



College Curriculum Committee

Meeting Agenda Package

April 22, 2025

Table of Contents

<i>College Curriculum Committee Meeting Agenda.....</i>	<i>3</i>
<i>College Curriculum Committee Meeting Minutes.....</i>	<i>5</i>
<i>Standard Course Review – No Proposed Changes – HIST 129 - History of Los Angeles.....</i>	<i>8</i>
<i>Two-Year CTE Course Review – No Proposed Changes – DE Addendum – EFOMA Option – COSM 140 – Cosmetology Practicum.....</i>	<i>17</i>
<i>Articulation/Transfer Review – ESTU 101 Introduction to Ethnic Studies.....</i>	<i>30</i>
<i>Articulation/Transfer Review – ESTU 101H – Honors Introduction to Ethnic Studies</i>	<i>37</i>
<i>Common Course Numbering (CCN) – HIST C1001 – United States History to 1877.....</i>	<i>44</i>
<i>Common Course Numbering (CCN) – HIST C1001H – United States History to 1877 – Honors.....</i>	<i>51</i>
<i>Common Course Numbering (CCN) – HIST C1002 – United States History since 1865</i>	<i>59</i>
<i>Common Course Numbering (CCN) – HIST C1002H – United States History Since 1865 -- Honors.....</i>	<i>67</i>
<i>New Program – First Read – California General Education Transfer Curriculum (Cal-GETC) - Certificate of Achievement</i>	<i>75</i>
<i>New Program – First Read – Social Justice Studies: LGBTQ Studies – A.A. Degree for Transfer (AA-T)</i>	<i>79</i>
<i>New Program – First Read – High School Mathematics Certificate of Competency</i>	<i>83</i>
<i>College Curriculum Committee Roster</i>	<i>85</i>
<i>Curriculum Committee Meeting Schedule</i>	<i>86</i>



College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair

Recorder: Michael Vanoverbeck / Time Keeper: TBD

Date: April 22, 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 __; Arneshia 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: April 22, 2025.
2. Approval of Minutes: April 8, 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) **Standard Course Review – No Proposed Changes**
HIST 129 – History of Los Angeles

b) **Two Year CTE Course Review – No Proposed Changes – DE Addendum – EFOMA Option**

COSM 140 – Cosmetology Practicum

c) **Articulation/Transfer Review**

ESTU 101 – Introduction to Ethnic Studies

ESTU 101H – Honors Introduction to Ethnic Studies

d) **Common Course Numbering (CCN) Proposals**

HIST C1001 - United States History to 1877

HIST C1001H - United States History to 1877 - Honors

HIST C1002 - United States History since 1865

HIST C1002H - United States History since 1865 – Honors

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

a) **New Program – First Read**

California General Education Transfer Curriculum (Cal-GETC) – Certificate of Achievement

Social Justice Studies: LGBTQ Studies – A.A. Degree for Transfer (AA-T)

High School Mathematics Certificate of Competency

6. **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).

7. **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: 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:

Curriculum Committee Chair (Vote only to break tie):

Charles Hobbs_X_;

Voting Members:

Victoria Martinez_X_ ; Ahmad Manzoor__ ; Michael VanOverbeck_X_ ; Stefani Baez__ ; Susan Johnson__ ; Arneshia Bryant-Horn_X_ ; Shay Brown_X_ ; Jose Martinez__ ; Kendahl Radcliffe_X_ ; Nathan Lopez_X_ ; Paul Flor_X_ ; David McPatchell_X_ ; Noemi Monterosso_X_ ; Jesse Mills__ ; Bradfield Conn_X_ ; Lynn Chung_X_ ;

Non-Voting Members:

Melain McIntosh_X_ ; Sheri Berger__ ; Juan Tavaréz_X_ ; Maya Medina_X_ .

Meeting start at 2:08 pm

AGENDA:

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

1. Approval of Agenda: March 25, 2025.

Michael V. motioned to approve minutes. Victoria M. seconded. Unanimously approved.

2. Approval of Minutes: March 11, 2025.

Jesse M. motioned to open 3a-e. Victoria M. seconded.

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

j) SLO Coordinator

a. SLO course reports are going to be due in the fall.

Brad C. motioned to close 3a-e. Victoria M. seconded.

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

4. Consent Agenda Item(s):

e) 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

Noemi M. motioned to open 5a. Michael V. seconded.

5. Action Item(s):

a) Program Revision

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

Michael V. motioned to close 5a. Noemi M. seconded.

Jesse M. motioned to approve 5a. Noemi M. Seconded. Unanimously Approved.

Michael V. motioned to open 6a. Shay B. seconded.

6. Discussion Item(s):

a) TBD

Jesse M. motioned to close 6a. Brad C. seconded.

Brad C. motioned to open 7a. Noemi M. seconded.

7. Informational Items:

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

Michael V. motioned to close 7a. Noemi 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).

Noemi M. motioned to close 8a. Michael V. seconded.

Shay B. motioned to open 9a. Noemi M. seconded.

9. Public Comment(s):

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

Noemi M. motioned to close 9a. Brad C. seconded.

Meeting ended at 2:20pm



Standard Course Review – No Proposed Changes – HIST 129 - History of Los Angeles

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: 129

Full Course Title: History of Los Angeles

Short Title: History of Los Angeles

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: Spring 2021

Board of Trustees Approval Date:

2020-12-08

Course Description

This course surveys the political, social, and economic history of Los Angeles from its earliest settlement by Native Americans to the present. Topics include environmental issues, urban development, race and ethnicity, the entertainment industry, and the media's portrayal of Los Angeles. Special emphasis is given to the expanding role of Los Angeles as a global city that is a destination for diverse immigrant populations and a center of international commerce.

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:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Introduction and Los Angeles Historiography

Approximate Time In Hours

2.00

Lecture

Outline

Early Settlement and Development1. Geography and the Environment2. The Gabrielino Indians3. Spanish Exploration and Settlement, 1542-1821: The Pueblo at Los Angeles4. The Spanish Mission System - San Gabriel MissionB. The Mexican Era, 1821-18481. California's Relationship with the Gabrielino Indians2. The Ranchero Economy3. Land Grants in Los Angeles4. The Evolving Social Condition of Women5. The

Mexican American War, 1846-1848C. United States: Early Growth and Development, 1848-1890s1. United States Settlement, 1850s -1870s and Early Migration to Los Angeles2. Demise of the Pastoral Economy3. Nativism and Racism (Chinatown Massacre, 1871)4. Boosterism and Urban Growth, Late 1800s - Selling of Los Angeles5. Economic Growth (Oil, Agriculture, and Real Estate)6. Building the Infrastructure (Harbor, Transportation, Public Works)

Approximate Time In Hours

12.00

Lecture

Outline

The Late Nineteenth and Early Twentieth CenturyA. Midwestern Migrants1. Demographics and Values2. Residential ArchitectureB. Bringing of Water to Los AngelesC. Political Corruption and Progressive ReformD. Radicalism, the Labor Movement, and Conservatism

Approximate Time In Hours

5.00

Lecture

Outline

The 1920sA. Boosterism and Urban GrowthB. The Expanding EconomyC. Mexican ImmigrationD. Hollywood and the Film Industry

Approximate Time In Hours

3.00

Lecture

Outline

The Great DepressionA. Political CorruptionB. Poverty and the Local ResponseC. Unions: Opposition and Growth

Approximate Time In Hours

4.00

Lecture

Outline

Noir and Apocalyptic Visions of Los Angeles in Film and LiteratureA. The Big Sleep and Depression-Era Detective NovelsB. Blade Runner and Apocalyptic Films of the Late Twentieth Century

Approximate Time In Hours

4.00

Lecture

Outline

World War IIA. The Military PresenceB. Industrial Expansion: Aircraft Industry and Ship-BuildingC. Racism and Rioting1. Japanese Internment2. Zoot Suit Riots

Approximate Time In Hours

4.00

Lecture

Outline

Postwar PeriodA. Economic Prosperity and ConsumerismB. The Cold War and Anti-Communism1. The Hollywood Ten2. Chavez RavineC. Urban Growth1. Suburbanization and Community Planning2. The Automobile and Highway ConstructionD. Disneyland

Approximate Time In Hours

5.00

Lecture

Outline

Immigration, Migration and Community-Building in the Twentieth Century1. The Borderlands and Cultural Exchange2. Barrios and East Los Angeles3. Immigrant LaborB. African Americans1. The Great Migration: Perceptions and Realities2. Culture and Music: Central Avenue Jazz and Gangsta Rap3. The 1965 and 1992 Riots4. Politics and the Bradley CoalitionC. Immigration and Pluralism Since 19651. Asian Immigrants2. Immigrants from the Middle East

Approximate Time In Hours

11.00

Lecture

Outline

The Late Twentieth CenturyA. The Environment 1. Deterioration and Regulation2. The 1990s: Earthquakes, Floods and FiresB. The Vacillating Economy1. Stagflation and the Energy Crisis2. The Cold War and Military Spending3. 1980s Economic Growth4. 1990s Recession and the End of the Cold WarC. PoliticsD. Crime, Violence and the Los Angeles Police Department 1. Urban Gangs 2. Meeting the Threat of Terrorism

Approximate Time In Hours

3.00

Lecture

Outline

The Future of Los Angeles

Approximate Time In Hours

1.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 2C – Social and Behavioral Sciences – General
 - 2 – Social and Behavioral Sciences
2. **CSU GE:**
 - D6 - History
 - C2 - Humanities
 - D - Social Sciences
3. **IGETC GE:**
 - 4F - History
 - 3B - Humanities
 - 4 - Social and Behavioral Sciences
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 environmental problems and geographical location on the development of Los Angeles.

Lecture

Compare and contrast the motives of the Gabrielino Indians and the Spanish for settling in the Los Angeles Basin and discuss each group's interaction with the natural environment.

Lecture

Identify the strengths and weaknesses of the Spanish Mission and Mexican Rancho systems and analyze the impact of these institutions on the Gabrielino Indians.

Lecture

Trace the arrival of settlers from the United States and evaluate their impact on the environment, race relations, the economy and politics during the second half of the nineteenth century.

Lecture

Discuss ways in which city "boosters" attracted newcomers to Los Angeles in the late nineteenth and early twentieth centuries.

Lecture

Evaluate the economic growth of Los Angeles in the late nineteenth and early twentieth centuries and its impact on the development of the urban infrastructure.

Lecture

Describe political corruption in local Los Angeles politics during the first half of the twentieth century, and the successes and failures of reform movements to end the corruption.

Lecture

Evaluate the efforts of radicals and unions to recruit membership in Los Angeles and the strength of the conservative resistance of the economic and political elite.

Lecture

Describe the development of the film industry in New York City and relocation to Los Angeles, and its impact on the social and economic life of the city.

Lecture

Discuss the impact of the Great Depression on Los Angeles and the City's response to poverty within the national context of The New Deal.

Lecture

Compare the glowing portrayal of Los Angeles created by boosters at the turn of the century with the apocalyptic, noir vision that emerged in film and literature in the mid-twentieth century.

Lecture

Trace the relationship between the Los Angeles economy and military spending by the federal government during World War II, the Cold War, and post-Cold War periods.

Lecture

Explain the explosive growth of suburbs during the postwar period.

Lecture

Determine the extent to which urban growth in Los Angeles was guided by urban and community planning.

Lecture

Assess the role of Mexican Americans, African Americans and Asian Americans in the social, political and economic life of the city during the second half of the twentieth century.

Lecture

Analyze the impact of the Federal Immigration Act of 1965 on Los Angeles, how the city has dealt with immigrants and how immigrants have shaped Los Angeles since 1965.

Lecture

Assess the institutional response to crime and violence in the late twentieth century, including the rise of gangs and the growing threat of terrorism.

Lecture

Identify and analyze critical issues facing Los Angeles in the twenty-first century.

Student Learning Outcomes

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

1. Upon completion of History of Los Angeles, 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 Los Angeles 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

Field trips

Group Activities

Guest Speakers

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Historian Roger Waldinger argues that "Los Angeles had grown through migration, but it had historically preferred migrants of the Midwestern, white, Protestant type. Of course, African Americans, Mexicans, and Asians had also headed for Los Angeles in the past, but they had rarely been treated with much kindness, nor had they enjoyed the full fruits of the region's bounteous economy." Read Mark Wild's book, *Street Meeting: Multiethnic Neighborhoods in Early Twentieth-Century Los Angeles*, and in a five-to-seven page essay analyze whether Wild would agree or disagree with Waldinger's statement. Support your position using evidence from the textbook.

After reading Raymond Chandler's novel, *The Big Sleep*, and viewing the film, *Double Indemnity*, write a five-page essay that summarizes the Film Noir depiction of political and social life in Los Angeles in the mid-twentieth century. Referring to the relevant chapters in William Devereaux's textbook, *A Companion to Los Angeles. A Short History of Los Angeles*, assess the historical accuracy of that depiction.

Other Assignments:

After reading Chapter 4, 'Fortress L.A.', in Mike Davis's *City of Quartz*, explain how the dependency on the Los Angeles Police Department has altered the development of Los Angeles as a city and public space. Examine the evidence Davis uses—particularly regarding wealth protection and the resulting patterns of

segregation—and discuss how that evidence helps illustrate the contemporary landscape of L.A. Finally, reflect on your own experiences with segregation in Los Angeles. Where have you seen or felt these divides in action? How do they relate to the ideas presented by Davis?

Course Materials

Author: Paul Haddad

Title: *Inventing Paradise: The Power Brokers Who Created the Dream of Los Angeles*

Publisher: Santa Monica Press

Year: 2024

Or Equivalent: Yes

Author: Mike Davis

Title: *Set the Night on Fire: L.A. in the Sixties*

Publisher: Verso

Year: 2020

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: DJ Waldie

Title: *Becoming Los Angeles: Myth, Memory, and a Sense of Place*

Publisher: Angel City Press

Year: 2020

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: Kelly Lytle Hernández

Title: *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*

Publisher: The University of North Carolina Press

Year: 2020

Rationale for older textbook:

Discipline standard

Or Equivalent: No

Author: John Walton Caughey and LaRee Caughey

Title: *Los Angeles Biography of a City*

Publisher: UC Press

ISBN-13: 9780520342927

Year: 2023

Or Equivalent: No

Author: Stephanie Lewthwaite

Title: *Race, Place, and Reform in Mexican Los Angeles A Transnational Perspective, 1890-1940*

Publisher: University of Arizona Press

Year: 2023
Or Equivalent: No

Author: John H. M. Laslett
Title: Shameful Victory The Los Angeles Dodgers, the Red Scare, and the Hidden History of Chavez Ravine
Publisher: University of Arizona Press
Year: 2015
Rationale for older textbook:
Major historical event in the discipline.
Or Equivalent: No

Author: Abraham Hoffman
Title: Unwanted Mexican Americans in the Great Depression Repatriation Pressures, 1929–1939
Publisher: University of Arizona Press
Year: 2018
Rationale for older textbook:
Major historical event in the discipline.
Or Equivalent: No

Author: Edward Soja
Title: My Los Angeles From Urban Restructuring to Regional Urbanization
Publisher: UC Press
Year: 2014
Rationale for older textbook:
Discipline standard.
Or Equivalent: No

Author: Allyson Field, Jan-Christopher Horak, and Jacqueline Najuma Stewart
Title: L.A. Rebellion Creating a New Black Cinema
Publisher: UC Press
Year: 2014
Rationale for older textbook:
Discipline standard
Or Equivalent: No

Author: Richard Griswold del Castillo
Title: The Los Angeles Barrio, 1850–1890 A Social History
Publisher: UC Press
Year: 2023
Or Equivalent: No

Author: Mike Davis
Title: City of Quartz
Publisher: Verso
Year: 2018

Rationale for older textbook:
Discipline standard
Or Equivalent: No

Author: Mike Davis
Title: Ecology of Fear: Los Angeles and the Imagination of Disaster
Publisher: Verso
Year: 2018
Rationale for older textbook:
Discipline standard
Or Equivalent: No

Author: Mike Davis
Title: City of Quartz: Excavating the Future in Los Angeles
Publisher: Verso
Year: 2018
Rationale for older textbook:
Discipline Standard
Or Equivalent: No

Author: Mike Davis
Title: Ecology of Fear: Los Angeles and the Imagination of Disaster
Publisher: Verso
Year: 2022
Or Equivalent: No
Other:
Raymond Chandler. The Big Sleep, Vintage Books, 1992

Minimum Qualification

1. History
Condition



Two-Year CTE Course Review – No Proposed Changes – DE Addendum – EFOMA Option – COSM 140 – Cosmetology Practicum

Course Information

Course Discipline: COSM

Course Division: Business and Industrial Studies

Course Number: 140

Full Course Title: Cosmetology Practicum

Short Title: Cosmetology Practicum

TOP Code: 300700 - Cosmetology and Barbering

SAM Code: C - Clearly Occupational

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

Transfer Status C - Not transferable

Effective Term: Spring 2023

Board of Trustees Approval Date:

2022-10-17

Course Description

This course is designed for the student who is in need of receiving hours towards their State Board of Cosmetology requirements. The focus of this class is on the advanced principles and practical operations of cosmetology equipment, procedures, and techniques.

Course Standards

Lecture Hours:

18.000

Activity Hours:

0.000

Lab Hours:

162.000

Outside-of-Class Hours:

36.000

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

Lecture Hours:

18.000

Activity Hours:

0.000

Lab Hours:

162.000

Outside-of-Class Hours:

36.000

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

Lecture Units:

1.000

Activity Units:

0.000

Lab Units:

3.000

Min/Max Units:

4.000

Total Hours:

180.000

Grading Method:

Letter grade only

Course Requirements

Prerequisite

Subject COSM - Cosmetology

Requisite Course COSM 101 - Introduction to Cosmetology Procedures (Active)16.000 - 16.000

Prerequisite

Subject COSM - Cosmetology

Requisite Course COSM 104 - Introduction to Cosmetology I (Active)8.000 - 8.000

Course Content

Lecture

Outline

STATE BOARD OF COSMETOLOGY REVIEW Safety Career opportunities

Approximate Time In Hours

3.00

Lab

Outline

STATE BOARD OF COSMETOLOGY REVIEW Safety Career opportunities

Approximate Time In Hours

18.00

Lecture

Outline

SERVING THE PUBLIC Communication Courtesy Meeting customer's expectations

Approximate Time In Hours

2.00

Lab

Outline

SERVING THE PUBLIC Communication Courtesy Meeting customer's expectations

Approximate Time In Hours

18.00

Lecture

Outline

PRINCIPLES OF WET AND THERMAL SETTING Safety practices Sanitation Implements Shapings
Finger waving Pin curls Roller curls Comb-out procedures Thermal pressing and curling Use of
rectangular, triangular, arc and square bases in pin curling Ridge curls Skip wave and cascade curls Stand
up curls Tapered roller setting and comb out Back-combing and back-brushing techniques Thermal
curling of long hair and spiral curling Blow dry styling

Approximate Time In Hours

2.50

Lab

Outline

PRINCIPLES OF WET AND THERMAL SETTING Safety practices Sanitation Implements Shapings
Finger waving Pin curls Roller curls Comb-out procedures Thermal pressing and curling Use of
rectangular, triangular, arc and square bases in pin curling Ridge curls Skip wave and cascade curls Stand
up curls Tapered roller setting and comb out Back-combing and back-brushing techniques Thermal
curling of long hair and spiral curling Blow dry styling

Approximate Time In Hours

18.00

Lecture

Outline

PRINCIPLES OF PERMANENT WAVING Safety procedures Sanitation Action of chemicals Sectioning
Blocking Patterns Curling rods Winding Applications of solutions Processing Neutralizing Double halo
Straight back and dripped crown method Use of concave and straight tools Various use of different
processing and neutralizing methods

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF PERMANENT WAVING Safety procedures Sanitation Action of chemicals Sectioning Blocking Patterns Curling rods Winding Applications of solutions Processing Neutralizing Double halo Straight back and dripped crown method Use of concave and straight tools Various use of different processing and neutralizing methods

Approximate Time In Hours

18.00

Lecture

Outline

PRINCIPLES OF CHEMICAL RELAXING Safety practices Sanitation Action of chemicals Implements Basic steps Chemical applications Sodium hydroxide Ammonium thioglycolate Strand test Sodium hydroxide retouch Ammonium thioglycolate retouch Chemical blowout

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF CHEMICAL RELAXING Safety practices Sanitation Action of chemicals Implements Basic steps Chemical applications Sodium hydroxide Ammonium thioglycolate Strand test Sodium hydroxide retouch Ammonium thioglycolate retouch Chemical blowout

Approximate Time In Hours

15.00

Lecture

Outline

PRINCIPLES OF HAIRCUTTING Safety practices Sanitation Implements Basic sectioning Scissor cutting Clipper cutting - wet, dry, effilating, feather edge, thinning guide line, blunt and slither cutting

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF HAIRCUTTING Safety practices Sanitation Implements Sectioning Shear cutting-wet, dry, feather-edge, thinning guidelines, blunt and slither cutting Clipper cutting

Approximate Time In Hours

15.00

Lecture

Outline

PRINCIPLES OF HAIRCOLORING AND BLEACHING Safety practices Sanitation Analine derivatives Predisposition test Tint records Preparation for coloring Permanent haircolor Temporary haircolor Bleaching Frosting Tipping Streaking Blending Color-filler Highlighting Spot lightening Spot tinting Hair striping

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF HAIRCOLORING AND BLEACHING Safety practices Sanitation Analine derivatives Predisposition test Tint records Preparation for coloring Permanent haircolor Temporary haircolor Bleaching Frosting Tipping Streaking Blending Color-filler Highlighting Spot lightening Spot tinting Hair striping

Approximate Time In Hours

15.00

Lecture

Outline

PRINCIPLES OF SCALP TREATMENTS Safety practices Sanitation Scientific brushing Shampooing

Manipulations Types of treatments for dandruff, dry scalp, oily scalp, alopecia areata and fagilitas crinium

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF SCALP TREATMENTS Safety practices Sanitation Scientific brushing Shampooing

Manipulations Types of treatments for dandruff, dry scalp, oily scalp, alopecia areata and fagilitas crinium

Approximate Time In Hours

15.00

Lecture

Outline

PRINCIPLES OF FACIAL TREATMENTS Safety practices Sanitation Draping Manipulations Plain facial

Nerve points Arching Packs Masks Red dermal lamp High frequency Galvanic current Infra-red rays

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF FACIAL TREATMENTS Safety practices Sanitation Draping Manipulations Plain facial

Nerve points Arching Packs Masks Red dermal lamp High frequency Galvanic current Infra-red rays

Approximate Time In Hours

15.00

Lecture

Outline

PRINCIPLES OF MANICURING AND PEDICURING Safety practices Sanitation Implements Preparation

Procedures Massage Disorders Diseases Electric manicuring Nail repair Artificial nails Removal of artificial

nails Repair of broken build-on nails

Approximate Time In Hours

1.50

Lab

Outline

PRINCIPLES OF MANICURING AND PEDICURING Safety practices Sanitation Implements Preparation

Procedures Massage Disorders Diseases Electric manicuring Nail repair Artificial nails Removal of artificial

nails Repair of broken build-on nails

Approximate Time In Hours

15.00

Course Objectives

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

Lecture

Correctly answer objective questions on cosmetology safety practices and sanitation procedrures.

Lab

Identify the natural arch of the eyebrow.

Lab

Compare and contrast the differences between a soft permanent wave and a chemical relaxer.

Lab

Identify the differences between a virgin bleach and a pastel toner, and demonstrate how they are used in conjunction with each other in a haircoloring procedure.

Lecture

Categorize and describe the various types of hair damage and prescribe corrective treatment for each.

Lab

Access information concerning cosmetology procedures and practices from source documents and databases.

Lab

Employ appropriate interpersonal skills to serve clients and customers.

Student Learning Outcomes

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

1. SLO #1 Hair color and eyebrow-arching Students will be able to demonstrate the use of hair color and eyebrow-arching techniques.

Methods of Instruction

Demonstration

Demonstration in domains required by the State Board of Barbering and Cosmetology and course student learning outcomes.

Discussion

The required practical and theory State Board of Barbering and Cosmetology domains are explored.

Field trips

Program seasonal field trips are provided during course hours. For example: Fashion Institute of Design and Merchandising (FIDM), The Grammy Museum, The Hollywood Museum, Dermalogica and local salon visits.

Group Activities

Diversity and industry employment exercises.

Guest Speakers

Guest speakers from the cosmetology industry present demonstrations that include: barbering, nails, braids, facials, thermal styling, manicures and pedicures.

Internet Presentation/Resources

Milady PPT presentations, State Board of Barbering and Cosmetology online material resources, and MindTap exercises

Laboratory

Students are required to service clients during clinic hours, bring models, exchange services, and complete required practical operations.

Lecture

Lecture is provided in subject areas required by the State Board of Barbering and Cosmetology.

Multimedia presentations

Online videos.

Role Play

Mock interviews and client consultations.

Simulation

State Board of Barbering and Cosmetology mock written and practical examinations.

Methods of Evaluation

Skills demonstrations

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Working in a team, analyze a client's hair for a virgin hair coloring procedure. Choose and apply the correct haircolor products. Complete the procedure by administering a soap cap to ensure proper coverage. After hair coloring has processed, consult the instructor.

Analyze a client's skin for a facial. Select the correct facial mask for the client's skin type. Apply the mask in accordance with the manufacturer's directions. After facial has been completed, consult the instructor.

Other Assignments:

Analyze a client's eyebrow. Identify the natural arch and shape and apply wax to remove unwanted hair from the eyebrow. After eyebrows are completed, consult the instructor.

Course Materials

Other:

Obtained from Cosmetology 104 or 101: Blow dryer Brushes: Denman, vent, styling Clips: coif (box of 12), curl (box of 100) Combs: fingerwave, haircutting, styling, tail Curling iron Cuticle nipper with case Emery board (box of 5) Gloves, rubber Gloria head Hair shaper with blades Hot comb and hot iron Manicure sticks Nail: brush, file, tips, wrap kit Nail polish kit Notebook, paper, pen, pencil Perm rods (5 dozen) Roller bag Shampoo cape Shears: haircutting, thinning Shoes, black Smock, black Spatula Stand Steel Pusher Triangle net Tweezers

Minimum Qualification

1. Cosmetology

Condition

DE Addendum Report

CTE Course Two-Year Review: COSM 140 - Cosmetology Practicum

Distance Education

Does (or will) this course have a DE component? Yes

Form of Distance Education

Mode of delivery

Emergency Fully Online by Mutual Agreement

Emergency Fully Online by Mutual Agreement Statement

A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).

If the course is Hybrid - Internet with 1% - 99% on-campus, please fill out the following information.

% face-to-face meetings

% online

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Activity 162

Online Hours 18

Face-to-Face hours (hybrid only) 0

Total hours per semester 180

Need Justification

The reason(s) that this course is being considered for distance learning is/are:

Other reason Yes

Explanation:

This course is only being offered online in and the following statement: Emergency DE

Addendum Fully Online Statement - A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms.

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives No

Explanation:

Assignments Yes

Explanation:

Students are able to perform services on models, themselves, or a doll head.

Assessment Yes

Explanation:

Student may upload images of there work for assessment and to be provided clock hours.

General Information

Have all faculty in department been notified of this DE petition/status?

Yes

Explain

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits.

May 5, 2020 - The course is only intended to be offered online in an emergency situation according to the justification in area 27 of this form. To provide clock-hours for this course online requires authorization by the State Board of Barbering and Cosmetology. Students are required to earn 1,600 clock-hours to qualify for the Cosmetology Sate Board exams.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges.

Cosmetology students may not have the technical requirements or knowledge necessary to complete online instruction and may need additional resources to complete cosmetology coursework without face to face instruction. The online course will provide a readiness link for students to access their readiness for online learning.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent?

Yes

Describe/explain

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented?

Yes

Describe/explain

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA.

Yes

Describe/explain

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation?

Yes

Describe/explain

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing?

Yes

Describe/explain

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing?

Yes

Describe/explain

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities?

Yes

Describe/explain

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact?

Yes

Describe/explain

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns?

Yes

Describe/explain

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and

accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame?

Yes

Describe/explain

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

DE Modality

Online: *A course that uses web-based tools and in which 100% of the instruction and interaction between instructor and student is done online.*

Hybrid: *A course that replaces some, but not all, face-to-face class time with web-based tools; see college DE Handbook for scheduling guidelines.- Streaming Video.*

For fully online classes, will proctored face-to-face tests be included?

Yes

I understand that students in fully online classes are not required to take proctored tests on the college campus; alternative locations must be arranged.

Yes

I understand that dates and times of exams must be listed in the Schedule of Classes.

Yes

Select the appropriate hybrid configuration(s) for this course:

Communication Methods and Frequency

Instructor-Initiated Contact: *Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term “regular, effective contact” in this context suggests that students should have frequent opportunities to interact with the instructor of record.*

Frequency: *DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)*

I acknowledge reading the definitions and guidelines above.

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact.

Yes

Instructor-Initiated Contact

Direct personal contact with students via e-mail, phone, or LMS messaging

Daily M-F Yes

Weekly Yes

Periodically Yes

Establishing/moderating virtual small groups
Daily M-F Yes
Weekly Yes
Periodically Yes
Facilitating student-to-student contact (chat, discussion, groups, etc.)
Daily M-F Yes
Weekly Yes
Periodically Yes
Instructor-prepared class materials (lecture, handouts, etc.)
Daily M-F Yes
Weekly Yes
Periodically Yes
Leading/moderating discussions
Daily M-F Yes
Weekly Yes
Periodically Yes
Office hours (face to face, phone, virtual)
Daily M-F Yes
Weekly Yes
Periodically Yes
Posting announcements (written, audio, or video)
Daily M-F Yes
Weekly Yes
Periodically Yes
Student polls/surveys
Daily M-F Yes
Weekly Yes
Periodically Yes
Timely feedback on student work
Daily M-F Yes
Weekly Yes
Periodically Yes

How will students receive feedback on their work? Check all that apply:

Student-Initiated Contact
Online
Email
Listserv
Chat Room
Interactive Videoconferencing
Website/Bulletin Board
Telephone
U.S. Mail
On Campus



Articulation/Transfer Review – ESTU 101 Introduction to Ethnic Studies

Course Information

Course Discipline: ESTU

Course Number: 101

Course Division: Social Sciences

Full Course Title: Introduction to Ethnic Studies

Credit Status: D - Associate Degree Credit

Effective Term:

Summer 2019 2021

Catalog Description

This course examines the foundations of Ethnic Studies as both a field and a movement for racial and social justice. Centering Native American, African American, Asian American, and Chicane/Latine communities, students explore race, racism, decolonization, sovereignty, and liberation through critical frameworks rooted in these communities. Emphasis is placed on storytelling, activism, and community knowledge as strategies of resistance and self-determination. The course analyzes how race intersects with gender, class, and immigration status, and engages students in anti-racist and anti-colonial practices through reflective and community-based learning.

Date Outline Approved/Updated on Campus:

1/19/2021 12:00:00 AM

Course Standards

Course Type:

C

Hours:

Lecture Hours: 54.000

Activity Hours: 0.000

Units:

Lecture Units: 3.000

Activity Units: 0.000

Lab Units:

Min/Max Units: 3.00

Grading Method:

Letter grade only

Content

1. Foundations of Ethnic Studies a. Introduction to Ethnic Studies: history, purpose, and pedagogy b.

Overview of Core Groups in Ethnic Studies: Indigenous American, Black American, Chicane/Latine, and

Asian Americans c. Race as a social construct d. Exploring key concepts in Ethnic Studies: race, racism,

ethnicity, racialization, systemic racism, institutional racism, individual racism, colonialism, settler

colonialism, imperialism, anti-racism, self-determination, liberation, decolonization,

sovereignty, **Approximate Time In Hours: 9.00**

2. Systems of power and domination a. Foundations of structural white supremacy i. Eurocentric

knowledge systems and narratives ii. Functions and histories of colonialism and imperialism iii. Impact on

Indigenous people, land, and knowledge iv. Perspectives on sovereignty and self-determination 1. Land

back 2. Native Studies and decolonial theory **Approximate Time In Hours: 6.00**

3. Intellectual traditions and story telling a. Seminal Ethnic Studies Theories and intellectual traditions

from historically marginalized communities b. Community knowledge, storytelling, and oral histories c.

Cultural Resistance of the core groups to American culture: arts, literature, film d. Group affirmation and

agency: survival, joy, building power **Approximate Time In Hours: 6.00**

4. Intersectionality and identity a. Theories of intersectionality and intersectional analysis: Crenshaw,

Anzaldúa, Moraga b. Race and its relationships to class, gender, sexuality, religion, ability, language,

citizenship, tribal citizenship c. Contemporary issues: mass incarceration, immigration, reproductive

justice, access to education, language loss, and cultural erasure **Approximate Time In Hours: 6.00**

5. Movements for social justice and liberation a. Liberation: theory and praxis b. Critical events in the

struggle for justice and liberation c. Historical and contemporary movements: AIM, Black Panther Party,

Chicano Movement, Yellow Power d. Liberation theology, community organizing, transnational

solidarities e. The role of art, literature, and performance in activism **Approximate Time In Hours: 6.00**

6. Structural issues and contemporary struggles a. Reparations, immigration, environmental justice,

language access b. Policy and activism **Approximate Time In Hours: 6.00**

7. Anti-racism and decolonial practices a. Defining anti-racism and decolonization i. Major writers and

positions b. Tools for social action: allyship, solidarity, community care c. Engaging institutions: education,

media, and policies **Approximate Time In Hours: 6.00**

8. Comparative Ethnic Studies a. Comparative frameworks in Ethnic Studies i. Coalition as praxis ii.

Relational approaches to race and ethnicity b. Intersections and divergences across core groups c. Cross-

community solidarity and coalition building i. Brown-Black alliances, Third World Liberation Front d. Queer theory and comparative analysis i. Two-spirit, trans, nonbinary identities across racial and cultural traditions ii. Ethnic Studies approaches to gender, sexuality, family **Approximate Time In Hours: 9.00**

Objectives

Critically analyze race, racism, and related concepts—including racialization, white supremacy, colonialism, settler colonialism, imperialism, and decolonization—through frameworks grounded in Native American, African American, Asian American, and Chicane/Latine experiences.

Examine and apply theories and intellectual traditions produced by historically racialized communities to understand their lived experiences, cultural contributions, and strategies for survival, resistance, self-determination, and liberation.

Evaluate the intersectionality of race with gender, class, sexuality, immigration status, ability, religion, language, and tribal citizenship, using tools such as intersectional and decolonial theory.

Interpret historical and contemporary systems of power and domination, including systemic racism and Eurocentric knowledge production, and assess their impacts on Indigenous land, sovereignty, and community knowledge.

Engage with storytelling, community knowledge, and cultural production (including literature, oral history, art, and performance) as strategies for resistance, affirmation, and coalition-building within and across core groups.

Critically assess historical and contemporary social movements—such as the American Indian Movement, Black Panther Party, Chicano Movement, and Yellow Power—for their contributions to racial and social justice, solidarity, and liberation.

Practice anti-racist and anti-colonial methodologies through reflective, community-based, and action-oriented learning that emphasizes allyship, solidarity, and strategies for institutional transformation.

Student Learning Outcomes

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

Critically analyze and explain the historical development of Ethnic Studies as a discipline.

Analyze and examine how Indigenous, Black, Chicane/Latine, and Asian Americans have been shaped and resisted white supremacy, settler colonialism, and imperialism.

Design and critically evaluate anti-racist and decolonial strategies by analyzing the roles of allyship, solidarity, and community accountability within institutional and structural contexts.

TOP Code: 220300 - Ethnic Studies

SAM Code: E - Non-Occupational

Methods of Instruction

Lecture

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking Yes

Sample

Students will write a five-to-seven-page analytical paper that explores their relationship to land, identity, and liberation. The paper should be grounded in the radical traditions of Indigenous, Black, Chicane/Latine, and Asian American people. Students are encouraged to use creative methods like mapping, storytelling, and personal reflection and to incorporate theories discussed in class to connect with present day movements for justice and liberation.

Students will write a five-to-seven-page paper that examines and analyzes a historical or contemporary movement. The paper should explore the origins, key figures, organizing strategies, and impact on racial justice and decolonial efforts. Research should highlight the role of intentionality and solidarity across racial, class, and gender lines. Students will then deliver a multimedia presentation outlining the movement they chose to class.

Reading Assignments No

Sample

Writing Assignments No

Sample

Other Assignments Yes

Sample

Community Engagement Assignment:

Students will engage in a project, event, or organization that actively addresses systemic inequalities through anti-racist and/or decolonial practices within a community connected to one or more of the following racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans. This engagement should center the voices, experiences, and agency of the community and highlight how members resist, heal, and build power in the face of structural oppression.

Course Materials

Representative Textbook

Author: Tanya Maria Golash-Boza

Title: Race and Racisms: a critical approach

Edition: 3rd

Publisher: Oxford Univeristy Press

ISBN-13: 9780190663780

Year 2021

Rationale for older textbook:

Author: Eduardo Bonilla-Silva

Title: Racism without Racists: color-blind racism and the persistence of racial inequality in America

Edition: 6th

Publisher: Rowan and Littlefield

ISBN-13: 9781442276239

Year 2022

Rationale for older textbook:

Author: Tim Messer-Kruse

Title: Ethnic Studies: Critical Fundamentals

Edition:

Publisher: Achromous Books

ISBN-13:

Year 2018

Rationale for older textbook:

Discipline standard.

Author: Richard Rothstein

Title: The Color of the Law: a forgotten history of how our government segregated America

Edition:

Publisher: Norton

ISBN-13:

Year 2018

Rationale for older textbook:

Discipline standard.

Author: Mike Davis

Title: Ecology of Fear: Los Angeles and the Imagination of Disaster

Edition:

Publisher: Vintage

ISBN-13:

Year 1999

Rationale for older textbook:

Discipline standard

Author: Laura Pulido and Laura R. Barraclough, et. al

Title: A People's Guide to Los Angeles

Edition:

Publisher: UC Press

ISBN-13:

Year 2012

Rationale for older textbook:

Discipline standard

Author: Roxanne Dunbar-Ortiz

Title: Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion

Edition:

Publisher: Beacon Press

ISBN-13:

Year 2021

Rationale for older textbook:

Author: Abdul Alkalimat

Title: The History of Black Studies

Edition:

Publisher: Pluto Press

ISBN-13:

Year 2021

Rationale for older textbook:

Author: Jeanelle K. Hope and Bill V. Mullen

Title: The Black Antifascist Tradition: fighting back from anti-lynching to abolition

Edition:

Publisher: Haymarket Books

ISBN-13:

Year 2024

Rationale for older textbook:

Author: Derrick P. Alridge, Cornelius L. Bynum, and James B. Steward

Title: The Black Intellectual Tradition: African American thought in the twentieth century

Edition:

Publisher: University of Illinois Press

ISBN-13:

Year 2021

Rationale for older textbook:

Author: Fong, Timothy P.

Title: Ethnic Studies Research: Approaches and Perspectives

Edition:

Publisher: Alta Mira Press

ISBN-13:

Year 2008

Rationale for older textbook:

Required by ESTU CCCCCO Rubric

Author: Omi, Michael, and Howard Winant.

Title: Racial Formation in the United States

Edition:

Publisher: Routledge/Taylor & Francis Group

ISBN-13:

Year 2015

Rationale for older textbook:

Required by ESTU CCCCCO Rubric

Author: Critical Ethnic Studies Editorial Collective

Title: Critical Ethnic Studies: a reader

Edition:

Publisher: Duke University Press

ISBN-13:

Year 2016

Rationale for older textbook:

Discipline standard

Author: Kyle T. Mays

Title: An Afro-Indigenous History of the United States

Edition:

Publisher: Beacon

ISBN-13:

Year 2021

Rationale for older textbook:

Author: Kay Fischer, Dr. Mario Alberto Viveros Espinoza-Kulick, Ulysses Acevedo, Dr. Teresa Hodges, Dr. Melissa Leal, and Dr. Tamara Cheshire

Title: Introduction to Ethnic Studies

Edition:

Publisher: LibreTexts

ISBN-13:

Year 2023

Rationale for older textbook:

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 2C – Social and Behavioral Sciences – General
 - 2 – Social and Behavioral Sciences
 - 7-Culture, Diversity and Equity
2. **CSU GE:**
 - D3 - Ethnic Studies
 - D - Social Sciences
 - F - Ethnic Studies
3. **IGETC GE:**
 - 4C - Ethnic Studies
 - 4 - Social and Behavioral Sciences
 - 7 - Ethnic Studies
4. **UC TCA:**
 - UC-B Social and Behavioral Sciences



Articulation/Transfer Review – ESTU 101H – Honors Introduction to Ethnic Studies

Course Information

Course Discipline: ESTU

Course Number: 101H

Course Division: Social Sciences

Full Course Title: Honors Introduction to Ethnic Studies

Credit Status:

Effective Term:

Catalog Description

This honors course examines the foundations of Ethnic Studies as both a field and a movement for racial and social justice. Centering Native American, African American, Asian American, and Chicane/Latine communities, students explore race, racism, decolonization, sovereignty, and liberation through critical frameworks rooted in these communities. Emphasis is placed on storytelling, activism, and community knowledge as strategies of resistance and self-determination. The course analyzes how race intersects with gender, class, and immigration status, and engages students in anti-racist and anti-colonial practices through reflective and community-based learning.

Date Outline Approved/Updated on Campus:

6/20/2023 12:00:00 AM

Course Standards

Course Type:

C

Hours:

Lecture Hours: 54.000

Units:

Lecture Units: 3.000

Activity Units:

Lab Units:

Min/Max Units: 3.00

Grading Method:

Letter grade only

Content

1. Foundations of Ethnic Studies a. Introduction to Ethnic Studies: history, purpose, and pedagogy b.

Overview of Core Groups in Ethnic Studies: Indigenous American, Black American, Chicane/Latine, and

Asian Americans c. Race as a social construct d. Exploring key concepts in Ethnic Studies: race, racism,

ethnicity, racialization, systemic racism, institutional racism, individual racism, colonialism, settler

colonialism, imperialism, anti-racism, self-determination, liberation, decolonization,

sovereignty, **Approximate Time In Hours: 9.00**

2. Systems of power and domination a. Foundations of structural white supremacy i. Eurocentric

knowledge systems and narratives ii. Functions and histories of colonialism and imperialism iii. Impact on

Indigenous people, land, and knowledge iv. Perspectives on sovereignty and self-determination 1. Land

back 2. Native Studies and decolonial theory **Approximate Time In Hours: 6.00**

3. Intellectual traditions and story telling a. Seminal Ethnic Studies Theories and intellectual traditions

from historically marginalized communities b. Community knowledge, storytelling, and oral histories c.

Cultural Resistance of the core groups to American culture: arts, literature, film d. Group affirmation and

agency: survival, joy, building power **Approximate Time In Hours: 6.00**

4. Intersectionality and identity a. Theories of intersectionality and intersectional analysis: Crenshaw,

Anzaldua, Moraga b. Race and its relationships to class, gender, sexuality, religion, ability, language,

citizenship, tribal citizenship c. Contemporary issues: mass incarceration, immigration, reproductive

justice, access to education, language loss, and cultural erasure **Approximate Time In Hours: 6.00**

5. Movements for social justice and liberation a. Liberation: theory and praxis b. Critical events in the

struggle for justice and liberation c. Historical and contemporary movements: AIM, Black Panther Party,

Chicano Movement, Yellow Power d. Liberation theology, community organizing, transnational

solidarities e. The role of art, literature, and performance in activism **Approximate Time In Hours: 6.00**

6. Structural issues and contemporary struggles a. Reparations, immigration, environmental justice,

language access b. Policy and activism **Approximate Time In Hours: 6.00**

7. Anti-racism and decolonial practices a. Defining anti-racism and decolonization i. Major writers and

positions b. Tools for social action: allyship, solidarity, community care c. Engaging institutions: education,

media, and policies **Approximate Time In Hours: 6.00**

8. Comparative Ethnic Studies a. Comparative frameworks in Ethnic Studies i. Coalition as praxis ii.

Relational approaches to race and ethnicity b. Intersections and divergences across core groups c. Cross-

community solidarity and coalition building i. Brown-Black alliances, Third World Liberation Front d.

Queer theory and comparative analysis i. Two-spirit, trans, nonbinary identities across racial and cultural

traditions ii. Ethnic Studies approaches to gender, sexuality, family **Approximate Time In Hours: 9.00**

Objectives

Critically analyze race, racism, and related concepts—including racialization, white supremacy, colonialism, settler colonialism, imperialism, and decolonization—through frameworks grounded in Native American, African American, Asian American, and Chicane/Latine experiences.

Examine and apply theories and intellectual traditions produced by historically racialized communities to understand their lived experiences, cultural contributions, and strategies for survival, resistance, self-determination, and liberation.

Evaluate the intersectionality of race with gender, class, sexuality, immigration status, ability, religion, language, and tribal citizenship, using tools such as intersectional and decolonial theory.

Interpret historical and contemporary systems of power and domination, including systemic racism and Eurocentric knowledge production, and assess their impacts on Indigenous land, sovereignty, and community knowledge.

Engage with storytelling, community knowledge, and cultural production (including literature, oral history, art, and performance) as strategies for resistance, affirmation, and coalition-building within and across core groups.

Critically assess historical and contemporary social movements—such as the American Indian Movement, Black Panther Party, Chicano Movement, and Yellow Power—for their contributions to racial and social justice, solidarity, and liberation.

Practice anti-racist and anti-colonial methodologies through reflective, community-based, and action-oriented learning that emphasizes allyship, solidarity, and strategies for institutional transformation.

Conduct academically focused research, demonstrating a critical awareness of competing arguments, a mastery of Ethnic Studies methods, and the development of original research.

Student Learning Outcomes

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

Critically analyze and explain the historical development of Ethnic Studies as a discipline.

Analyze and examine how Indigenous, Black, Chicane/Latine, and Asian Americans have been shaped and resisted white supremacy, settler colonialism, and imperialism.

Design and critically evaluate anti-racist and decolonial strategies by analyzing the roles of allyship, solidarity, and community accountability within institutional and structural contexts.

TOP Code: 220300 - Ethnic Studies

SAM Code: E - Non-Occupational

Methods of Instruction

Lecture

Demonstration

Discussion

Field trips

Group Activities

Guest Speakers

Internet Presentation/Resources

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

Typical Assignments

Some assignments require critical thinking Yes

Sample

Students will write a five-to-seven-page analytical paper that explores their relationship to land, identity, and liberation. The paper should be grounded in the radical traditions of Indigenous, Black, Chicane/Latine, and Asian American people. Students are encouraged to use creative methods like mapping, storytelling, and personal reflection and to incorporate theories discussed in class to connect with present day movements for justice and liberation.

Students will produce an 8–10-page research paper that critically examines a historical or contemporary movement rooted in the struggles of one or more of the four core racialized groups—Native American, African American, Asian American, and/or Latina/o American communities. The paper must analyze the movement through the lens of Ethnic Studies theories and concepts, addressing its origins, key figures, organizing strategies, ideological foundations, and measurable impact on racial justice and decolonial efforts.

Reading Assignments No

Sample

Writing Assignments No

Sample

Other Assignments Yes

Sample

Community Engagement Assignment:

Students will engage in a project, event, or organization that actively addresses systemic inequalities through anti-racist and/or decolonial practices within a community connected to one or more of the following racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans. This engagement should center the voices, experiences, and agency of the community and highlight how members resist, heal, and build power in the face of structural oppression.

Course Materials

Representative Textbook

Author: Tanya Maria Golash-Boza

Title: Race and Racisms: a critical approach

Edition: 3rd

Publisher: Oxford University Press

ISBN-13: 9780197533215

Year 2021

Rationale for older textbook:

Author: Eduardo Bonilla-Silva

Title: Racism without Racists: color-blind racism and the persistence of racial inequality in America

Edition: 5th

Publisher: Rowan and Littlefield

ISBN-13: 9781442276239

Year 2017

Rationale for older textbook:

Standard text in the field of Ethnic Studies.

Author: Richard Rothstein

Title: The Color of Law: A Forgotten History of How Our Government Segregated America

Edition: 1

Publisher: Liveright

ISBN-13: 9781631492853

Year 2017

Rationale for older textbook:

Canonical work in the field.

Author: Mike Davis

Title: Ecology of Fear: Los Angeles and the Imagination of Disaster

Edition:

Publisher: Verso

ISBN-13:

Year 2022

Rationale for older textbook:

Author: Laura Pulido, Laura Barraclough, Wendy Cheng

Title: A People's Guide to Los Angeles

Edition:

Publisher: University of California Press

ISBN-13: 9780520270817

Year 2012

Rationale for older textbook:

Author: Tim Messer-Kruse

Title: Ethnic Studies: Critical Fundamentals

Edition:

Publisher: Achromous Book

ISBN-13: 9780692985762

Year 2018

Rationale for older textbook:

Author: Critical Ethnic Studies Editorial Collective

Title: Critical Ethnic Studies: A Reader

Edition:

Publisher: Duke University Press

ISBN-13: 9780822361275

Year 2016

Rationale for older textbook:

Author: Roxanne Dunbar-Ortiz

Title: Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion

Edition:

Publisher: Beacon Press

ISBN-13: 9780807036297

Year 2021

Rationale for older textbook:

Author: Kyle T. Mays

Title: An Afro-Indigenous History of the United States

Edition:

Publisher: Beacon

ISBN-13: 9780807011683

Year 2021

Rationale for older textbook:

Author: Kay Fischer, Dr. Mario Alberto Viveros Espinoza-Kulick, Ulysses Acevedo, Dr. Teresa Hodges, Dr. Melissa Leal, and Dr. Tamara Cheshire

Title: Introduction to Ethnic Studies

Edition:

Publisher: LibreTexts

ISBN-13:

Year 2023

Rationale for older textbook:

Author: Fong, Timothy P.

Title: Ethnic Studies Research: Approaches and Perspectives

Edition:

Publisher: Alta Mira Press

ISBN-13:

Year 2008

Rationale for older textbook:

Required by ESTU CCCCCO Rubric

Author: Omi, Michael, and Howard Winant

Title: Racial Formation in the United States

Edition:

Publisher: Routledge/Taylor & Francis Group

ISBN-13:

Year 2015

Rationale for older textbook:

Required by ESTU CCCCCO Rubric

Author: Abdul Alkalimat

Title: The History of Black Studies

Edition:

Publisher: Pluto Press

ISBN-13:

Year 2021

Rationale for older textbook:

Author: Jeanelle K. Hope and Bill V. Mullen

Title: The Black Antifascist Tradition: fighting back from anti-lynching to abolition

Edition:

Publisher: Haymarket Books

ISBN-13:

Year 2024

Rationale for older textbook:

Author: Derrick P. Alridge, Cornelius L. Bynum, and James B. Steward

Title: The Black Intellectual Tradition: African American thought in the twentieth century

Edition:

Publisher: University of Illinois Press

ISBN-13:

Year 2021

Rationale for older textbook:

General Education/Transfer

1. **Local GE/Graduation Requirements:**
 - 2 – Social and Behavioral Sciences
 - 7-Culture, Diversity and Equity
2. **CSU GE:**
 - D - Social Sciences
 - F - Ethnic Studies
3. **IGETC GE:**
 - 4 - Social and Behavioral Sciences
 - 7 - Ethnic Studies
4. **UC TCA:**
 - UC-B Social and Behavioral Sciences



Common Course Numbering (CCN) – HIST C1001 – United States History to 1877

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



Common Course Numbering (CCN) – HIST C1001H – United States History to 1877 – Honors

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: C1001H

Full Course Title: United States History to 1877 - Honors

Short Title: US History to 1877-Hnrs

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 a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. This is an honors course.

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:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Introduction to basic methods of historical research and analysis.

Approximate Time In Hours

3.00

Lecture

Outline

Indigenous peoples, cultures, and lands.

Approximate Time In Hours

6.00

Lecture

Outline

European colonization

Approximate Time In Hours

3.00

Lecture

Outline

Indentured servitude, chattel slavery, and the evolution of colonial labor systems.

Approximate Time In Hours

6.00

Lecture

Outline

Establishment and maturation of diverse colonial settlements and populations.

Approximate Time In Hours

3.00

Lecture

Outline

Colonial policies and imperial rivalries in North America and their implication for settlements.

Approximate Time In Hours

3.00

Lecture

Outline

The American Revolution

Approximate Time In Hours

3.00

Lecture

Outline

The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights.

Approximate Time In Hours

3.00

Lecture

Outline

The Early Republic including the meanings of democracy; political parties; economic and territorial expansion.

Approximate Time In Hours

3.00

Lecture

Outline

Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America.

Approximate Time In Hours

6.00

Lecture

Outline

Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy.

Approximate Time In Hours

3.00

Lecture

Outline

Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms.

Approximate Time In Hours

3.00

Lecture

Outline

Crisis of the 1850s and the coming of the Civil War.

Approximate Time In Hours

3.00

Lecture

Outline

The Civil War

Approximate Time In Hours

3.00

Lecture

Outline

Reconstruction

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:**
 - D6 - History
 - C2 - Humanities
3. **IGETC GE:**
 - 4F - History
 - 3B - Humanities
 - 4 - Social and Behavioral Sciences
4. **UC TCA:**
 - UC-B Social and Behavioral Sciences

Course Objectives

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

Lecture

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

Lecture

Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.

Lecture

Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

Lecture

Analyze the relevance of Early American History to the present day.

Student Learning Outcomes

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

1. Upon completion of United States History 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 United States 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.

Field trips

Group Activities

Lecture

History 101 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

If you selected "Other", please provide details.

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Typical Assignments

Some assignments require critical thinking:

Using the primary and secondary sources presented in class, explore the role of Settler Colonialism in the development of the American British colonies from colonization to independence. Explain how settler colonialism shaped the establishment of the British colonies, the institution of slavery, and the development of American capitalism.

Compose a eight-to-ten-page paper examining the social, political, and economic traits of an early British American colony. Address the colony's key founders, its primary social and political features, the role of slavery, its economic conditions, and its relationships with Native American communities. Additionally, discuss how this colony influenced the evolution of settler colonial policies. Your paper must incorporate at least five primary sources drawn from the assigned class readings.

Other Assignments:

In his autobiography, The Interesting Narrative of the Life of Olaudah Equiano, Equiano describes the conditions of slavery in Africa and North America. In a five-to-seven-page essay that refers to Equiano's autobiography (primary document) and the textbook, The American People, please compare and contrast the slave systems in Africa and North America and consider what might have accounted for the differences between the two.

In "The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy, and Capitalism in Seventeenth-Century North America and the Caribbean," Dr. Gerald Horne examines the confluence of settler colonialism, capitalism, American democracy, the institution of slavery, and the genocide of Indigenous populations. In a five-to-seven-page essay, critically analyze the essence of Dr. Horne's thesis,

evaluate the evidence he presents, and determine its implications for contemporary U.S. socio-political landscapes.

Course Materials

Author: Locke, John and Ben Wright.

Title: American Yawp

Publisher: Stanford University Press

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Corbett, P. Scott, Janssen Volker, John Lund

Title: U.S. History OpenStax Free Textbooks Online

Publisher: OpenStax

Year: 2024

Or Equivalent: No

Author: Faragher, John Mac, Mari Jo Buhle, et al

Title: Out of Many: A history of the American People

Publisher: Pearson

Year: 2021

Or Equivalent: No

Author: Goldfield, David, Carol Abbott, et al.

Title: The American Journey

Publisher: Pearson

Year: 2021

Or Equivalent: No

Author: Kamensky, Jane, Carol Sheriff, et al.

Title: A People and a Nation: A History of the United States

Publisher: Cengage

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Kennedy, David M. and Lizabeth Cohen.

Title: The American Pageant

Publisher: Cengage Learning

Year: 2024

Or Equivalent: No

Author: Murrin, John, Pekka Hämäläinen, et al.

Title: Liberty, Equality, Power

Publisher: Cengage Learning

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Nash, Gary, Julie Roy, et al.

Title: The American People: Creating a Nation and a Society

Publisher: Pearson
 Year: 2023
 Or Equivalent: No
 Author: Roark, James L., Michael P. Johnson , et al.
 Title: The American Promise
 Publisher: Bedford/St. Martin's
 Year: 2022
 Or Equivalent: No
 Author: Tindall, George Brown and David E. Shi
 Title: America: A Narrative History
 Publisher: W.W. Norton & Company
 Year: 2022
 Or Equivalent: No
 Author: Carnes, Mark C. and John A. Garraty.
 Title: The American Nation
 Publisher: Pearson
 Year: 2021
 Or Equivalent: No
 Author: Brown, Leslie, Jacqueline Castledine, et al.
 Title: U.S. Women's History: Untangling the Threads of Sisterhood
 Publisher: Rutgers University Press
 Year: 2017
 Rationale for older textbook:
 Required by CCN
 Or Equivalent: No
 Author: DuBois, Ellen and Lynn Dumenil.
 Title: Through Women's Eyes, Combined volume: An American History with Documents
 Publisher: Macmillan Learning
 Year: 2024
 Or Equivalent: No
 Author: White, Deborah Gray, Mia Bay, et al.
 Title: Freedom on My Mind: A History of African Americans, with Documents.
 Publisher: Macmillan Learning
 Year: 2020
 Rationale for older textbook:
 Required by CCN
 Or Equivalent: No
 Author: Kendi, Ibram X. Christopher Dontrell Piper, et al.
 Title: Stamped from the Beginning: The Definitive History of Racist Ideas in America
 Publisher: Bold Type Books
 Year: 2017
 Rationale for older textbook:
 Required by CCN
 Or Equivalent: No
 Author: Choy, Catherine Ceniza, Cindy Kay, et al.
 Title: Asian American Histories of the United States

Publisher: Beacon Press

Year: 2023

Or Equivalent: No

Author: Ling, Huping.

Title: Asian American History

Publisher: Rutgers University Press

Year: 2023

Or Equivalent: No

Author: Gonzales, Manuel G.

Title: Mexicanos, Third Edition: A History of Mexicans in the United States.

Publisher: Indiana University Press

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Calloway, Colin G.

Title: First Peoples: A Documentary Survey of Native American History

Publisher: Bedford/St. Martin's

Year: 2024

Or Equivalent: No

Author: Open Stax.

Title: U.S. History Open Stax.

Publisher: Open Stax.

Year: 2025

Or Equivalent: No

Author: Foner, Eric, Kathleen DuVal, and Lisa McGirr

Title: Give Me Liberty

Publisher: W.W. Norton & Company

Year: 2022

Or Equivalent: No

Other:

Howard Zinn, A People's History of the United States (New York: HarperPerennial, 1990)

Other:

McLaurin, Melton Alonza. Celia, a Slave. Athens: University of Georgia Press, 1991.

Other:

Horne, Gerald. The Apocalypse of Settler Colonialism: The Roots of Slavery, White Supremacy, and Capitalism in Seventeenth-Century North America and the Caribbean. New York: Monthly Review Press, 2018.

Other:

Olaudah Equiano. The Interesting Narrative of the Life of Olaudah Equiano, Wilder Publications, 2012.

Minimum Qualification

1. History

Condition



Common Course Numbering (CCN) – HIST C1002 – United States History since 1865

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: C1002

Full Course Title: United States History since 1865

Short Title: U.S. History since 1865

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 2019

Board of Trustees Approval Date:
2019-08-20

Course Description

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.

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:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Introduction to basic methods of historical research and analysis.

Approximate Time In Hours

3.00

Lecture

Outline

Reconstruction and the New South.

Approximate Time In Hours

3.00

Lecture

Outline

Immigration, industrialization, and urbanization in the Gilded Age.

Approximate Time In Hours

3.00

Lecture

Outline

Closing of the frontier and Resistance of Indigenous Peoples.

Approximate Time In Hours

3.00

Lecture

Outline

Progressive Era Reform Movements.

Approximate Time In Hours

3.00

Lecture

Outline

Imperialist expansion and emergence of the United States as a world power.

Approximate Time In Hours

3.00

Lecture

Outline

World War I.

Approximate Time In Hours

3.00

Lecture

Outline

Post-War America and the 1920s.

Approximate Time In Hours

3.00

Lecture

Outline

The Great Depression and the New Deal.

Approximate Time In Hours

3.00

Lecture

Outline

World War II and Its Aftermath.

Approximate Time In Hours

3.00

Lecture

Outline

Cold War Era.

Approximate Time In Hours

3.00

Lecture

Outline

Civil Rights Movements.

Approximate Time In Hours

6.00

Lecture

Outline

Vietnam, the Great Society, and the Transformation of America.

Approximate Time In Hours

3.00

Lecture

Outline

From Nixon to Reagan.

Approximate Time In Hours

3.00

Lecture

Outline

Entering the New Millennium.

Approximate Time In Hours

3.00

Lecture

Outline

Twenty-first century and the recent past.

Approximate Time In Hours

6.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 2A – Social and Behavioral Sciences – American Society and History
- 3 – Humanities

2. CSU GE:

- D6 - History
- C2 - Humanities
- D - Social Sciences

3. IGETC GE:

- 4F - History
- 3B - Humanities
- 4 - Social and Behavioral Sciences

4. Transfer and Articulation:

- C-ID: HIST 140

Course Objectives

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

Lecture

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

Lecture

Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.

Lecture

Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

Lecture

Analyze the relevance of Modern American History to the present day.

Student Learning Outcomes

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

1. Upon completion of this course, 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 United States history since 1865 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.

Field trips

Group Activities

Lecture

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

Multimedia presentations

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

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Typical Assignments

Some assignments require critical thinking:

Using primary and secondary sources, develop a five-to-seven-page paper interpreting the U.S. involvement in Vietnam and Iraq. Explain the role of foreign policy ideas and the anti-war movement that sprouted in the United States. Trace any similarities and differences that occurred in the build up to each war and the subsequent anti-war movements that followed.

Using primary and secondary sources, write a five-to-seven-page paper in which you compare and contrast the Chicano and the Black Power movements of the 1960s and 1970s. Discuss the goals, strategies, and accomplishments of each movement. Your essay must include a discussion on the lasting impact of each movement on the development of racial identity and politics in the United States.

Other Assignments:

Using primary and secondary sources, analyze the evolution of the labor movement in the United States from Haymarket Square to the rise of Artificial intelligence in the labor market. Track any successes, failures, and challenges that the labor movement has faced. Explain whether or not the labor movement is supported by the economic power structure in the United States.

Course Materials

Author: Faragher, John Mack, Mari Jo Buhle, et al.

Title: Out of Many: A history of the American People

Publisher: Pearson

Year: 2021

Or Equivalent: No

Author: Foner, Eric, Kathleen DuVal, and Lisa McGirr.

Title: Give me Liberty!

Publisher: W.W. Norton Company

Year: 2022

Or Equivalent: No

Author: Goldfield, David, Carol Abbott, et al.

Title: The American Journey

Publisher: Pearson

Year: 2021

Or Equivalent: No

Author: Kamensky, Jane, Carol Sheriff, et al.

Title: A People and a Nation: a history of the United States

Publisher: Cengage

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Kennedy, David M. and Lizabeth Cohen.

Title: The American Pageant

Publisher: Cengage Learning

Year: 2024

Or Equivalent: No

Author: Locke, John and Ben Wright.

Title: American Yawp

Publisher: Stanford University Press

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Murrin, John, Pekka Hämäläinen, et al.

Title: Liberty, Equality, Power

Publisher: Cengage Learning

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Nash, Gary, Julie Roy, et al.

Title: The American People: Creating a Nation and a Society

Publisher: Pearson

Year: 2023

Or Equivalent: No

Author: Roark, James L., Michael P. Johnson , et al.

Title: The American Promise

Publisher: Bedford/St. Martin's

Year: 2022

Or Equivalent: No

Author: Tindall, George Brown and David E. Shi

Title: America: A Narrative History

Publisher: W.W. Norton & Company

Year: 2022

Or Equivalent: No

Author: Open Stax.

Title: U.S. History Open Stax.

Publisher: Open Stax

Year: 2025

Or Equivalent: No

Author: Calloway, Colin G.

Title: First Peoples: A Documentary Survey of Native American History.

Publisher: Bedford/St. Martin's

Year: 2024

Or Equivalent: No

Author: DuBois, Ellen and Lynn Dumenil.

Title: Through Women's Eyes, Combined Volume: An American History with Documents.

Publisher: Macmillan Learning

Year: 2024

Or Equivalent: No

Author: White, Deborah Gray, Mia Bay, et al.

Title: Freedom on My Mind: A History of African Americans, with Documents.

Publisher: Macmillan Learning

Year: 2020

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Kendi, Ibram X. Christopher Dontrell Piper, et al.

Title: Stamped from the Beginning: The Definitive History of Racist Ideas in America

Publisher: Bold Type Books

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Choy, Catherine Ceniza, Cindy Kay, et al.

Title: Asian American Histories of the United States.

Publisher: Beacon Press

Year: 2023

Or Equivalent: No

Author: Ling, Huping.

Title: Asian American History.

Publisher: Rutgers University Press

Year: 2023

Or Equivalent: No

Author: Gonzales, Manuel G.

Title: Mexicanos, Third Edition: A History of Mexican in the United States

Publisher: Indiana University Press

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Brown, Leslie, Jacqueline Castledine, et al.

Title: U.S. Women's History: Untangling the Threads of Sisterhood.

Publisher: Rutgers University Press

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Carnes, Mark C. and John A. Garraty.

Title: The American Nation

Publisher: Pearson

Year: 2021

Or Equivalent: No

Author: Corbett, P. Scott, Janssen Volker, John Lund

Title: U.S. History. OpenStax Free Textbooks Online.

Publisher: OpenStax

Year: 2024

Or Equivalent: No

Other:

Howard Zinn, A People's History of the United States (New York: HarperPerennial, 1990)

Other:

Toni Morrison. The Bluest Eye, Knopf, 2000.

Minimum Qualification

1. History

Condition



Common Course Numbering (CCN) – HIST C1002H – United States History Since 1865 -- Honors

Course Information

Course Information

Course Discipline: HIST

Course Division: Social Sciences

Course Number: C1002H

Full Course Title: United States History since 1865 - Honors

Short Title: US History Since 1865 Hnrs

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 a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. This is an honors course.

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:

0.000

Lab Units:

Min/Max Units:

3.000

Total Hours:

54.000

Grading Method:

Letter grade only

Course Content

Lecture

Outline

Introduction to basic methods of historical research and analysis.

Approximate Time In Hours

3.00

Lecture

Outline

Reconstruction and the New South.

Approximate Time In Hours

3.00

Lecture

Outline

Immigration, industrialization, and urbanization in the Gilded Age.

Approximate Time In Hours

3.00

Lecture

Outline

Closing of the frontier and Resistance of Indigenous Peoples.

Approximate Time In Hours

3.00

Lecture

Outline

Progressive Era Reform Movements.

Approximate Time In Hours

3.00

Lecture

Outline

Imperialist expansion and emergence of the United States as a world power.

Approximate Time In Hours

3.00

Lecture

Outline

World War I

Approximate Time In Hours

3.00

Lecture

Outline

Post-War America and the 1920s.

Approximate Time In Hours

3.00

Lecture

Outline

The Great Depression and the New Deal.

Approximate Time In Hours

3.00

Lecture

Outline

World War II and Its Aftermath.

Approximate Time In Hours

3.00

Lecture

Outline

Cold War Era.

Approximate Time In Hours

3.00

Lecture

Outline

Civil Rights Movements.

Approximate Time In Hours

6.00

Lecture

Outline

Vietnam, the Great Society, and the Transformation of America.

Approximate Time In Hours

3.00

Lecture

Outline

From Nixon to Reagan.

Approximate Time In Hours

3.00

Lecture

Outline

Entering the New Millennium.

Approximate Time In Hours

3.00

Lecture

Outline

Twenty-first century and the recent past.

Approximate Time In Hours

6.00

General Education/Transfer

1. Local GE/Graduation Requirements:

- 2A – Social and Behavioral Sciences – American Society and History
- 2 – Social and Behavioral Sciences

2. CSU GE:

- D6 - History
- C2 - Humanities
- D - Social Sciences

3. IGETC GE:

- 4F - History
- 3B - Humanities
- 4 - Social and Behavioral Sciences

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

Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.

Lecture

Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.

Lecture

Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.

Lecture

Analyze the relevance of Modern American History to the present day.

Student Learning Outcomes

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

1. Upon completion of this course, 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 United States history since 1865 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Methods of Instruction

Discussion

Field trips

Group Activities

Lecture

Multimedia presentations

Methods of Evaluation

Substantial writing assignments

Exams/Quizzes

If you selected "Other", please provide details.

Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Typical Assignments

Some assignments require critical thinking:

Using primary and secondary sources, develop a five-to-seven-page paper interpreting the U.S. involvement in Vietnam and Iraq. Explain the role of foreign policy ideas and the anti-war movement that sprouted in the United States. Trace any similarities and differences that occurred in the build up to each war and the subsequent anti-war movements that followed.

Using primary and secondary sources, write a five-to-seven-page paper in which you compare and contrast the Chicano and the Black Power movements of the 1960s and 1970s. Discuss the goals, strategies, and accomplishments of each movement. Your essay must include a discussion on the lasting impact of each movement on the development of racial identity and politics in the United States.

Other Assignments:

Students will write a 8-to-10-page paper in which you analyze the evolution of the American labor movement from the Haymarket Square affair to the era of artificial intelligence, drawing on both primary and secondary sources. Track the labor movement's successes, failures, and key challenges, and evaluate whether it has been supported or undermined by the dominant economic power structure. Examine how factors such as class, technology, legislation, and political ideology have shaped labor organizing and labor resistance, considering historical context alongside contemporary implications. Through this project, offer a clear, evidence-based argument about the role of labor in the evolving American economy and the influence of class and power on its trajectory. This is a semester long assignment, which will require the creation of an annotated bibliography, abstract, final research paper, and research presentation.

Course Materials

Author: Corbett, P. Scott, Janssen Volker, John Lund

Title: U.S. History. OpenStax Free Textbooks Online

Publisher: OpenStax

Year: 2024

Or Equivalent: No

Author: Faragher, John Mack, Mari Jo Buhle, et al.

Title: Out of Many: A History of the American People

Publisher: Pearson

Year: 2021

Or Equivalent: No

Author: Foner, Eric, Kathleen DuVal, and Lisa McGirr.

Title: Give Me Liberty!

Publisher: W.W. Norton Company.

Year: 2022

Or Equivalent: No

Author: Goldfield, David, Carol Abbott, et al.

Title: The American Journey.

Publisher: Pearson.

Year: 2021

Or Equivalent: No

Author: Kamensky, Jane, Carol Sheriff, et al.

Title: A People and a Nation: A History of the United States.

Publisher: Cengage.

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Kennedy, David M. and Lizabeth Cohen.

Title: The American Pageant.

Publisher: Cengage Learning.

Year: 2024

Or Equivalent: No

Author: Locke, John and Ben Wright.

Title: American Yawp (OER).

Publisher: Stanford University Press.

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Murrin, John, Pekka Hämäläinen, et al.

Title: Liberty, Equality, Power.

Publisher: Cengage Learning.

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Nash, Gary, Julie Roy, et al.

Title: The American People: Creating a Nation and a Society.

Publisher: Pearson.

Year: 2023

Or Equivalent: No

Author: Roark, James L., Michael P. Johnson , et al.

Title: The American Promise.

Publisher: Bedford/St. Martin's.

Year: 2022

Or Equivalent: No

Author: Tindall, George Brown and David E. Shi

Title: America: A Narrative History.

Publisher: W.W. Norton & Company.

Year: 2022

Or Equivalent: No

Author: U.S. History Open Stax.

Title: • U.S. History Open Stax.

Publisher: OpenStax.

Year: 2025

Or Equivalent: No

Author: Calloway, Colin G.

Title: First Peoples: A Documentary Survey of Native American History.

Publisher: Bedford/St. Martin's.

Year: 2024

Or Equivalent: No

Author: Brown, Leslie, Jacqueline Castledine, et al.

Title: U.S. Women's History: Untangling the Threads of Sisterhood.

Publisher: Rutgers University Press.

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: DuBois, Ellen and Lynn Dumenil.

Title: Through Women's Eyes, Combined Volume: An American History with Documents.

Publisher: Macmillan Learning.

Year: 2024

Or Equivalent: No

Author: White, Deborah Gray, Mia Bay, et al.

Title: Freedom on My Mind: A History of African Americans, with Documents.

Publisher: Macmillan Learning.

Year: 2020

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Kendi, Ibram X. Christopher Dontrell Piper, et al.

Title: Stamped from the Beginning: The Definitive History of Racist Ideas in America.

Publisher: Bold Type Books.

Year: 2017

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Choy, Catherine Ceniza, Cindy Kay, et al.

Title: Asian American Histories of the United States.

Publisher: Beacon Press.

Year: 2023

Or Equivalent: No

Author: Ling, Huping.

Title: Asian American History.

Publisher: Rutgers University Press.

Year: 2023

Or Equivalent: No

Author: Gonzales, Manuel G.

Title: Mexicanos, Third Edition: A History of Mexicans in the United States.

Publisher: Indiana University Press.

Year: 2019

Rationale for older textbook:

Required by CCN

Or Equivalent: No

Author: Carnes, Mark C. and John A. Garraty.

Title: The American Nation

Publisher: Pearson

Year: 2021

Or Equivalent: No

Other:

Toni Morrison. The Bluest Eye, Knopf, 2000.

Other:

Howard Zinn, A People's History of the United States (New York: HarperPerennial, 1990)

Minimum Qualification

1. History

Condition



New Program – First Read – California General Education Transfer Curriculum (Cal-GETC) - Certificate of Achievement

Compton College California General Education Transfer Curriculum (Cal-GETC) Certificate of Achievement Program Narrative

Item 1a. Program Goals and Objectives

The California General Education Transfer Curriculum (Cal-GETC) is an interdisciplinary program designed to help students acquire and integrate knowledge in the areas of English Communication (composition, critical thinking and oral), quantitative reasoning, scientific inquiry, arts, humanities, social sciences, and ethnic studies. It ensures that students gain a broad and well-rounded education by covering a variety of disciplines.

Item 1b. Program Learning Outcomes:

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

- Demonstrate effective English Communication through writing, critical thinking and oral communication.
- Develop, present, and critically assess quantitative arguments using appropriate methods.
- Understand the nature and richness of human culture and social structures through a comparative approach.
- Recognize the significant contributions to knowledge, civilization, and society made by individuals of various genders, ethnicities, and cultural backgrounds.
- Explain fundamental scientific concepts related to both the physical and biological

aspects of the natural world.

Item 2. Catalog Description

The California General Education Transfer Curriculum (Cal-GETC) is an interdisciplinary program designed to help students acquire and integrate knowledge in the areas of English Communication (composition, critical thinking and oral), quantitative reasoning, scientific inquiry, arts, humanities, social sciences, and ethnic studies. Cal-GETC ensures that students gain a broad and well-rounded education by covering a variety of disciplines.

Students who successfully complete the Cal-GETC with at least 34 units and a grade of “C” or better (or “Pass”) in all courses are eligible to earn the Certificate of Achievement. The Cal-GETC should be completed by students who intend to transfer to the University of California (UC), California State University (CSU) and may also be accepted by some private/independent or out-of-state universities. For more detailed information and guidance on how the Cal-GETC works for specific transfers, students should visit www.assist.org and speak with a Compton College counselor.

Note: Cal-GETC course requirements are subject to change each academic year; students should consult the College Catalog and www.assist.org for the most accurate course list. Students earning any Compton Associate Degree for Transfer (ADT) are also eligible for the Cal-GETC certificate and should apply for the certificate at the same time as their ADT.

General Education (GE) Certification for UC & CSU Transfer Students

A student planning to transfer to either the CSU or the UC systems should request to have their Cal-GETC units certified by Compton College. To be fully certified, a student must complete Areas 1 through 6, totaling at least 34 units at Compton College and/or any U.S. regionally accredited institution of higher education. Cal-GETC Certification may be requested by submitting the Request for Certification form to Admissions & Records, during the last semester of attendance at Compton College.

Item 3. Program Requirements

Cal-GETC Course Requirements

Important Notes:

- All courses must be completed with a grade of "C" or better
- Courses listed in multiples categories may only be certified in one area; these courses are underlined.
- Courses in **bold** are C-ID approved
- # Indicates that transfer credit may be limited by UC or CSU or both. Please consult with a counselor and www.assist.org.

Area 1: English Communication

(9 Units/12 quarter Units)

1A: English Composition (3 semester or 4 quarter units)

ENGL C1000, C1000H

1B: Critical Thinking and Composition (3 semester or 4 quarter units)

ENGL C1001, C1001H;

PHIL 105, 105H

1C: Oral Communication (three semester or four quarter units)

COMM C1000

Area 2: Mathematical Concepts and Quantitative Reasoning

(3 semester or 4 quarter units):

MATH 120, 130#, 140, 165#, 180#, **190#**,

191#, 210, 220, 270

PSYC 120#

STAT C1000#, C1000H#

Area 3: Arts and Humanities

(6 semester or 8 quarter units)

Two courses - one Arts and one Humanities:

3A . Arts:

ART 101, 102, 103, 104, 109, **207**, 209

DANC 101, 103

FILM 110

MUSI **111**, 112, 113, 116, 215A, 215B

THEA **103**, 104

3B . Humanities:

ANTH 104, 111

ENGL **102**, **102H**, 120, **150**, **152**, 200, **227**,

228, 229, 239, **240**, **241**, 242, 243, 244, 248

ESTU 105

FILM 130

5B . Biological Sciences:

ANAT 130*#, **132***

HIST 101, 101H, **102**, 102H, 105, 106, 108,
110, 111, 112, 114, 122, 122H, 128, 129, **140**,
141, 145, 152, 154, 175, 176, 183, 184

HUMA 101

JAPA 102

PHIL **101**, 101H, **103**, **111**, **112**, 115

POLI 107

SLAN 112, 113, 130

SPAN **102**, **103**, **104**, 105, 106, **152**, **153**

Area 4: Social and Behavioral Sciences

(6 semester or 8 quarter units)

Two courses from two academic disciplines:

ANTH 102, **103**, 104, 106, 107, 108, 109, 111,
112

CDEV 103

COMS 260

ECON **101**, **101H**, **102**, 105#

ESTU 101, 101H, 103, 150

GEOG 102, 105, 105H, 107

HIST 101, 101H, **102**, 102H, 105, 106, 108, 110,
111, 112, 114, 122, 122H, 128, 129, **140**, 141, 145,
152, 154, 175, 176, 183, 184, 190

JOUR 112

POLI **102**, **103**, 105, 106, 107, **110**, **110H**

POLS C1000, C1000H

PSYC 102, 108, 112, 115, 116, 119, C1000,
C1000H

SLAN 130

SOCI **101**, **101H**, **102**, **104**, 107, **108**, **112**, 115,
201

WSTU 101

Area 5: Physical and Biological Sciences

(7 semester or 9 quarter units.)

Two courses - one physical science course, one biological science course; at least one course must include a laboratory (*indicates a lab course):

5A . Physical Sciences:

ASTR 120, 120H, 125, 125H

CHEM 102*#, 104*#, 104H*#, **150***, **152***

GEOG 101, 109

GEO 101

PHYS **101***, **102***, **103***, 111#, **120*#**, **122*#**,

150*#, **152*#**, **250*#**, **252*#**

PSCI 125#

ANTH 101

BIOL 100*#, 100H*#, 101*, 101H*, 102*, 102H*, 103, 115, 117
BTEC 101*
MICR 133*
PHYO 131*
PSYC 107

5C . Laboratory Activity:

The courses listed above in 5A and 5B marked with an asterisk (*) and the following:

ASTR 128#
BIOL 118
GEOG 106
GEOL 103, 104
PHYS 112#

Area 6: Ethnic Studies

(3 semester or 4 quarter units):

ESTU 101, 101H, 103

CSU Only: Graduation requirement in American History and American Institutions.

U.S. History, Constitution, and American Ideals:

All CSU campuses have a graduation requirement in U.S. History, Constitution, and American Ideals of six semester units. One course is required from Group 1 and one course is required from Group 2. The courses used to satisfy this requirement may also be used to fulfill the Cal-GETC Area 3B or 4 requirements.

Group 1: HIST 101, 101H, 102, 102H, 105, 106, 108, 110, 111, 112, 114, 122, 122H

Group 2: POLS C1000, C1000H



New Program – First Read – Social Justice Studies: LGBTQ Studies – A.A. Degree for Transfer (AA-T)

Program Goals and Objectives

1. Analyze, synthesize, and critically evaluate historical, social, political, and cultural influences on LGBTQ experiences, demonstrating how these factors shape contemporary experiences.
2. Critically assess and apply intersectional frameworks that examine the interconnections between LGBTQ identities and race, art, class, gender, religion, and nationality.
3. Apply quantitative and qualitative research methods to analyze and critically evaluate evidence that informs advocacy strategies that advance LGBTQ rights and identities in the U.S.

Catalog Description

The Social Justice Studies: LGBTQ Studies degree is dedicated to the academic exploration of lesbian, gay, bisexual, transgender, and queer/questioning histories, cultures, and experiences. Through an interdisciplinary curriculum, students critically examine how sexual orientation and gender identity/expression intersect with ethnic, racial, socioeconomic, and political identities. Engaging with diverse topics and perspectives, students are empowered to challenge homophobia and other forms of oppression, fostering pathways toward liberation and social justice.

The Social Justice Studies: LGBTQ Studies 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 which vary by institution.

Program Requirements

Required Core (9 units)

	Units: 9.0
<i>ESTU 101 or ESTU 101H or SOCI 101 or SOCI 101H</i>	
ESTU 101	3.0
Introduction to Ethnic Studies	
	3.0
OR	
ESTU 101H	
Honors Introduction to Ethnic Studies	
	3.0
OR	
SOCI 101	
Introduction to Sociology	
	3.0
OR	
SOCI 101H	
Honors Introduction to Sociology	
	3.0
SOCI 108	
Global Perspectives on Race and Ethnicity	
	3.0
SOCI 201	
Introduction to LGBTQ+ Studies	
	3.0

List A: Select three courses from at least two of the following areas

	Units: 9.0-10.0
<i>Area 1</i>	
	3.0

Area 1	
HIST 190	
LGBTQ+ History in the United States	3.0
<i>Area 2</i>	3.0
ENGL 229	
LGBTQ+ Literature	3.0
OR	
FILM 130	
LGBTQ+ Film	3.0
<i>Area 3</i>	3.0
PSYC 119	
LGBTQ+ Psychology	3.0
<i>Area 4</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
Total: 18.0-19.0	

Projected Annual Completers 5.00

Place of program in curriculum/similar programs at college This will be the first social justice program offered on our campus.

Similar programs at other colleges in service area Although not in our local service area, similar programs are offered at City College of San Francisco and Sierra College. City of College San Francisco and Sierra College offer an LGBT Studies A.A. degree is a credit degree program in LGBT Studies that fulfills a Minor at UC's, CSU's, and other colleges and universities. <https://catalog.sierracollege.edu/departments/lesbian-gay-bisexual-transgender-studies/#degreescertificatestext> <https://www.ccsf.edu/degrees-certificates/lgbtqi-studies> <https://www.ccclgbt.org/lgbt-studies-courses.html>

Transfer Preparation

Career Technical Education No

Transfer Yes

Other No



New Program – First Read – High School Mathematics Certificate of Competency

Description

The High School Education Mathematics program provides integrated mathematics courses covering topics from Algebra, Geometry, Trigonometry and Statistics, which satisfy the mathematics requirements of a high school diploma. Satisfactory completion of all courses will lead to the awarding of a certificate of competency.

Program Learning Outcomes

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

1. Students will develop critical thinking and problem-solving skills.

Degree Requirements

High School Education

HSED 7

High School Integrated Math 3

HSED 6

High School Integrated Math 2

Units:

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. Sept 10, 2024	2:00 p.m. – 3:30 p.m.	VT 124
2. Sept 24, 2024	2:00 p.m. – 3:30 p.m.	VT 124
3. Oct 8, 2024	2:00 p.m. – 3:30 p.m.	VT 124
4. Oct 22, 2024	2:00 p.m. – 3:30 p.m.	VT 124
5. Nov 12, 2024	2:00 p.m. – 3:30 p.m.	VT 124
6. Nov 26, 2024	2:00 p.m. – 3:30 p.m.	VT 124
7. Dec 10, 2024	2:00 p.m. – 3:30 p.m.	VT 124
8. Feb 25, 2025	2:00 p.m. – 3:30 p.m.	VT 124
9. Mar 11, 2025	2:00 p.m. – 3:30 p.m.	VT 124
10. Mar 25, 2025	2:00 p.m. – 3:30 p.m.	VT 124
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