special emphasis on the contributions of women to the evolving modern nation. The impact of social, political, economic and cultural forces on women's lives will also be examined.

### Course Standards

#### Lecture Hours:

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction to Women's HistoryA. Historiography and Historical MethodologyB. Interpreting History from the Woman's Perspective

Approximate Time In Hours

3.00

Lecture

Outline

1877-1920: The WestA. Native American and Mexican American WomenB. United States Migrant WomenC. Women and Populism

Approximate Time In Hours

3.00

Lecture



Outline

1877-1920: African American Women in the SouthA. Racial and Gender OppressionB. Work: Domestic Service and Sharecropping

Approximate Time In Hours

3.00

Lecture

Outline

1877-1920A. Modernization in the North 1. Industrialization and Urbanization: Women as Workers and Consumers 2. ImmigrationB. The New Woman and Evolving Conceptions of Gender, Marriage and FamilyC. Women and Progressive ReformD. Women in the Labor and Radical Movements

Approximate Time In Hours

6.00

Lecture

Outline

World War I: Women on the Homefront and Abroad

Approximate Time In Hours

3.00

Lecture

Outline

The 1920sA. Culture of Modernity 1. Sexuality 2. The Harlem RenaissanceB. Working WomenC. Women in Politics and Reform

Approximate Time In Hours

3.00

Lecture

Outline

The Great DepressionA. Women and the Great DepressionB. The New Deal 1. Women and New Deal Politics 2. Women and Political and Economic Citizenship

Approximate Time In Hours

6.00

Lecture

Outline

World War IIA. The Home Front 1. Women in the Workforce 2. Family Life 3. Women and Popular CultureB. Women in the Military

Approximate Time In Hours

6.00

Lecture

Outline

Postwar America: 1945-1960A. The Economic Boom and Women in the WorkforceB. Domestic Life in the Suburbs and Inner CitiesC. The Feminine Mystiques and the MediaD. Sexuality and the Emerging Sexual RevolutionE. The Role of Family and Gender Roles

Approximate Time In Hours

6.00

Lecture

Outline

The 1960s and 1970sA. Women and Social MovementsB. The Women's Movement: Philosophy, Leadership, Goals and OutcomesC. The Sexual RevolutionD. The Gay Rights Movement

Approximate Time In Hours

9.00

Lecture

Outline

The New Right and the Embattled Left, 1968 to the Present  
A. Women as Political Leaders: Feminists, Conservatives and the Equal Rights Amendment  
B. Women's Work and the Family  
C. The Feminization of Poverty  
D. Immigrant and Racial Minority Women  
E. The Third Wave of Feminism

Approximate Time In Hours

3.00

Lecture

Outline

Globalism  
A. Women and Foreign Policy  
B. Global Feminism in the Twenty-First Century

Approximate Time In Hours

3.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2A – Social and Behavioral Sciences – American Society and History
  - 7-Culture, Diversity and Equity
2. **CSU GE:**
  - D4 - Gender Studies
  - D6 - History
  - C2 - Humanities
3. **IGETC GE:**
  - 4F - History
  - US1
  - 3B - Humanities
4. **UC TCA:**
  - UC-B Social and Behavioral Sciences
  - UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Identify and employ theories and historical methodology to examine the role of women in the United States.

Lecture

Evaluate how women interacted with and contributed to the forces of modernization at the turn of the twentieth century, including urbanization, industrialization, immigration, and imperialism.

Lecture

Compare and contrast the impact of race, ethnicity, immigration, and class on women's experience in the West, the South and the Northeast during the late-nineteenth and early-twentieth centuries.

Lecture

Identify and assess the critical role of women in political and social reform movements, including progressivism, suffrage, the New Deal, the Civil Rights Movement, the Great Society, women's rights and LGBT rights.

Lecture

Discuss the ways in which the private, familial roles of women evolved in the 1920s and how women's public roles in the political, economic and social life of the nation shifted at the same time.

Lecture

Examine how women and families were impacted by the Great Depression and how they adapted to the trauma of the economic crisis.

Lecture

Assess the impact of World War I and World War II on women's lives on the homefront, and examine how women participated in each war effort.

Lecture

Trace and assess the evolving depiction of women in mass media from 1877 to the present.

Lecture

Evaluate the role of gender in the legal system since 1877, including Supreme Court cases such as Muller versus Oregon and Roe versus Wade.

Lecture

Examine the expanding participation of women in the workforce and unions from the late 1800s to the present.

Lecture

Discuss shifting ideas about women's sexuality and the roles of women in their private lives as daughters, mothers and wives since the 1950s.

Lecture

Evaluate the role of women in the conservative New Right movement since the 1970s and contrast it with the efforts of feminists at the same time.

Lecture

Evaluate the role of American women in global feminism in the twenty-first century, placing it within the wider historical context of globalism.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. **HIST 106 Women and American History from 1877 to the Present: *SLO #1 Developing and Arguing a Persuasive Historical Thesis***. Upon completion of Women and American History from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American women's history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussion will follow a prompt that addresses the content objectives and SLO.

Lecture

History 106 lectures will follow the content objectives and the SLO's of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoints, closed captioned video, podcasts, an overhead projector, and maps.

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

In a five-page essay examine the historical evolution of one major reform or social movement during one of the following periods: the Progressive Era, the 1920s, the New Deal Era or the 1960s. For the chosen movement, assess women's roles in the origins, goals, leadership and outcomes. Be sure to consider the class, ethnic, racial and gender dimensions of the movement.

After doing research in Ebony and Life magazine (1960-1975), write a five- to seven-page paper explaining the ways women's experiences had changed compared to the 1870s. Support your argument using evidence and examples from your research.

Other Assignments:

Read the textbook description of the Women's Movement of the 1970s and its aftermath. In a three- to five-page paper, explain the extent to which the movement achieved its goals.

## Course Materials

Author: Ellen Dubois, Dumenil, Lynn

Title: Through Women's Eyes: An American History

Edition: 5th

Publisher: Macmillan

ISBN-13: 9781319156275

Year: 2019

Or Equivalent: Yes

Other:

bell hooks, Feminist Theory: From Margin to Center. 2015

## Minimum Qualification

1. History

Condition

2. Women's Studies

Condition



## Course Inactivation – HIST 108 - United States History: The American Indian Experience

### Course Information

#### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 108

Full Course Title: United States History: The American Indian Experience

Short Title: US Hist: Amer Indian Expernce

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-10-19

### Course Description

This course is a survey of the history of the United States with an emphasis on native peoples of North America. Topics include early American Indian societies, the impact of European contact, trade, and colonization as well as the impact of United States political, economic, and social policies on Native Americans. Emphasis is placed on the attempts of American Indians to protect their sovereignty and revitalize their societies.

# Course Standards

## Lecture Hours:

54.000

## Activity Hours:

0.000

## Lab Hours:

## Outside-of-Class Hours:

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

# Course Content

Lecture

Outline

Introduction to United States History from the American Indian Perspective A. Terminology B. Historical Issues in the Study of American Indians

Approximate Time In Hours

3.00

Lecture

Outline

The Americas before European Colonialism A. Geography and Diverse Adaptations B. Development of Agriculture and Village Life C. Creation of Iroquois Confederacy

Approximate Time In Hours

3.00

Lecture

Outline

Spanish , French, English Colonization and Indigenous ResponsesA. TradeB. SettlementsC. Christianity

Approximate Time In Hours

6.00

Lecture

Outline

Slavery, Labor, and Resistance in the ColoniesA. Economic and Social Development B. Warfare

Approximate Time In Hours

3.00

Lecture

Outline

War for IndependenceA. Tensions between Great Britain and the Colonies B. Declaration of IndependenceC. Articles of Confederation and U.S. ConstitutionD. U.S.-American Indian Relations

Approximate Time In Hours

3.00

Lecture

Outline

Early National Period and Jacksonian DemocracyA. Market Revolution and Slavery B. Settlement West of the Appalachian Mountains C. Growth of Jacksonian Democracy, 1800-1828 D. Development of Textile Industry in New England E. Removal of Southeastern Tribes to Indian Territory: The Cherokees' Trail of Tears

Approximate Time In Hours

6.00

Lecture

Outline

Manifest Destiny: War with Mexico and American Settlement in Indian Territories in Texas, Oregon, and California A. U.S. Migrations into Texas, Oregon, and CaliforniaB. Mexican-American War and United States Acquisition of Mexican and Indian TerritoriesC. Gold Rush in California and Impact on Native Californians

Approximate Time In Hours

3.00

Lecture

Outline

Civil War A. Growth of Anti-Slavery in the North and West B. Impact of Civil War on American Indians

Approximate Time In Hours

3.00

Lecture

Outline

Post-Civil War America, 1865-1900A. ReconstructionB. Warfare on the Great PlainsC. Development of Indian ReservationsD. Immigration, Industrialization, Urbanization, Imperialism

Approximate Time In Hours

6.00

Lecture

Outline

World War I, The Great Depression, World War II A. The New Deal B. The Indian New Deal C. World War II and Urban Relocation D. Cold War and the Atomic Age E. Post-War Federal Indian Policies: Termination, Relocation and Compensation

Approximate Time In Hours

6.00

Lecture

Outline

Social Movements in the 1960s and 1970s A. American Indian Movement B. Sovereignty and Economic Development

Approximate Time In Hours

6.00

Lecture

Outline

Progress and Challenges in the Late 20th Century and the 21st Century A. End of the Cold War B. Globalization, Prosperity, and Poverty in the World C. Increasing Rights and Opportunities for American Indians

Approximate Time In Hours

6.00

## General Education/Transfer

### 1. Local GE/Graduation Requirements:

- 2A – Social and Behavioral Sciences – American Society and History
- 7-Culture, Diversity and Equity

### 2. CSU GE:

- D3 - Ethnic Studies
- D6 - History
- C2 - Humanities
- US-1: Historical development of American institutions and ideals

### 3. IGETC GE:

- 4C - Ethnic Studies
- 4F - History
- 3B - Humanities

### 4. UC TCA:

- UC-B Social and Behavioral Sciences
- UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Describe the development of various types of societies from agricultural villages to complex communities using American Indian societies as examples before the arrival of Europeans.

Lecture

Compare and contrast English, Spanish and French goals for colonization, the methods they used and the responses of American Indian societies.



#### Lecture

Analyze the origins of the United States, its political and economic values, and how those values influenced U.S. and Native American relations.

#### Lecture

Analyze the relationship between the development of slavery, the market revolution, and westward expansion by the United States with an emphasis on how that territorial and economic expansion impacted American Indian societies.

#### Lecture

Analyze the Civil War, industrialization, urbanization, immigration, and imperialism, in the 19th and early 20th centuries and how these developments influenced American Indian societies.

#### Lecture

Assess the impact of the economy and wars on American society, with special attention on American Indians from Reconstruction through the end of World War II.

#### Lecture

Analyze American Indian experiences during the Cold War and 1960s.

#### Lecture

Compare the American Indian movement to other social movements in the 1960s and 1970s.

#### Lecture

Identify, describe and analyze social, cultural and economic developments facing American Indians in the late 20th and early 21st centuries, especially as these developments related to American Indian society.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. **HIST 108 U.S. History: The American Indian Experience: *SLO #1 Developing and Arguing a Persuasive Historical Thesis***. Upon completion of United States History: The American Indian Experience, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

#### Discussion

In class and online discussion will follow a prompt that addresses the content objectives and SLO.

#### Lecture

History 108 lectures will follow the content objectives and the SLO's of the course.

#### Multimedia presentations

Smart classrooms will accommodate PowerPoints, closed captioned video, podcasts, an overhead projectors, and maps.

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

Visit a site or attend an event related to Indian history and/or culture such as a Pow-Wow, Indian cultural center, or a museum exhibit. Prepare a written report of four- to six-pages that:

- a. Briefly describes the site or event.
- b. Places the site or event in relation to the themes of HIST 108.
- c. Analyze how an Indian or non-Indian point of view was emphasized at this event or site.

In a five- to six-page typed essay, compare and contrast socioeconomic, political, and cultural changes in U.S. mainstream society in general, and among American Indians in particular, during the post-World War II period. Analyze whether American Indians' views and experiences tended to be similar to, or different from, those of mainstream society.

Other Assignments:

After reading the textbook chapter on European missionaries in North America, write a three- to five-page typed essay in which you compare and contrast the methods used by the French and Spanish in the 17th century to convert Indians to Christianity and advance European power in the region. Evaluate European effectiveness in accomplishing their goals.

## Course Materials

Author: Colin G. Calloway

Title: First Peoples: A Documentary Survey of American History

Edition: 6TH

Publisher: Bedford/St. Martin's

ISBN-13: 9781319104917

Year: 2019

Or Equivalent: Yes

Other:

Editors: Theda Perdue and Michael D. Green, The Cherokee Removal: A Brief History with Documents, Bedford/St. Martin's, 2004.

## Minimum Qualification

1. History

Condition



## Course Inactivation – HIST 114 - History of the Asian American in the United States

### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 114

Full Course Title: History of the Asian American in the United States

Short Title: Hist of Asian Amer in the US

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

### Course Description

This course surveys Asian American history in the United States from 1848 to the present, focusing on the historical interaction of diverse Asian American groups with American politics, culture, society and the economy. Unique Asian American communities and the historical factors that have formed and shaped them will also be examined.

### Course Standards

**Lecture Hours:**

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction to United States History from an Asian American Perspective A. Terms and Theories Used in the Historical Analysis of Race in America B. Asian Americans within the Wider Context of Race in America

Approximate Time In Hours

3.00

Lecture

Outline

1848-1914: Westward Expansion, Asian Immigration to the United States A. Westward Expansion 1. Manifest Destiny 2. The Gold Rush 3. The Acquisition of Western Territory 4. The Economy and Society of the West B. Post Civil War South 1. The Efforts and Outcome of Reconstruction 2. Chinese Plantation Laborers C. Industrialization 1. The Transportation Revolution 2. Mass Production, the Factory System and Unskilled Labor 3. European Immigration 4. The Working Class and Unions D. Discriminatory Laws

in the West 1. California's Foreign Miner Tax Law, 1853 2. Anti-Miscegenation and Anti-Intermarriage Laws 3. Segregation 4. California's Alien Land Law, 1913 E. Chinese Immigrants 1. The Sojourner Pattern 2. Anti-Chinese Sentiment and Stereotyping 3. Racial Violence and Rioting 4. Immigration Law and Chinese Exclusion 5. Chinatowns 6. Chinese Culture in America 7. Chinese Women: Work and Prostitution F. Japanese Immigrants 1. Hawaii: Interethnic Conflict, Plantation Culture and Labor 2. The West: Work and Anti-Japanese Sentiment 3. Japanese Immigrant Families and Communities 4. Immigration Law and Japanese Exclusion G. The First Wave of Korean Immigration, 1895-1905 H. Asian Indian Immigration and Communities in the West

Approximate Time In Hours

9.00

Lecture

Outline

1898-1914: Modernization and Imperial Expansion A. American Imperial Expansion into Latin American and the Pacific 1. Social Darwinism, the White Man's Burden and the Missionary Impulse 2. The Spanish American War and the American-Philippines War 3. Annexation of Foreign Territory 4. Debates over Citizenship for Colonials 5. Missionaries in Asia 6. Tensions with Expansionist Japan

Approximate Time In Hours

6.00

Lecture

Outline

1914-1939: World War I, the 1920s and the Great Depression A. World War I 1. Causes and American Involvement 2. Asian American Participation in the War Effort B. Asian Indian Immigrants 1. Immigration Restriction 2. The Denial of Citizenship 3. The Gadar Movement C. The 1920s 1. Economic Prosperity and Social/Cultural Change 2. Racial Intolerance and the Expansion of the Ku Klux Klan 3. Immigration Restriction, Quotas and the End of the Picture Bride Program D. The Great Depression 1. Impact of the Depression on the Economy and American Lives 2. The New Deal 3. Union Activity 4. The Asian American Experience of Poverty and the New Deal E. Foreign Policy and Its Impact on Asian American Communities: The Chinese Ally and Expansionist Japan

Approximate Time In Hours

6.00

Lecture

Outline

World War II and Post-War International Relations A. World War II 1. The United States and the War in the Pacific 2. Race Relations in America during WWII 3. Japanese Americans During the War: Exile, Incarceration and the Internment 4. Japanese Stereotyping in the Media 5. Domestic Life on the Home Front and the Status of Women, Including Asian Americans 6. Asian American Participation in the War Effort (Nisei Soldiers) 7. Chinese and Filipino Americans During the War 8. The Atomic Bomb: Hiroshima and Nagasaki B. Postwar Relations with the Japanese Ally C. The Cold War and Relations with Communist China D. The Korean War, 1950-1954

Approximate Time In Hours

6.00

Lecture

Outline

American Society During the Postwar Period 1948-1965 A. Economic Prosperity and Political Consensus B. Suburbanization and Asian American Communities C. The Intellectual Re-Evaluation of Race in America D. The Civil Rights Movement, 1945-1965: Origins, Actions and Accomplishments E. The Second

Wave of Korean Immigration, 1951-1964: Family and Community F. The Second Wave of Asian Indian Immigration

Approximate Time In Hours

6.00

Lecture

Outline

The Vietnam War A. The Causes of the War B. The Role of Racial Prejudice in the Conduct of the War C. Refugees and the Aftermath of the War

Approximate Time In Hours

3.00

Lecture

Outline

1965-1989 A. Radicalization and Expansion of the Civil Rights Movement: 1965-1970s 1. The Asian American Civil Rights Movement 2. Emergence of a Pan-Ethnic Asian American Identity B. Student Activism and Campus Protest C. Immigration and Diversity 1. Immigration and the Naturalization Act of 1965 2. The Third Wave of Korean Immigration, Post-1965 3. Pluralism, Assimilation and Asian American Communities D. Political Conservatism E. The End of the Cold War F. Southeast Asian Immigrants 1. War and Refugee Status 2. United States Policy Toward Refugees 3. First Wave of Immigration (Refugees), 1954-1975 4. Second Wave of Immigration (Refugees and Professionals), Post-1975 G. Immigrants from the South Pacific

Approximate Time In Hours

9.00

Lecture

Outline

Late Twentieth and Early Twenty-First Centuries A. Transnationalism and Immigration from Asia 1. Dual Immigrant Streams – Semi/Unskilled Workers and Professional/Managerial Workers 2. Asian Indian Immigration and the Technology Revolution 3. The Model Minority B. Stereotypes and Racial Violence 1. The Model Minority 2. The Death of Vincent Chin 3. The 1992 Los Angeles Riots C. Diverse Asian American Communities in the Twenty-First Century D. Economic, Political and Cultural Achievements of Asian Americans

Approximate Time In Hours

6.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2A – Social and Behavioral Sciences – American Society and History
  - 7-Culture, Diversity and Equity
2. **CSU GE:**
  - D7 - Interdisciplinary Social and Behavioral Science
  - C2 - Humanities
3. **IGETC GE:**
  - 4G - Interdisciplinary, Social & Behavioral Sciences
  - 3B - Humanities
4. **UC TCA:**

- UC-B Social and Behavioral Sciences
- UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Provide a broad framework of the economic, political and cultural changes in United States history since 1848 and assess how those changes have impacted Asian American immigration and communities.

Lecture

Explain and assess the theoretical models and methodologies used by historians in interpreting race in United States history, particularly those pertaining to the Asian American experience.

Lecture

Identify and explain the contributions that Asian Americans have made to multicultural American society.

Lecture

Compare and contrast the formation and evolution of diverse Asian American communities, including communities of the Chinese, Japanese, Koreans, Filipinos and Southeast Asians, and assess their relationship with majority American society and other racial and ethnic minority groups.

Lecture

Evaluate the evolving United States government policies dealing with immigrants and Asian Americans, including immigration restriction, citizenship exclusion and segregation.

Lecture

Identify the stereotypes of Asian Americans and consider their source, their role in dominant society and their impact on Asian American communities.

Lecture

Examine the formation and evolution of the Asian American working class and its relationship with the American economy and the Anglo American working class.

Lecture

Discuss the role of gender in the Asian American experience, especially pertaining to work, family and community formation.

Lecture

Assess the interrelationship between westward migration in the nineteenth century and Chinese immigration, work and community formation.

Lecture

Assess the impact of the Great Depression on American society, with special attention to Asian Americans.

Lecture

Describe and evaluate the impact of racial stereotypes and assumptions on American foreign policy, including imperial expansion in the nineteenth century, World War II, and the Vietnam War.

Lecture

Compare and contrast the goals and methods of the Civil Rights Movement to the cultural, economic, and political strategies utilized by Asian American civil rights activists; and assess the successes and failures of each.

Lecture

Trace the emergence of a pan-ethnic Asian American identity and assess the conflicts between the pan-ethnic groups and individual Asian American groups in the late twentieth century.

Lecture

Discuss contemporary social, cultural, economic, and political issues facing Asian Americans in the late twentieth and early twenty-first centuries exclusion and segregation.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of the Asian American in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian American history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

Group Activities

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

Lecture

History 114 lectures will follow the content objectives and the S.L.O.'s of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoints, closed captioned videos, podcasts, an overhead projector, and maps.

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

In a five- to seven-page paper, describe Manifest Destiny and the attitudes about race that fueled westward expansion. How, and to what extent, did those attitudes impact the formation and development of Asian American communities in the West?

In a five- to seven-page paper that refers to Carlos Bulosan's novel *America is in the Heart* and Lisa See's novel *Gold Mountain*, compare and contrast the formation and experiences of Chinese and Filipino American communities. What accounts for their similarities and differences?

Other Assignments:

In a two- to three-page paper, describe the racial theories of Social Darwinism and the White Man's Burden. How were these ideas applied to Asian Americans in the late nineteenth century, and in what ways did they fuel American imperial expansion into Asia and the Pacific?



## Course Materials

Author: The Making of Asian America: A History

Title: Erika Lee

Publisher: Simon & Schuster

ISBN-13: 9781476739410

Year: 2016

Or Equivalent: No

Author: Duncan Ryūken Williams

Title: American Sutra: A Story of Faith and Freedom in the Second World War

Publisher: Belknap Press

ISBN-13: 9780674986534

Year: 2019

Or Equivalent: No

Author: Shirley Hune and Gail M. Nomura

Title: Our Voices, Our Histories Asian American and Pacific Islander Women

Publisher: New York University Press

Year: 2020

Rationale for older textbook:

This text is a discipline standard text due to the materials presented in reader.

Or Equivalent: No

## Minimum Qualification

1. History

Condition

2. Ethnic Studies

Condition



## Course Inactivation – HIST 122 – United States Social History: Cultural Pluralism in America

### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 122

Full Course Title: United States Social History: Cultural Pluralism in America

Short Title: U.S. Soc/Cultrl Plural Amer

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:  
2021-06-15

### Course Description

This course surveys the role and contributions of ethnic groups and racial minorities to United States history. Emphasis is placed on these groups' cultural interaction with the American way of life from colonial times to the present. Focus will also be given to the ways that race and ethnicity have shaped personal lives, communities, the nation, and international relations.

### Course Standards

**Lecture Hours:**

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## **Course Content**

Lecture

Outline

Introduction and Framework for AnalysisA. Race and Ethnicity as Historical Issues B. Theoretical Models and Methodologies Used to Study Race and EthnicityC. Cultural Pluralism in American Society

Approximate Time In Hours

5.00

Lecture

Outline

Historical Overview, Contact, and ColonizationA. The Settling of North America, Sixteenth to Seventeenth Centuries 1. Intersection of American Indian and European Cultures 2. Diverse Cultural Patterns in Tribal America 3. Columbian Exchange 4. Role of Race and Culture in the Interaction of Europeans and American IndiansB. Colonial America, 1607-1776 1. European Immigrants to North America 2. Cultural Conflict Among European Groups 3. African Society and Slavery 4. Indian-White Conflicts 5. White Society's Views on Race and Culture

Approximate Time In Hours

7.00

Lecture

Outline

New Republic, 1776-1845 A. Republicanism and American Culture, Identity, and Citizenship B. Slavery in the New Republic 1. African American Culture and Life 2. The Economics and Politics of Slavery 3. Slavery in the Southern Social System C. Legal Status and Dislocation of American Indians D. Immigration Policies of the Early Republic Era E. New Immigrants from Ireland and Germany F. Emergence of Nativism – 1840s 1. Religious and Ethnic Bigotry 2. Nativist Politics G. Hispano-Mexicans of Northern Mexico, 1800-1848 1. Cultural, Racial, and Religious Bigotry by American Frontiersmen 2. Doctrine of Manifest Destiny and Westward Expansion

Approximate Time In Hours

6.00

Lecture

Outline

From War with Mexico to the Industrial Age, 1846-1900 A. Racial Attitudes Toward Mexico B. Race and Cultural Diversity in the West 1. Citizenship Status of Mexican Americans in the Southwest 2. Indian Wars in the West 3. Chinese Immigration and Status 4. European Immigration to the West 5. Role of Ethnic and Racial Minorities in the Development of the West C. African Americans and the Abolitionist Movement D. Civil War and the End of Slavery 1. 13th, 14th, and 15th Amendments 2. African Americans in Reconstruction Era a) Ku Klux Klan b) Separate but Equal Legislation E. Americanization Programs for American Indians 1. Assimilation and Allotment 2. Reservation System

Approximate Time In Hours

7.00

Lecture

Outline

Immigration, Late-Nineteenth to Early-Twentieth Century A. European Immigration 1. Motives for Immigration 2. Religious and Cultural Views of Immigrants from Eastern and Southern Europe B. Immigrants from Asia and Latin America 1. Mexicans a) Political and Economic Motives for Immigration to the United States b) American Attitudes Toward Mexicans 2. Japanese a) Progressive Era Attitudes Toward Japanese b) Anti-Japanese Legislation C. Other Immigrant Groups: Cubans, Puerto Ricans, Filipinos, Koreans

Approximate Time In Hours

5.00

Lecture

Outline

United States Policy Towards Immigration, Late-Nineteenth to Early-Twentieth Century A. American Cultural and Racial Supremacy Views 1. Scientific Racism 2. Social Darwinism 3. W.A.S.P. Mentality B. Exclusionist Campaigns: Chinese and Japanese C. Restrictionist Debates: The Mexican Problem and Deportation D. Americanization Programs E. Legislation: Quota Acts

Approximate Time In Hours

5.00

Lecture

Outline

American Racial and Ethnic Groups in the Early-Twentieth Century A. African Americans 1. Exodus from Rural South to Urban North 2. Black Nationalism Movement 3. African American Leadership B. American

Indians 1. New Deal Program 2. Citizenship and Cultural Status C. Mexican Americans 1. Cultural Conflict 2. Education System and the Pachuco Generation D. Immigrant and Ethnic Life

Approximate Time In Hours

6.00

Lecture

Outline

From World War II to the Civil Rights Era A. Influence of World War II on Cultural and Ethnic Identity B. Dominant Society Racism Towards American Racial Minorities During World War II C. Post-World War II Era 1. Assimilation and the American Way of Life 2. Racial Segregation and the Beginning of the Civil Rights Movement D. Era of Civil Rights 1. Rejection of American Cultural Values 2. Cultural Nationalism Movements Among Racial Minorities: Black, Chicano, and American Indian 3. Civil Right Legislation 4. Immigration Legislation 5. Debate Over Bilingualism-Biculturalism, Cultural Pluralism, Multiculturalism

Approximate Time In Hours

6.00

Lecture

Outline

From Civil Rights to the Present A. New Immigrant Groups from Latin America and Asia B. Middle Eastern Immigration C. American Racial and Ethnic Minorities D. Shifts in Black-White Paradigms E. Recent Debates on Affirmative Action F. American Way of Life in the Twenty-First Century

Approximate Time In Hours

4.00

Lecture

Outline

Contributions of American Ethnic and Racial Groups to the United States History

Approximate Time In Hours

3.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2A – Social and Behavioral Sciences – American Society and History
2. **CSU GE:**
  - D3 - Ethnic Studies
  - D6 - History
  - C2 - Humanities
3. **IGETC GE:**
  - 4C - Ethnic Studies
  - 4F - History
  - US1
  - 3B - Humanities
4. **UC TCA:**
  - UC-B Social and Behavioral Sciences
  - UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Explain and apply the theoretical models and methodologies used by historians in interpreting race and ethnicity in American history.

Lecture

Assess the influence of race and ethnicity in shaping the American way of life.

Lecture

Evaluate the significance of immigration in redefining American culture from colonial times to the present.

Lecture

Analyze the dominant society's political, social, economic, and legal stratification of ethnic groups and racial minorities in American history.

Lecture

Assess the African and African American experience in colonial America.

Lecture

Discuss and assess the impact of colonial and United States government interactions with and policies for American Indians.

Lecture

Identify and describe the contributions of major ethnic groups and racial minorities to United States history.

Lecture

Analyze the debate over cultural pluralism in recent American history.

Lecture

Explain and assess the cultural consequences of the assimilation process on immigrant groups.

Lecture

Compare and contrast the economic, political, and cultural experience of Asian, European and Mexican immigrants to the United States in the latter half of the nineteenth century through the early twentieth century.

Lecture

Identify the relationship among racial and ethnic groups in the American West during the latter half of the nineteenth century.

Lecture

Evaluate the Civil Rights Movement and its impact on the twentieth century America.

Lecture

Analyze differences and similarities between pre-1945 immigration to the United States and recent immigrants from the Middle East, Latin America, and Southeast Asia.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of United States Social History: Cultural Pluralism in America, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary

and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

Group Activities

Lecture

Multimedia presentations

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

In a two- to four-page essay, analyze the historical basis of Americanization programs developed for immigrant groups in the latter nineteenth and early twentieth centuries. Assess how these Americanization programs were similar to, or different from government sponsored programs for American Indians.

In a three- to five-page essay, evaluate the national debate over cultural pluralism and affirmative action in American society during the late twentieth century. Identify and evaluate both sides of the issues, political supporters, and the view of new immigrants on these topics. Provide specific examples to substantiate your conclusions.

Other Assignments:

Read the assigned chapter in your textbook on European immigrant life in the United States during the early twentieth century. Compare and contrast patterns of adaptation to American culture by first and second generation groups. In a two- to three-page essay, discuss the influence of social change, cultural values, language, and religious traditions in your assessment of this time period.

## Course Materials

Author: Isabel Wilkerson

Title: Caste: The Origins of Our Discontents

Publisher: Random House

Year: 2020

Or Equivalent: No

Author: Jules Benjamin

Title: A Student's Guide to History

Edition: 14th

Publisher: Bedford/St. Martin's

Year: 2019

Or Equivalent: No

Author: Leonard Dinnerstein  
Title: Natives and Strangers: A History of Ethnic Americans  
Edition: 6th  
Publisher: Oxford University Press  
Year: 2014  
Or Equivalent: No

## Minimum Qualification

1. History  
Condition





## Course Inactivation – HIST 122H – Honors United States Social History: Cultural Pluralism in America

### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 122

Full Course Title: United States Social History: Cultural Pluralism in America

Short Title: U.S. Soc/Cultrl Plural Amer

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

### Course Description

This course surveys the role and contributions of ethnic groups and racial minorities to United States history. Emphasis is placed on these groups' cultural interaction with the American way of life from colonial times to the present. Focus will also be given to the ways that race and ethnicity have shaped personal lives, communities, the nation, and international relations.

### Course Standards

Lecture Hours:

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction and Framework for AnalysisA. Race and Ethnicity as Historical Issues B. Theoretical Models and Methodologies Used to Study Race and EthnicityC. Cultural Pluralism in American Society

Approximate Time In Hours

5.00

Lecture

Outline

Historical Overview, Contact, and ColonizationA. The Settling of North America, Sixteenth to Seventeenth Centuries 1. Intersection of American Indian and European Cultures 2. Diverse Cultural Patterns in Tribal America 3. Columbian Exchange 4. Role of Race and Culture in the Interaction of Europeans and American IndiansB. Colonial America, 1607-1776 1. European Immigrants to North

America 2. Cultural Conflict Among European Groups 3. African Society and Slavery 4. Indian-White Conflicts 5. White Society's Views on Race and Culture

Approximate Time In Hours

7.00

Lecture

Outline

New Republic, 1776-1845 A. Republicanism and American Culture, Identity, and Citizenship B. Slavery in the New Republic 1. African American Culture and Life 2. The Economics and Politics of Slavery 3. Slavery in the Southern Social System C. Legal Status and Dislocation of American Indians D. Immigration Policies of the Early Republic Era E. New Immigrants from Ireland and Germany F. Emergence of Nativism – 1840s 1. Religious and Ethnic Bigotry 2. Nativist Politics G. Hispano-Mexicans of Northern Mexico, 1800-1848 1. Cultural, Racial, and Religious Bigotry by American Frontiersmen 2. Doctrine of Manifest Destiny and Westward Expansion

Approximate Time In Hours

6.00

Lecture

Outline

From War with Mexico to the Industrial Age, 1846-1900 A. Racial Attitudes Toward Mexico B. Race and Cultural Diversity in the West 1. Citizenship Status of Mexican Americans in the Southwest 2. Indian Wars in the West 3. Chinese Immigration and Status 4. European Immigration to the West 5. Role of Ethnic and Racial Minorities in the Development of the West C. African Americans and the Abolitionist Movement D. Civil War and the End of Slavery 1. 13th, 14th, and 15th Amendments 2. African Americans in Reconstruction Era a) Ku Klux Klan b) Separate but Equal Legislation E. Americanization Programs for American Indians 1. Assimilation and Allotment 2. Reservation System

Approximate Time In Hours

7.00

Lecture

Outline

Immigration, Late-Nineteenth to Early-Twentieth Century A. European Immigration 1. Motives for Immigration 2. Religious and Cultural Views of Immigrants from Eastern and Southern Europe B. Immigrants from Asia and Latin America 1. Mexicans a) Political and Economic Motives for Immigration to the United States b) American Attitudes Toward Mexicans 2. Japanese a) Progressive Era Attitudes Toward Japanese b) Anti-Japanese Legislation C. Other Immigrant Groups: Cubans, Puerto Ricans, Filipinos, Koreans

Approximate Time In Hours

5.00

Lecture

Outline

United States Policy Towards Immigration, Late-Nineteenth to Early-Twentieth Century A. American Cultural and Racial Supremacy Views 1. Scientific Racism 2. Social Darwinism 3. W.A.S.P. Mentality B. Exclusionist Campaigns: Chinese and Japanese C. Restrictionist Debates: The Mexican Problem and Deportation D. Americanization Programs E. Legislation: Quota Acts

Approximate Time In Hours

5.00

Lecture

Outline

American Racial and Ethnic Groups in the Early-Twentieth Century  
A. African Americans 1. Exodus from Rural South to Urban North 2. Black Nationalism Movement 3. African American Leadership  
B. American Indians 1. New Deal Program 2. Citizenship and Cultural Status  
C. Mexican Americans 1. Cultural Conflict 2. Education System and the Pachuco Generation  
D. Immigrant and Ethnic Life

Approximate Time In Hours

6.00

Lecture

Outline

From World War II to the Civil Rights Era  
A. Influence of World War II on Cultural and Ethnic Identity  
B. Dominant Society Racism Towards American Racial Minorities During World War II  
C. Post-World War II Era 1. Assimilation and the American Way of Life 2. Racial Segregation and the Beginning of the Civil Rights Movement  
D. Era of Civil Rights 1. Rejection of American Cultural Values 2. Cultural Nationalism Movements Among Racial Minorities: Black, Chicano, and American Indian  
3. Civil Right Legislation 4. Immigration Legislation 5. Debate Over Bilingualism-Biculturalism, Cultural Pluralism, Multiculturalism

Approximate Time In Hours

6.00

Lecture

Outline

From Civil Rights to the Present  
A. New Immigrant Groups from Latin America and Asia  
B. Middle Eastern Immigration  
C. American Racial and Ethnic Minorities  
D. Shifts in Black-White Paradigms  
E. Recent Debates on Affirmative Action  
F. American Way of Life in the Twenty-First Century

Approximate Time In Hours

4.00

Lecture

Outline

Contributions of American Ethnic and Racial Groups to the United States History

Approximate Time In Hours

3.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2A – Social and Behavioral Sciences – American Society and History
2. **CSU GE:**
  - D3 - Ethnic Studies
  - D6 - History
  - C2 - Humanities
3. **IGETC GE:**
  - 4C - Ethnic Studies
  - 4F - History
  - US1
  - 3B - Humanities
4. **UC TCA:**
  - UC-B Social and Behavioral Sciences

- UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Explain and apply the theoretical models and methodologies used by historians in interpreting race and ethnicity in American history.

Lecture

Assess the influence of race and ethnicity in shaping the American way of life.

Lecture

Evaluate the significance of immigration in redefining American culture from colonial times to the present.

Lecture

Analyze the dominant society's political, social, economic, and legal stratification of ethnic groups and racial minorities in American history.

Lecture

Assess the African and African American experience in colonial America.

Lecture

Discuss and assess the impact of colonial and United States government interactions with and policies for American Indians.

Lecture

Identify and describe the contributions of major ethnic groups and racial minorities to United States history.

Lecture

Analyze the debate over cultural pluralism in recent American history.

Lecture

Explain and assess the cultural consequences of the assimilation process on immigrant groups.

Lecture

Compare and contrast the economic, political, and cultural experience of Asian, European and Mexican immigrants to the United States in the latter half of the nineteenth century through the early twentieth century.

Lecture

Identify the relationship among racial and ethnic groups in the American West during the latter half of the nineteenth century.

Lecture

Evaluate the Civil Rights Movement and its impact on the twentieth century America.

Lecture

Analyze differences and similarities between pre-1945 immigration to the United States and recent immigrants from the Middle East, Latin America, and Southeast Asia.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of United States Social History: Cultural Pluralism in America, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and

racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

Group Activities

Lecture

Multimedia presentations

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

In a two- to four-page essay, analyze the historical basis of Americanization programs developed for immigrant groups in the latter nineteenth and early twentieth centuries. Assess how these Americanization programs were similar to, or different from government sponsored programs for American Indians

In a three- to five-page essay, evaluate the national debate over cultural pluralism and affirmative action in American society during the late twentieth century. Identify and evaluate both sides of the issues, political supporters, and the view of new immigrants on these topics. Provide specific examples to substantiate your conclusions.

Other Assignments:

Read the assigned chapter in your textbook on European immigrant life in the United States during the early twentieth century. Compare and contrast patterns of adaptation to American culture by first and second generation groups. In a two- to three-page essay, discuss the influence of social change, cultural values, language, and religious traditions in your assessment of this time period.

## Course Materials

Author: Isabel Wilkerson

Title: Caste: The Origins of Our Discontents

Publisher: Random House

Year: 2020

Or Equivalent: No

Author: Jules Benjamin

Title: A Student's Guide to History

Edition: 14th

Publisher: Bedford/St. Martin's

Year: 2019

Or Equivalent: No

Author: Leonard Dinnerstein  
Title: Natives and Strangers: A History of Ethnic Americans  
Edition: 6th  
Publisher: Oxford University Press  
Year: 2014  
Or Equivalent: No

## Minimum Qualification

1. History  
Condition



## Course Inactivation – HIST 145 - History of World Religions

### Course Information

#### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 145

Full Course Title: History of World Religions

Short Title: History of World Religions

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

### Course Description

This course is an introduction to the origins, essential doctrines, and historical development of the world's major religious traditions from prehistory to today and their impact on the societies in which they appear. Major religions examined include Judaism, Hinduism, Buddhism, Christianity, and Islam.

### Course Standards

#### Lecture Hours:

54.000

#### Activity Hours:



0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction A. Definition, Basic Characteristics and Functions of Religion B. Theories of the Origin of Religions C. Historical Methodology and Sources in the Study of Religion

Approximate Time In Hours

3.00

Lecture

Outline

Characteristics of Basic Religions A. Prehistoric Origins of Religion B. Native American Religions C. Native African Religions

Approximate Time In Hours

6.00

Lecture

Outline

Religions of South Asia A. Hinduism 1. Pre-Aryan India 2. Aryan Religion 3. Vedic Era 4. Postclassical Hinduism 5. Modern Hinduism B. Jainism 1. Life of Mahavira 2. Philosophy and Ethics of Jainism 3. Jainism Today C. Buddhism 1. Life and Teachings of Buddha 2. Theravada Buddhism 3. Mahayana Buddhism 4. Buddhism Today D. Sikhism 1. Life and Teachings of Nanak 2. Politics and the Development of Sikhism 3. Contemporary Sikhism

Approximate Time In Hours

12.00

Lecture

Outline

Religions of East Asia A. China 1. Traditional Religious Beliefs 2. Taoism a. Life of Lao-Tzu b. Development of Taoist Teachings 3. Confucianism a. Life and Teachings of Confucius b. Neo-Confucianism 4. Taoism and Confucianism Today B. Japan 1. Japanese Mythology 2. Chinese Influence on Shinto 3. Shinto Revival in 17th Century 4. Shinto Today

Approximate Time In Hours

12.00

Lecture

Outline

Religions of the Middle East A. Zoroastrianism 1. Life and Teachings of Zoroaster 2. Development of Zoroastrianism 3. Present Day Zoroastrianism B. Judaism 1. Origins and Early Development of Judaism 2. Medieval Judaism 3. Judaism in the Modern World C. Christianity 1. Life and Teachings of Jesus 2. Development of Christianity 3. Division Between Eastern and Western Christianity 4. Medieval Christianity 5. Protestant Reformation 6. Modern Christianity D. Islam 1. Life of Muhammad 2. Faith and Practice of Islam 3. Spread of Islam 4. Divisions within Islam 5. Islam Today E. Baha'i 1. Origins and Development of Baha'i 2. Teachings and Practices of Baha'i 3. Contemporary Baha'i

Approximate Time In Hours

18.00

Lecture

Outline

The Role of Religion in Today's World A. Modern Trends B. Contemporary Religious Movements C. Issues for the 21st Century

Approximate Time In Hours

3.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2C – Social and Behavioral Sciences – General
2. **CSU GE:**
  - D6 - History
  - C2 - Humanities
3. **IGETC GE:**
  - 4F - History
  - 3B - Humanities
4. **UC TCA:**
  - UC-B Social and Behavioral Sciences

- UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Define and analyze the basic characteristics and functions of religion, theories of the origins of religion, and the historical method utilized to study world religions.

Lecture

Assess the evidence of prehistoric religions and their major characteristics.

Lecture

Identify and analyze the major characteristics of Native American religions and the influence of non-native cultures and Christianity.

Lecture

Identify the major characteristics of Native African religions and assess the impact of Christianity and Islam as well as the experience of colonialism and independence on Africa's religious development.

Lecture

Evaluate the pre-Aryan and Aryan contributions to the development of Hinduism in India and the basic beliefs of Hinduism as expressed in the early Vedic scriptures.

Lecture

Analyze the challenges posed to Hindu traditions by the teachings of Jainism and Buddhism, the relations between Hindus and Muslims in India, and the practice of Hinduism in India today.

Lecture

Explain the basic teachings of Mahavira and the major contribution of Jainism to world religious thought.

Lecture

Discuss the life of Gautama, analyze his teachings and the development of Theravada and Mahayana Buddhism, and identify various Buddhist beliefs and practices today.

Lecture

Analyze Sikhism as a syncretism and include its historical development from a pacifist movement to a more militant one, and its divisions today.

Lecture

Analyze the traditional religious beliefs of China and how the decline of the feudal system contributed to the development of Confucianism and Taoism.

Lecture

Explain and assess the basic teachings of Confucius and Lao-tzu and the extent to which they developed into religions.

Lecture

Analyze the impact of the Communist revolution and regime on religious development in China.

Lecture

Examine and analyze the mythological basis of Shinto and its development in Japan, the impact of Buddhism and Christianity on Shinto, and its revival in the 17th century as a patriotic devotional expression.

Lecture

Identify and evaluate the basic beliefs and practices of Zoroastrianism, its contributions to Middle Eastern religious traditions and its present day status.

Lecture

Discuss and analyze the origins, beliefs and values of Judaism as expressed in the Old Testament, and the impact of the Babylonian exile, diaspora and Holocaust on the development of Judaism.

Lecture

Identify and explain the major divisions within modern Judaism.

Lecture

Analyze the origins of Christianity in the context of first century Judaism and the Graeco-Roman World, and the early teachings and rituals of Christianity as indicated in the New Testament.

Lecture

Discuss and evaluate the development of the Christian Church, differences between Eastern Orthodox and Western Christianity, and the impact of the Protestant Reformation.

Lecture

Explain the significance of Vatican II and the ecumenical movement, and analyze Liberation Theology and fundamentalism as modern Christian movements.

Lecture

Analyze the origins of Islam and its roots in Arab, Jewish and Christian religious traditions, as well as the major issues within Islam and the Muslim world today.

Lecture

Analyze the Shi'ite origins of Baha'i and its major teachings and practices, and assess the significance of Baha'i in the modern world.

Lecture

Identify and assess contemporary religious trends and issues.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of World Religions, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of world religions and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

Group Activities

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

Lecture

History 145 lectures will follow the content objectives and the S.L.O.'s of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

In a five-page essay analyze the challenges presented by and the impact the following had on the development of Hinduism and India: Buddhism and the Mauryan Empire, Islam and the Moghul Empire, and Christianity and the English.

In a five-page essay compare the origins and spread of Judaism, Christianity and Islam as well as the source of the three major divisions within each. What patterns can you identify in the development of these religions?

Other Assignments:

Read and critically analyze the chapter in your textbook on Chinese religions. In a three-page essay answer the following questions: How did the decline in feudalism contribute to the development of Taoism and Confucianism? What are their essential teachings? In considering the arguments for and against, would you describe Taoism and Confucianism as true religions?

## Course Materials

Author: Roy C. Amore, Amir Hussain, Willard G. Oxtoby

Title: A Concise Introduction to World Religions

Edition: 4th

Publisher: Oxford University Press

Year: 2019

Or Equivalent: No

Author: James Fieser

Title: Scriptures of the World's Religions

Edition: 6th

Publisher: McGraw Hill

Year: 2017

Or Equivalent: No

Author: James W. Laine

Title: Meta-Religion: Religion and Power in World History

Publisher: University of California Press

Year: 2015

Or Equivalent: No

## Minimum Qualification

1. History

Condition





## Course Inactivation – HIST 152 - History of Latin America Through Independence

### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 152

Full Course Title: History of Latin America Through Independence

Short Title: Hist Latin Amer Independence

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

### Course Description

This course surveys the political, economic, social and cultural development of Latin America from the pre-European contact to the achievement of independence in the early 19th century. Topics include the Native American world before European conquest, consequences of contact between Native Americans, Europeans and Africans, the formation of the colonial order, and the move toward independence from Spanish and Portuguese colonial rule.

### Course Standards

**Lecture Hours:**

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction to the Study of Early Latin America: Sources and Theories A. Pre-Columbian and Post-Columbian Native American Sources 1. Archeological Record 2. Codices 3. Church Records 4.

Administrative and Legal Records 5. Personal Records B. Spanish and Portuguese Sources 1. Chronicles 2. Church Records 3. Administrative and Legal Records 4. Personal Records C. Concepts of Center and Periphery

Approximate Time In Hours

3.00

Lecture

Outline



The Lands and Climate of Latin America A. The Caribbean B. Middle America 1. Lowlands 2. Highlands C. South America 1. The Andes 2. Lesser Highlands 3. Plains

Approximate Time In Hours

3.00

Lecture

Outline

The Native American World before European Contact A. Mesoamerica (c. 1200 BCE -1519 CE) 1. Olmec 2. Teotihuacan 3. Classical Maya 4. Toltec 5. Nahuatl – Mexica B. South America (c. 1250-1535 CE) 1. The Inca 2. Taíno 3. Cuzco 4. Tupí-Guaraní C. Caribbean (c. 1200-1492 CE) 1. Taíno 2. Ciboney 3. Carib

Approximate Time In Hours

6.00

Lecture

Outline

The Emergence of a New Europe A. Economic Revival (c. 1400-1600) B. Political Consolidation (c. 1400-1600): From Latin Christendom to Monarchical States C. Intellectual Revival (c. 1150-1600) 1. The Impact of Greek and Arab Knowledge 2. The Renaissance and the Liberation from the Medieval Past 3. Advances in Maritime Technology D. Christopher Columbus (1451-1506): The Embodiment of the New Europe 1.

Search for Resources 2. Support of New Monarchy

Approximate Time In Hours

3.00

Lecture

Outline

The Antecedents to Iberian Empire Building in the Americas A. The Socioeconomic and Political Legacy of the Reconquest (1095-1492) 1. One God, One Law, and One King 2. Old Christians, Nobility, and Purity of Blood B. First Voyages into the Atlantic and the Struggle for the Atlantic Islands (1393-1492) 2. Portugal in Africa (1482) 3. The Treaty of Alcáçovas (1479) C. The Impact of New Monarchies in Iberia 1. The Avis Dynasty (1385-1580) and Prince Henry the Navigator (1394-1460) 2. The Catholic Monarchs: Isabel of Castile (1451-1504) and Ferdinand of Aragón (1452-1513) 3. Charles I/Charles V (1516-1556) and the Spanish Habsburgs (1516-1700)

Approximate Time In Hours

3.00

Lecture

Outline

The Formation of the Spanish and Portuguese Empire in the Americas A. The Spanish Conquests in America 1. The First Experiment in the Caribbean (1492-1519) 2. Conquistadors and Entradas on the Mainland (1519-1540) 3. Repartimiento, Encomienda, Mita, and Slavery 4. Casa de Contratación (1503) B. The Portuguese Conquest of Brazil 1. The Factory Period (1506-1534) 2. The Donatary Captaincies (1535-1548) 3. Tomé de Sousa and the Governorship-General (1549-1553) C. The Spiritual Conquest of Spanish and Portuguese America 1. Pope Alexander VI (1492-1503) and the Inter Caetera (1493) 2. Mendicant Orders and the Medieval Church D. The Great Debate: The Nature of Native Americans 1. The Laws of Burgos (1512-1513) and the New Laws (1542) 2. Bartolomé de las Casas (1484-1566) and Juan Ginés de Sepúlveda (1494 -1573)

Approximate Time In Hours

6.00

Lecture

Outline

The Consequences of Native American, European, and African Contact A. The Columbian Exchange 1. The Impact of Epidemic Disease 2. The Ecological Impact of Colonial Practices 3. Plants and Animals Between Two Worlds B. The Impact of Colonial Labor Practices 1. Repartimiento, Encomienda, Mita, and Slavery 2. Mining

Approximate Time In Hours

3.00

Lecture

Outline

Colonial Spanish America A. Social and Cultural Transformations 1. Emigration Patterns to Spanish America 2. The Casta System 3. Africans and the Formation of Spanish America 4. Women and Colonial Society B. The Colonial Economy 1. Landholding: Estancias, Ranchos, and Haciendas 2. Mining in New Spain and South America 3. Artisanry and Manufacturing (Obrajes) 4. Trade and Transport C. The Administration of Spain's Colonies in America 1. Council of the Indies (1524) 2. Viceroyalties (1535-1777) 3. Audiencias (1511-1549) 4. Governors, Alcaldías Mayores, and Corregimientos 5. Cabildos D. Foreign Threats and Incursions: The Dutch (1334), French (1635), and the English (1655)

Approximate Time In Hours

6.00

Lecture

Outline

Colonial Portuguese America A. Social and Cultural Transformations 1. Emigration Patterns to Portuguese America 2. Plantation Society 3. Africans and the Formation of Colonial Brazil B. The Colonial Economy 1. Sugar and Tobacco and the Plantation Complex (1660-1690) 2. Minas Gerais and the Gold Cycle (1690-1750) C. The Administration of Colonial Brazil 1. Governor-General (1548) 2. The Union Between Portugal and Spain (1580-1640) 3. The Relação (1606) D. Foreign Threats and Incursions 1. The French (1615) 2. The Dutch (1630)

Approximate Time In Hours

6.00

Lecture

Outline

The Church in Colonial Latin America A. Secular Dominion Through Papal Bulls 1. Patronato Real in Spanish America 2. Padroado in Portuguese America B. The Evangelical Effort 1. Mendicant Orders and the "Spiritual Conquest" 2. Doctrinas and Missions 3. Education and the Catholic Doctrine 4. Jesuits and Aldeias in Brazil C. The Colonial Church Under Episcopal Authority D. The Treaty of Madrid (1750) and Jesuit Resistance

Approximate Time In Hours

3.00

Lecture

Outline

The Move Towards Independence A. The European Enlightenment (18th Century) and its Impact on Spanish and Portuguese America B. Enlightenment Thought in Late Colonial Latin America C. Spanish and Portuguese Imperial Reorganization 1. The Bourbon Reforms in Spain a) Charles III (1759-1788) and José de Gálvez (1720-1787) b) Intendancy System (1764) c) Comercio Libre (1778) d) The Expulsion of the Jesuits (1767) 2. The Reform Program of the Marquis of Pombal (1755-1777) a) Junta do Comércio (1755) b) Pará and Maranhão Companies (1755) Pernambuco and Paraíba Companies (1759) c) The Expulsion of the Jesuits (1759) C. Late Colonial Conflicts, Protests, and Revolts 1. Túpac Amaru (1780-1781) 2. The Comunero Revolt of New Granada (1781) 3. Inconfidência Mineira (1788) 4. The Slave Revolt in Saint

Domingue (1791) D. Transformations in Europe (1789-1815) 1. The Napoleonic Wars (1803-1815) 2. French-Spanish Invasion of Portugal (1807) 3. The Monarchy in Brazil (1808-1821) 4. French Occupation of Spain (1808-1814)

Approximate Time In Hours

6.00

Lecture

Outline

The Independence of Latin America and its Challenges (1810-1825) A. The First Phase of Independence Movements in Spanish America (1809-1816) 1. Mexico: Miguel Hidalgo y Costilla (1753-1811) and José María Morelos (1765-1815) 2. South America: Francisco Miranda (1750-1816) B. The Second Phase of Independence Movements in Spanish America (1816-1825) 1. Mexico: Agustín de Iturbide (1783-1824) 2. South America: José de San Martín (1778-1850) and Simón Bolívar (1783-1830) C. The Brazilian Empire (1822-1889) 1. Brazil Declares Independence (1821) 2. Pedro I Declared Emperor of Brazil (1822) D. The Challenges of Independence

Approximate Time In Hours

6.00

## General Education/Transfer

1. **Local GE/Graduation Requirements:**
  - 2C – Social and Behavioral Sciences – General
  - 7-Culture, Diversity and Equity
2. **CSU GE:**
  - D6 - History
  - C2 - Humanities
3. **IGETC GE:**
  - 4F - History
  - 3B - Humanities
4. **UC TCA:**
  - UC-B Social and Behavioral Sciences
  - UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Explain how historians reconstruct Latin American history and apply the concepts of center and periphery to the study of this history.

Lecture

Analyze the impact that Latin America's geographical features and climate have had on the formation of Native American cultures.

Lecture

Compare and contrast the socioeconomic and political characteristics of some of the primary Native American cultures from Mesoamerica, South America, and the Caribbean.

Lecture

Identify and analyze the economic, political, and intellectual transformations Europe experienced that facilitated ventures into the Atlantic Ocean.

Lecture

Examine Iberia's medieval experience and evaluate the various ways this experience prepared Spain and Portugal for expansion into the Americas and the creation of maritime empires.

Lecture

Compare and contrast the ideology of expansion and the instruments of colonization formulated by the Spanish and Portuguese.

Lecture

Assess the impact Spanish and Portuguese conquest and colonization of the Americas had on Native American cultures.

Lecture

Identify the key socioeconomic and political characteristics of colonial Spanish America and Portuguese America and analyze how center and periphery shaped these characteristics.

Lecture

Analyze and assess the impact the Roman Catholic Church had on the formation of colonial Latin America.

Lecture

Identify and explain the economic, intellectual, and political factors that moved Latin America towards the quest for independence.

Lecture

Identify and evaluate the socioeconomic and political challenges faced by post-independence Latin America.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of Latin America through Independence, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Latin America through independence and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

Group Activities

Discuss course objectives via writing prompts, readings and textbook in a group setting.

Lecture

History 152 lectures will follow the content objectives and the S.L.O.'s of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

# Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

Primary Source Writing Assignment

The question of the extent of evangelization of the indigenous peoples of the New World has been an ongoing scholarly issue in recent decades. According to the early chronicles, the native peoples were thoroughly converted during the initial phase of the Spiritual Conquest of Central Mexico. In a five-page essay using a census of the Cuernavaca region in the 1530s, enumerate the following: (1) the number of baptisms in the households of the nobility and (2) baptism totals in commoner households. Then discuss and assess if or why there were differences in baptism rates between the households of nobles and commoners in the initial contact period. Evaluate whether your findings indicate the extent of conversion in the initial contact period.

In a five- to six-page typed essay, identify and discuss the colonial system introduced by Spain and Portugal to the Western Hemisphere. Compare and contrast political, social and economic institutions that evolved over the course of three centuries. What historical factors from the Iberian past contributed to the evolution of these colonial institutions? Please provide specific examples.

Writing Assignments:

See attached document.

Other Assignments:

After completing the chapter in your textbook (secondary source) on the Spanish Bourbon Reforms and reading "Reglamento for Comercio Libre" (primary source), write a three-page typed essay in which you assess whether the Bourbon reforms initiated by the Spanish monarch Charles III (a) succeeded in reclaiming central government control over its Western Hemisphere colonies or if they (b) contributed to the rise of tensions between criollos and peninsulares over the issue of local autonomy. Provide specific examples from your readings to substantiate your answer.

## Course Materials

Author: Matthew Restall, Kris Lane

Title: Latin America in Colonial Times

Edition: 2nd

Publisher: Cambridge University Press

Year: 2018

Or Equivalent: No

Author: John Charles Chasteen

Title: Born in Blood and Fire: A Concise History of Latin America

Edition: 4th

Publisher: W. W. Norton & Company

Year: 2016

Or Equivalent: No

Author: Mark A. Burkholder, Lyman L. Johnson

Title: Colonial Latin America

Edition: 10th

Publisher: Oxford University Press

ISBN-13: 9780190642402

Year: 2018

Or Equivalent: No

Other:

Editors: Richard Boyer, Geoffrey Spurling. Colonial Lives: Documents on Latin American History, 1550-1850, Oxford University Press, 1999

## Minimum Qualification

1. History

Condition



## Course Inactivation – HIST 175 - History of Asian Civilizations to 1600

### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 175

Full Course Title: History of Asian Civilizations to 1600

Short Title: Hist Asian Civilizations-1600

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2021

Board of Trustees Approval Date:

2021-06-15

### Course Description

This course focuses on the political, economic, social, and cultural development of Asian civilizations from earliest times to 1600. Emphasis will be placed on the experiences of India, China, Japan, Korea, and Southeast Asia and their interactions. Topics include the emergence of the earliest Asian civilizations, the development of major religious and philosophical traditions, the rise of regional and imperial states, and the impact of early contacts with the West.

### Course Standards

**Lecture Hours:**

54.000

**Activity Hours:**

0.000

**Lab Hours:**

**Outside-of-Class Hours:**

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Hours:

54.000

Activity Hours:

0.000

Lab Hours:

Outside-of-Class Hours:

108.000

**Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:**

Lecture Units:

3.000

Activity Units:

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

## Course Content

Lecture

Outline

Introduction to the Study of the History of Asia A. The Sources 1. Primary Sources 2. Secondary Sources  
B. Geographical Features of Asia C. Monsoon Asia 1. Impact on Culture and Society D. Prehistoric Asia 1.  
Paleolithic Cultures 2. Neolithic Cultures

Approximate Time In Hours

3.00

Lecture

Outline

Emergence of Civilization in Ancient India A. Indus Civilization (3000-2000 B.C.E) B. Aryan Migrations  
and Vedic Culture and Society (1500-500 B.C.E.) C. The Rise of the Mauryan Empire in India (322-180  
B.C.E.) D. The Guptas and The Empire of the Harsha (320- 550 C.E.)



Approximate Time In Hours

6.00

Lecture

Outline

The Emergence of Civilization in Ancient China A. Early Dynasties of China 1. The Shang Dynasty (1600-1050 B.C.E.) 2. The Zhou Dynasty (1050-256 B.C.E.) B. Warring States Period (600-221 B.C.E.) C. The Qin Dynasty (221-202 B.C.E.) D. The Han Dynasty (202 B.C.E.-220 C.E.)

Approximate Time In Hours

9.00

Lecture

Outline

Asian Religions and Their Origins A. Hinduism B. Buddhism C. Confucianism D. Legalism E. Daoism F. Islam G. Shinto

Approximate Time In Hours

12.00

Lecture

Outline

Early and Medieval Korea, Japan and Southeast Asia A. Korea 1. Early Kingdoms: Paekche, Silla, Koguryo (250-669 C.E.) 2. Koryo Dynasty (935-1392 C.E.) 3. Yi Dynasty (1392-1895 C.E.) B. Japan 1. Nara Period (710-784 C.E.) 2. Heian Court Period (784-1185 C.E.) 3. Kamakura Bakufu (1185-1333 C.E.) 4. Ashikaga Shogunate (1333-1570 C.E.) C. Southeast Asia 1. Burma and Thailand a. Kingdom of Pagan (849-1287 C.E.) 2. Cambodia, Laos, and Vietnam a. Ly Dynasty (960-1225 C.E.) b. Tran Dynasty (1225-1400 C.E.) c. Le Dynasty (1428-1527 C.E.) 3. Indian and Chinese Influence on Southeast Asian Cultures and Societies D. The Silk Road: Trade and Cultural Exchange

Approximate Time In Hours

6.00

Lecture

Outline

Medieval and Later Asia A. Islamic Influence in India 1. Delhi Sultanate (1206-1325 C.E.) 2. Mughal India (1526-1707 C.E.) B. The Golden Age of China 1. The Tang Splendor (618-907 C.E.) 2. The Song Achievement (960-1279 C.E.) C. The Mongol Conquest of China 1. China Under Mongol Rule: The Yuan Dynasty (1279-1350 C.E.) D. The Ming Restoration (1368-1644 C.E.)

Approximate Time In Hours

9.00

Lecture

Outline

Early European Contact (1497-1600) A. Establishment of Indian Ocean Trade and Trade with China and Japan 1. Portuguese 2. English 3. Dutch B. Spanish Colonization of the Philippines C. The Impact of Christian Missionaries

Approximate Time In Hours

9.00

## General Education/Transfer

### 1. Local GE/Graduation Requirements:

- 2C – Social and Behavioral Sciences – General
- 7-Culture, Diversity and Equity
- 2. **CSU GE:**
  - D6 - History
  - C2 - Humanities
- 3. **IGETC GE:**
  - 4F - History
  - 3B - Humanities
- 4. **UC TCA:**
  - UC-B Social and Behavioral Sciences
  - UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Explain how primary and secondary sources are used to construct historical knowledge of Asian civilizations to 1600.

Lecture

Identify and describe the major geographical features of Asia.

Lecture

Define the Neolithic Revolution and explain its impact on the development of civilizations in Asia.

Lecture

Compare and contrast the economic, social and political characteristics of the early civilizations of Asia.

Lecture

Explain the major concepts and analyze the development and expansion of Hinduism, Jainism, Buddhism, Confucianism, Legalism, and Daoism.

Lecture

Compare and contrast the regional states and imperial states of India and China.

Lecture

Explain the factors that contributed to the political consolidation of Korea, Japan, and Southeast Asia.

Lecture

Assess the influence of Chinese and Indian culture on the development of Japan, Korea, and Southeast Asia.

Lecture

Evaluate the economic and cultural significance of the Silk Road trade.

Lecture

Analyze the impact of the Mongol conquests and expansion on the political development of Asia.

Lecture

Explain the rise of the Delhi Sultanate and Mughal Empire of India and assess the impact of Islam on the political, social and cultural development of India.

Lecture

Assess the political, social and cultural significance of the Ming Restoration to the development of China.

Lecture

Analyze the development of feudalism in Japan under the Kamakura Bakufu and Ashikaga Shogunate.

Lecture

Discuss the Portuguese and Spanish incursions in the East and evaluate the political, economic and social effects of European contacts with Asia.

Lecture

Evaluate the impact of the advance of Islam and the introduction of Christianity on the political, economic and social development of Asia.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of Asian Civilizations from 1600 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Asian history from 1600 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

Group Activities

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

Lecture

History 175 lectures will follow the content objectives and the S.L.O.'s of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

## Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

Written essay examination: One historian had noted "When in 221 BCE the feudal state of the Qin conquered the last of the remaining states, uniting China for the first time, the feudal order would finally be destroyed and in its place a new empire would be established. That the empire would be founded on force was apparent, that the empire would be maintained and stabilized through force was not."

In a four-page essay address the following themes: Identify and analyze the key innovations introduced by the Qin that facilitated their institution of a centralized Chinese state. Evaluate how effectively the political philosophy of the Legalist assisted in the creation of a centralized Chinese state. Discuss how Confucian views on the role and function of government differed from the legalist views. Explain why Confucianism and not Legalism became China's state ideology under the Han Dynasty.

A class discussion assignment based on the analysis of primary documents: Carefully read the assigned documents dealing with the teachings of Buddha and Confucius. Analyze these documents with members of your discussion group addressing the following: Compare and contrast Buddha's and Confucius's understanding of the goal of human life. In attempting to achieve these goals, how do Buddha and Confucius differ in their advice on how a person should live? If you were a ruler, which understanding of the goal of human life would best serve you as a state ideology? Explain why. Each group will submit a two-page report summarizing its members' discussion in analyzing the documents.

Other Assignments:

Carefully read and evaluate the chapter in your textbook that covers the emergence of civilization in India and the assignment dealing with Vere Gordon Childe's concept of the Urban Revolution. Write a five-page essay addressing the following: Analyze the main characteristics of the Urban Revolution identified by Childe. To what extent are these characteristics found in the Indus Valley civilization of Harappa? What impact did the migration of the Aryans have on India? What insights about the Aryans can be gained from the Rig Veda?

## Course Materials

Author: Patricia Buckley Ebrey and Anne Walthall

Title: Pre-Modern East Asia: A Cultural, Social, and Political History, Volume I: To 1800

Edition: 3rd

Publisher: Cengage

Year: 2014

Or Equivalent: No

Author: Charles Holcombe

Title: A History of East Asia: From the Origins of Civilization to the Twenty-First Century

Edition: 2nd

Publisher: Cambridge University Press

Year: 2017

Or Equivalent: No

Author: Rhoads Murphey

Title: A History of Asia

Edition: 8th

Publisher: Routledge

Year: 2019

Or Equivalent: No

## Minimum Qualification

1. History

Condition



## Course Inactivation – HIST 176 - History of Asian Civilizations from 1600 to the Present

### Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 176

Full Course Title: History of Asian Civilizations from 1600 to the Present

Short Title: Hist Asian Civil 1600-Present

TOP Code: 220500 - History

SAM Code: E - Non-Occupational

Is this a credit or noncredit course? D - Credit - Degree Applicable

Transfer Status A - Transferable to both UC and CSU.

Effective Term: Fall 2010

Board of Trustees Approval Date:

2021-06-15

### Course Description

This course surveys the political, economic, social, and cultural development of Asian civilizations from the 17th century to the present. Emphasis is placed on the experiences of India, China, Japan and Korea and their regional and global interactions. Topics include the impact of Western imperialism on these countries, the response to Western dominance and influence, and the emergence of these societies as modern nation-states.

## Course Standards

### Lecture Hours:

54.000

### Activity Hours:

0.000

### Lab Hours:

### Outside-of-Class Hours:

108.000

### Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

#### Lecture Hours:

54.000

#### Activity Hours:

0.000

#### Lab Hours:

#### Outside-of-Class Hours:

108.000

### Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

#### Lecture Units:

3.000

#### Activity Units:

#### Lab Units:

#### Min/Max Units:

3.000

#### Total Hours:

54.000

#### Grading Method:

Letter grade only

## Course Content

### Lecture

### Outline

Introduction to the Geography and People of Asia

### Approximate Time In Hours

3.00

### Lecture

### Outline

Emergence of Modern India and Pakistan A. Overview of Traditional India 1. Mughal Dynasty 2. Hindu Culture 3. Muslim Culture 4. Social Organization B. East India Company 1. Establishment in India 2. Expansion of Influence 3. India Under Company Rule C. British India 1. Establishment of Colonial

Authority 2. Impact of British Rule on Indian Society and Culture 3. Indian Resistance D. Struggle for Independence 1. Nationalist Movements 2. Partition 3. Creation of the Independent States of India and Pakistan E. India and Pakistan After Independence 1. Political Development 2. Kashmir Conflict 3. Bangladesh and Pakistan

Approximate Time In Hours

12.00

Lecture

Outline

Emergence of Modern China A. Overview of Traditional China 1. Ming Restoration 2. Qing Dynasty 3. Chinese Culture 4. Social Organization B. Early Encounters with the West 1. Establishment of Trade 2. Early Missionary Efforts 3. Expulsion of Westerners C. Opening of China in the 19th Century 1. Impact of the West on Chinese Society and Culture 2. Chinese Response: Boxer Rebellion D. 20th Century China 1. Revolution and the Creation of the Republic: The Nationalist Regime 2. Japanese Invasion and World War II 3. Civil War and Creation of the People's Republic of China: The Communist Regime 4. Cultural Revolution

Approximate Time In Hours

12.00

Lecture

Outline

Emergence of Modern Japan A. Overview of Traditional Japan 1. Tokugawa Feudalism 2. Japanese Culture 3. Social Organization B. Early Encounters with the West 1. Establishment of Trade 2. Early Missionary Activity 3. Expulsion of Westerners C. Opening of Japan in the 19th Century 1. Meiji Restoration 2. Modernization 3. Industrialization D. Imperial Japan 1. Creation of Empire 2. Russo - Japanese War 3. World War I 4. Occupation of Korea 5. World War II E. Post-War Japan 1. Occupation 2. Independence 3. Economic Miracle

Approximate Time In Hours

12.00

Lecture

Outline

Korea and Southeast Asia A. Korea 1. Overview of Traditional Korea a. Yi Dynasty b. Culture and Society 2. Japanese Occupation: World War II 3. Post-World War II Korea: South Korea Economic Recovery and Growth B. Southeast Asia: Vietnam, Cambodia and Laos 1. Division 2. Post-War Korea C. North Korea Under Communist Rule 1. Overview of Traditional Culture and Society 2. French Colonization 3. Impact of the West 4. Struggle for Independence 5. Vietnam War 6. Post-War Regimes of Southeast Asia

Approximate Time In Hours

12.00

Lecture

Outline

Asia in the 21st Century A. Legacy of the 20th Century B. Contemporary Issues

Approximate Time In Hours

3.00

## General Education/Transfer

### 1. Local GE/Graduation Requirements:

- 2C – Social and Behavioral Sciences – General
- 7-Culture, Diversity and Equity
- 2. **CSU GE:**
  - D6 - History
  - C2 - Humanities
- 3. **IGETC GE:**
  - 4F - History
  - 3B - Humanities
- 4. **UC TCA:**
  - UC-B Social and Behavioral Sciences
  - UC-H Arts and Humanities

## Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Assess the impact of location and geographical features on the development of Asian states.

Lecture

Analyze the political, religious, cultural and social divisions within 17th century Mughal India and discuss how they contributed to India's vulnerability to foreign rule.

Lecture

Discuss the impact of the East India Company and British Crown rule on Indian development and assess India's response to English dominance.

Lecture

Describe the emergence of nationalist movements and evaluate their significance in establishing the independent states of India and Pakistan.

Lecture

Identify and analyze the critical issues that have faced India and Pakistan since independence and evaluate the steps taken to resolve these problems.

Lecture

Analyze the regimes of the Ming and Qing Dynasties of 17th century China and explain the success of these governments in initially resisting Western incursion.

Lecture

Explain how the West succeeded in expanding its influence over Qing China, discuss the impact of the West on Chinese society and culture and assess the Chinese response to Western imperial policies.

Lecture

Discuss the emergence of nationalist movements in 20th century China and evaluate their successes or failures.

Lecture

Analyze the collapse of Dynastic government in China and the failure of the Nationalist regime of the Republic.

Lecture

Discuss the development of the communist regime of the Peoples Republic of China and identify and assess critical contemporary issues.

Lecture

Describe Japanese culture, society and shogunate regime in the 17th century, and evaluate Japan's response to early Western contacts.



Lecture

Assess the Meiji Restoration as a response to Western incursions in the 19th century.

Lecture

Discuss the development of Imperial Japan and analyze Japan's part in World War I and World War II.

Lecture

Explain the recovery of Post-War Japan and evaluate Japan's role in the Post-War world.

Lecture

Analyze the traditional culture and political regime of Korea and explain its vulnerability to Japanese invasion.

Lecture

Analyze the division of Korea after World War II and the failure of the Korean War to reunite the Korean Peninsula.

Lecture

Discuss the political regimes of Post-War Korea and evaluate their impact on the economic, cultural and social development of North and South Korea.

Lecture

Analyze the impact French colonization had on the traditional cultures and political regimes of Vietnam, Cambodia and Laos.

Lecture

Discuss the independence struggles of French dominated Southeast Asia and analyze the origins of the Vietnam War.

Lecture

Assess the impact of the Vietnam War on Vietnam, Cambodia and Laos and analyze the Post-War regimes of these states.

Lecture

Identify and analyze critical issues facing Asian societies in the 21st century.

## Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Upon completion of History of China, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chinese history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

## Methods of Instruction

Discussion

In class and online discussions will follow a prompt that addresses the content objectives and S.L.O..

Group Activities

Discuss course objectives via writing prompts, readings, and textbook in a group setting.

Lecture

History 176 lectures will follow the content objectives and the S.L.O.'s of the course.

Multimedia presentations

Smart classrooms will accommodate PowerPoint, closed captioned videos, podcasts, an overhead projector, and maps.

# Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

## Typical Assignments

Some assignments require critical thinking:

After reading Tran Tu Binh's book, Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation, in a three-page typed essay analyze the reasons why some Vietnamese may have been attracted to the ideology of the Communists and the ways in which the Communists established a strong organizational structure within Vietnam. Do you find evidence of bias in this memoir? If so, please cite examples; if not, explain why.

Select a story that is currently in the news relating to an Asian state. Follow that story for two months, then write a six- to eight-page typed essay that addresses the following questions: what was the story you followed and what were your sources; what is the historical background to the conflict or event; how did the story develop over the past two months; what was the outcome or what do you think the outcome will be; what significance, if any, will this story have for the future? In writing your paper include footnotes and bibliography pages at the end.

Other Assignments:

Read the chapter in your textbook concerning the nationalist movements of India and China. Write a three-page typed essay that compares the early reformers of China with those of India. Discuss how Gandhi differed from reformers of his day and the reasons for his success in attracting a large following.

## Course Materials

Author: Rhodes Murphy and Kristin Stapleton

Title: A History of Asia

Edition: 8th

Publisher: Routledge

Year: 2019

Or Equivalent: No

Author: Sugata Bose and Ayesha Jalal

Title: Modern South Asia

Edition: 4th

Publisher: Routledge

Year: 2018

Or Equivalent: No

Author: Charles Holcombe

Title: A History of East Asia: From the Origins of Civilization to the Twenty-First Century

Edition: 2nd

Publisher: Cambridge University Press

Year: 2017

Or Equivalent: No

Other:

Tran Tu Binh. Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation, Ohio University Press, 1985. (Discipline Standard)

## Minimum Qualification

1. History

Condition



## Program Revision

### Kinesiology – A.A. Degree for Transfer (AA-T)

## Program Outline

### Description

The Kinesiology program provides a foundation for the study of diverse dimensions of exercise science, sport, and movement studies. Upon completion of the program, students will be prepared to transfer and major in kinesiology. Students will have knowledge and skills for advancement into a number of kinesiology fields, such as adapted physical education, athletic training, coaching, exercise science, fitness specialist, kinesiotherapy, and teaching. Competency will be assessed by a student's ability to solve problems in exercise science, exercise program design and to demonstrate and/or evaluate movement skills, tactics, and strategies in various physical activities.

The Kinesiology Associate in Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a California State University (CSU) campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. In order to earn the AA-T degree, students must complete:

- 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University.
- California General Education Transfer Curriculum (Cal-GETC)
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

- A minimum overall grade point average of 2.0
- Minimum grade of “C” (or “P”) or better in all courses required for the major or area of emphasis.

**Note:** Students interested in transfer should consult with a Compton College counselor to discuss transfer requirements and credit limitations which vary by institution.

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Fitness and Wellness: Students will demonstrate an understanding and appreciation of physical activities and their relationship to wellness and fitness.
2. Critical Thinking: Students will apply the knowledge and skills in the field of kinesiology to think critically in examining issues and solving problems associated with their chosen sub-discipline.
3. Skill Development: Students will demonstrate improved specific skills related to their sport or activity .

## Degree Requirements

**Total Units is 20-28 Double counting is 10 Electives are 8-16**

**Units: 20.0-28.0**

**Total Units 20-28 units**

**Units: 20.0-28.0**

**Major Requirements Required Core: 11 units**

**Units: 11.0**

ANAT 132

General Human Anatomy

4.0

PE 277

Introduction to Kinesiology

3.0

PHYO 131

Human Physiology

4.0

**Required Core: 3 -8 Units Movement-Based Courses Select one course maximum from any of the three following categories:**

**Units: 3.0-8.0**

*Area 2: Combatives*

1.0

PE 118

Beginning Boxing

1.0

OR

PE 119

Intermediate Boxing

1.0

*Area 3: Dance*

	1.0-2.0
DANC 110 Beginning Dance	2.0
OR DANC 120A Beginning Ballet A	2.0
OR DANC 120B Beginning Ballet B	2.0
OR DANC 130A Beginning Modern Dance A	2.0
OR DANC 130B Beginning Modern Dance B	2.0
OR DANC 140 Jazz Dance I	2.0
OR DANC 161 Tap Dance I - Beginning	1.0
OR DANC 162 Hip Hop Dance	2.0
OR DANC 165 African Dance	1.0
OR DANC 168 Latin Social Dance	2.0
OR DANC 220A Intermediate Ballet A	2.0
OR DANC 220B	

Intermediate Ballet B	2.0
OR	
DANC 230A	
Intermediate Modern Dance A	2.0
OR	
DANC 230B	
Intermediate Modern Dance B	2.0
OR	
DANC 240	
Jazz Dance II	2.0
OR	
DANC 262	
Commercial Dance	2.0
<i>Area 4: Fitness</i>	1.0-3.0
DANC 250	
Pilates Mat Class	3.0
OR	
PE 102	
Walking for Fitness	1.0
OR	
PE 103	
Boot Camp Fitness Training	1.0
OR	
PE 110A	
Body Conditioning and Physical Fitness (Beginners)	1.0
OR	
PE 110B	
Body Conditioning and Physical Fitness (Intermediate)	1.0
OR	
PE 110C	
Body Conditioning and Physical Fitness (Advanced)	1.0
OR	
PE 122 (same as PE 122)	
Cardio Fitness and Body Sculpting	

OR	1.0
PE 125A	
Weight Training (Beginners)	
	1.0
OR	
PE 125B	
Weight Training (Intermediate)	
	1.0
OR	
PE 125C	
Weight Training (Advanced)	
	1.0
OR	
PE 127	
Yoga for Health and Fitness	
	1.0
OR	
PE 128	
Power Vinyasa Yoga	
	1.0
OR	
PE 138	
Circuit Training	
	1.0
<i>Area 5: Individual Sports</i>	
	1.0
PE 134	
Badminton	
	1.0
<i>Area 6: Team Sports</i>	
PE 104	
Basketball	
	1.0
OR	
PE 107	
Baseball	
	1.0
OR	
PE 108 (same as PE 108)	
Slow Pitch Softball	
	1.0
OR	
PE 113	
Volleyball	
	1.0



OR	
PE 130	
Beginning Soccer	1.0
OR	
PE 131	
Intermediate Soccer	1.0
OR	
PE 154	
Women's Intercollegiate Badminton Team	3.0
OR	
PE 155	
Off-season Training for Women's Intercollegiate Badminton Team	1.0
OR	
PE 162	
Men's Intercollegiate Basketball Team	3.0
OR	
PE 163	
Off-Season Training for Men's Intercollegiate Basketball Team	1.0
OR	
PE 164	
Women's Intercollegiate Basketball Team	3.0
OR	
PE 165	
Off-Season Training for Women's Intercollegiate Basketball Team	1.0
OR	
PE 174	
Men's Intercollegiate Soccer Team	3.0
OR	
PE 175	
Off-Season Training for Men's Intercollegiate Soccer Team	1.0
OR	
PE 177	
Women's Intercollegiate Soccer Team	3.0
OR	
PE 178	

Off-Season Training for Women's Intercollegiate Soccer Team	1.0
OR	
PE 180	
Women's Intercollegiate Softball Team	3.0
OR	
PE 181	
Off-Season Training for Women's Intercollegiate Softball Team	1.0
OR	
PE 186	
Women's Intercollegiate Volleyball Team	3.0
OR	
PE 187	
Off-Season Training for Women's Intercollegiate Volleyball	1.0
<b>List A (select two): 6 - 9 units</b>	
	<b>Units: 6.0-9.0</b>
<i>CHEM 102 or CHEM 150</i>	5.0
CHEM 102	
Fundamentals of Chemistry	5.0
OR	
CHEM 150	
General Chemistry I	5.0
FAID 101	
First Aid, Cardiopulmonary Resuscitation (CPR) and Basic Emergency Care	3.0
<i>STAT C1000 or STAT C1000H or PSYC 120</i>	4.0
STAT C1000	
Introduction to Statistics	4.0
OR	
STAT C1000H	
Introduction to Statistics - Honors	4.0
OR	
PSYC 120 (same as SOCI 120)	
Introduction to Statistics and Data Analysis for the Behavioral Sciences	4.0
<i>PHYS 120</i>	

	4.0
PHYS 120 General Physics	
	4.0
<i>PSYC C1000 or PSYC C1000H or SOCI 101 or SOCI 101H (3)</i>	
	3.0
PSYC C1000 Introduction to Psychology	
	3.0
OR PSYC C1000H Introduction to Psychology - Honors	
	3.0
OR SOCI 101 Introduction to Sociology	
	3.0
OR SOCI 101H Honors Introduction to Sociology	

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Ahmad Manzoor	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Shay Brown	Spring 2024 2nd term	Fall 2026
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Paul Flor	Spring 2021 (extended term)	Spring 2025
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

## Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2024-2025		
Date	Time	Location—In Person
1. <del>Sept 10, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
2. <del>Sept 24, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
3. <del>Oct 8, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
4. <del>Oct 22, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
5. <del>Nov 12, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
6. <del>Nov 26, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
7. <del>Dec 10, 2024</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
8. <del>Feb 25, 2025</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
9. <del>Mar 11, 2025</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
10. <del>Mar 25, 2025</del>	<del>2:00 p.m. – 3:30 p.m.</del>	<del>VT 124</del>
11. Apr 8, 2025	2:00 p.m. – 3:30 p.m.	VT-124
12. Apr 22, 2025	2:00 p.m. – 3:30 p.m.	VT-124
13. May 13, 2025	2:00 p.m. – 3:30 p.m.	VT-124
14. May 27, 2025	2:00 p.m. – 3:30 p.m.	VT-124
15. Jun 10, 2025	2:00 p.m. – 3:30 p.m.	VT-124