

Evidence: Sample General Education Courses:

Ethics, Cultural Diversity, Citizenship

II.A.130

HIST 201

MUS 250

PLSC 301

HIST 235

PHIL 240

SGOV 115

Skyline College
Official Course Outline

1. **COURSE ID:** HIST 201 **TITLE:** United States History I
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Recommended Preparation:
 ENGL 100, or ENGL 105 or equivalent

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 Skyline - GENERAL EDUCATION REQUIREMENTS: F3. Social Sciences
 Skyline - IGETC Area US1, US2, US3: US1
 Skyline - SPECIFIC AREA REQUIREMENTS: E1a. U.S. History and U.S. Government
CSU GE:
 CSU GE Area D: SOCIAL SCIENCES: US 1
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: G: Interdisciplinary, Social & Behavioral Sciences
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 U.S. History to the mid-19th century, emphasizing the development of U.S. political, social, economic and cultural foundations. Partially satisfies American History and Institutions requirement. Transfer credit: UC; CSU (D1). CAN HIST 8.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Demonstrate a basic knowledge of events in American history from colonization through 1865.
 - B. Analyze significant contributions of ethnic and social groups that are an integral part of America's historical development.
 - C. Analyze and interpret the U.S. Constitution and demonstrate the rights and obligations as a United States citizen.
 - D. Identify issues and problems that presently affect the country.
 - E. Recognize and analyze problems; to think critically and ask questions; to synthesize diverse information from texts, and primary resources, and express ideas clearly and logically.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

- A. Comprehend significant concepts and events of American history from colonial times through 1865.
- B. Integrate the contributions of the racial, ethnic and social groups that are an essential part of America's historical development.
- C. Analyze and interpret the U.S. Constitution and demonstrate their rights and obligations as citizens within a political system.
- D. Compare and contrast traditional, as well as revisionist, theories in American history.
- E. Evaluate America's development within the context of a global perspective.
- F. Identify the historic development of current problems at the national level.
- G. Recognize and analyze problems; to think critically and ask questions; to synthesize diverse information from texts, and primary resources, and express ideas clearly and logically
- H. Construct and organize a term paper (project) using primary, secondary and academic Internet resources.

6. COURSE CONTENT:

Lecture Content:

History 201 is a summary of United States history from the peopling of the New World through the Civil War. Emphasis is given to such topics as the indigenous people of the Americas, the impact of the European arrival, nation-building and the Constitution, and the American paradox – slavery and the Civil War. Typical allocations and topics are:

1. When World's Collide
 - A. The Indigenous Peoples of the Americas
 - B. The Arrival of the Europeans
 - C. Compare and Contrast the North American Empires of the British, Spanish and French
 - D. The English Colonies: Social, Cultural, Political and Economic Development
2. Slavery and Empire
 - A. Slavery in a Historical and Global Context
 - B. Early Perceptions and Attitudes About Africans
 - C. Rmpire Building with Slavery
3. The Cultures of Colonial North America
 - A. North American Regions
 - B. Diverging Social and Political patterns
4. From Empire to Independence

- A. Causes of American War for Independence
 - B. Consequences: Domestic and Foreign
 - C. Revolutionary Politics
 - 5. The Creation of the United States
 - A. Republican Principles
 - B. Constitutional Principles and Bill of Rights
 - C. Hamiltonian and Jeffersonian Views
 - D. External and Internal Challenges for the New Country
 - 6. The United States of North America
 - A. Growth of the Young Republic
 - B. Jacksonian Democracy and Extending the Franchise
 - C. Territorial Expansion/Manifest Destiny
 - 7. The Reform Movement and American Culture
 - A. Birth of Manufacturing
 - B. A New Social Order
 - C. Social Reform Movements
 - 8. The Coming Crisis
 - A. King Cotton
 - B. the African American Community
 - C. White Southern Culture
 - D. Politics and Constitutional Issues of Sectionalism
 - 9. The Civil War
 - A. Causes
 - B. The Triumph of Nationalism
7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
 Typical methods of instruction may include:
- . Lecture
 - A. Discussion
 - B. Other (Specify): Lecture, and student discussions are supplemented by media videotapes, films, music and art. Analysis of these presentations is supported with question handouts and are followed by in-class discussions and evaluation. Outside class assignments include reading approximately 45 pages per week throughout the semester. Reading assignments may include assigned texts, primary document readers, journals and essay works. Students will write approximately 5000-7000 word essays. Students will be exposed to library research methods to prepare term paper assignments, and learn to evaluate resources for academic content. Students will hone their analytical and critical reasoning skills through classroom discussions, and the reading of selected primary resource journal articles.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Other Outside Assignments:

Historical events are presented within the framework of other disciplines including politics, economics, and cultural and social development. The nature of the discipline requires, and assists in the development of, critical thinking skills. Through reading and discussion, students are exposed to the concept of historical causality, analysis of the logic of arguments, and the evaluation of evidence. For example, to understand the historical causality of slavery, a question to ask may be "did early white settlers bring with them an ingrained prejudice against Africans, or did their prejudice arise out of the humiliating conditions that Africans were subject to when they arrived?" In identifying the historic development of current problems at the national level, students may be asked to compare the current Patriot Act to the Alien and Sedition Acts of the 18th century. In evaluating evidence, students may be asked to evaluate the claim that the "American Revolution was essentially conservative in nature and did not result in revolutionary changes in the American political, economic or social structure." Other assignments include:

- . Active participation in class requires reading the assigned material before class.
- A. Map work related to the specific course topic
- B. Homework assignments related to the specific course topic
- C. Library research for term paper
- D. Study questions for in-class essay or objective exams
- E. Video presentation handout questions
- F. Outside class campus-wide presentations which include reaction paper(s)
- G. On-line websites are available with most textbooks. This study resource correlates the text with related material available on the Internet. Students are encouraged to access the websites to prepare for multiple-choice and essay exams. Features of the website usually include chapter objectives, practice multiple-choice and essay exams, grading and feedback on why answers are incorrect. These answers may be submitted directly to the instructor for review.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . Class Participation
- A. Class Performance
- B. Exams/Tests
- C. Group Projects
- D. Oral Presentation
- E. Projects
- F. Assessment of contribution during class discussion that show a comprehension of significant concepts and events of American history from colonial times to 1865. Assessment of contributions and participation in-group projects. Assessment of

ability to analyze and interpret the U.S. Constitution through use of Supreme Court cases by use of exams or essays. Assessment of knowledge of subject matter through objective and written assignments by use of exams or essays. Evaluation of term paper based on the ability to accurately analyze and interpret subject matter and to analyze academic resources through the clarity of presentation, organizational skills, and the correct documentation of resources. Assessment of knowledge of subject matter by oral presentation through the organizational skills, clarity of presentation, and accurate documentation of resources.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . Faragher, J. M., et al. . *Out of Many, Volume I*, 5th ed. -, 2008
- A. Jones, J., et al.. *Created Equal, Vol. I*, 2nd ed. -, 2008

Origination Date: August 2010

Curriculum Committee Approval Date:

Effective Term:

Course Originator: - SMCCCD

Skyline College
Official Course Outline

1. **COURSE ID:** MUS. 250 **TITLE:** World Music
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Recommended Preparation:
 ENGL 100, ENGL 105 or equivalent

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 Skyline - GENERAL EDUCATION REQUIREMENTS: F2. Humanities
 Skyline - SPECIFIC AREA REQUIREMENTS: E4b. Area Studies
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C1 - Arts (Arts, Cinema, Dance,
 Music, Theater)
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: A: Arts

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Survey of selected listening and readings from the music of India, China, Japan,
 Korea, Indonesia, Pacific Islands, Americas, Africa, and Middle East. A variety of
 media, guest speakers/performers will be included. Required ? live performance.
 Transfer: UC, CSU (C1)

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Identify and analyze musical elements and forms in each style and each example
 - B. Identify the primary musical styles from the cultures represented
 - C. Relate the musical expression to the cultures which produce them
 - D. Develop critical judgment and perception on cultures and historic influences on musical examples
 - E. Identify and analyze musical elements and forms in each style and each example
 - F. Identify the primary musical styles from the cultures represented
 - G. Relate the musical expression to the cultures which produce them
 - H. Develop critical judgment and perception on cultures and historic influences on musical examples

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:

- A. Establish the historical, cultural, musical background for identifying musical works in various countries.
- B. Develop a musical and aesthetic vocabulary for the discussion and analysis of musical works.
- C. Develop an intensive listening technique to facilitate comprehension of musical elements in various musical examples.
- D. Draw distinctions between folk, traditional, and new music in various world cultures.
- E. Develop an understanding of connections between a culture's music and society.

6. COURSE CONTENT:

Lecture Content:

- 1. Introduction
 - A. Cultural foundations of music
 - B. Music as an expressive institution
 - C. Music as a vehicle for cultural interaction
 - D. Listening, analyzing, and responding to music
- 2. Music of Asia
 - A. East Asia: India, Tibet, China, Korea, Japan
 - B. Southeast Asia: Indonesia, Thailand, Philippines, Vietnam
- 3. Music of Middle East
 - A. Iran, Iraq, Levant, Nile Valley, Turkey, North Africa, Spain, Portugal
- 4. Music of South of Sahara, Africa
- 5. Music of Americas

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- . Other (Specify): Lecture presentations of factual materials. 2. Lecture, discussion, and feeling the rhythm by clapping, singing of musical examples. 3. Instructor modeling of listening skills. 4. Presentation of course content through video, film, electronic media. 5. Study groups to discuss guided questions given by the instructor and to allow shared perceptions and interpretations. 6. Self-directed study of specific musical examples and developed into essay form. As a course applicable to the Associate Degree, instruction must also include the following: 1. Reading assignments of at least 25 pages a week from textbook or other resources. Written assignments involve analytical essays, short answer questions based on textbook reading, concert reports, and note-taking of videos shown in class. 2. Outside assignments may include concert attendance, research papers, term papers, and viewing and discussing media center holdings. 3. Assignments will require listening, observation, analysis and evaluation in order to articulate meaningful conclusions and interpretations.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Other Outside Assignments:

- . Read textbook chapter on China (or any country studied). Answer questions based on comprehension and understanding of material presented in chapter. Relate that to listening examples in class and lectures. Questions will be both deductive thinking and short answer type. Essay questions will be included.
- A. Attend a live concert and prepare a report that covers the following:
 - a. Name of performance
 - b. Name of performers
 - c. Date, time, and location of performance
 - d. Titles of pieces being performed
 - e. Personal observations of performance using student's own sensory experience and opinions and relate to class readings, lectures, and listening.
- B. Listening exercises in class and as homework in which the student listens for and describes musical elements - rhythm, melody, texture, tone color, dynamics, and form.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . Exams/Tests
- A. Home Work
- B. Quizzes
- C. Written examination
- D. 1. Written examinations in various formats to test for understanding of factual materials. 2. Concert reports which assess student ability to write about music using critical judgment and perception of cultural and historic influences on music heard and seen in a live performance. 3. Quizzes, homework, and exams requiring identification of musical elements and musical styles in different cultures and instruments in each culture. 4. Historic and cultural influences on musical examples. Grade is based on exams, concert reports, term project and attendance in class.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . May. *Music of Many Cultures*, ed. U. of California Press , 1980
- A. -. *Excursions in World Music*, 4th ed. Prentice Hall, 2004

Origination Date: August 2010
Curriculum Committee Approval Date:

Effective Term:
Course Originator: - SMCCCD

Skyline College
Official Course Outline

1. **COURSE ID:** PLSC 301 **TITLE:** Calif State & Local Government
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Recommended Preparation:
Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

2. **COURSE DESIGNATION:**
Transfer credit: CSU
AA/AS Degree Requirements:
Skyline - GENERAL EDUCATION REQUIREMENTS: F3. Social Sciences
Skyline - IGETC Area US1, US2, US3: US2
Skyline - SPECIFIC AREA REQUIREMENTS: E1b1. State and Local Government
CSU GE:
CSU GE Area D: SOCIAL SCIENCES: US 2

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Examination of local and state governments and their relationship to each other. Students will study the process of planning and decision-making as problem solving devices in the urban/suburban environment. The course will emphasize the dynamics as well as the structural disarray of the metropolitan community. This course, partially satisfies the American History and Institutions requirement.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Understand the history and the structure of the California political system, including the major (theories, elements and institutions) upon which it is based. Examination of the similarities and differences between the national and the state governmental institutions.
 - B. Gain insight into the dynamics of the political process and political behavior and to be familiarized with the methodology of the social science.
 - C. Enhance his/her ability to think critically about politics so that he/she will be better equipped to judge and act independently and responsibly in the political arena.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:

6. **COURSE CONTENT:**

Lecture Content:

1. The Historical and Constitutional Foundations and Development of California State and Local Governments
2. Structure and Functions of the Major Institutions of California Government – i.e. California Constitution and its Provisions of Separation of Powers and Checks and Balances Between the Three Branches of Government
3. The Dynamics of California Political Behavior – Expressed Through the Activities of the Political Parties, Interest Groups and the Role of the Media
4. Comparison and Contrast of Government and Politics At the National, State and Local Levels
5. Political theory and Methodology Applicable To California State and Local Governments and Politics
6. An Examination of the Dynamics of Government and Politics as Expressed Through the Various Units of Local Government

The following are some of the specific topics that could be covered in California State and Urban Government:

- Foundations of California Politics:
 - Historical and Constitutional Background:
 - The Spanish Era – 1542-1821
 - Mexican Era – 1821-1848
 - Americanization and Statehood – 1848-1850
 - Consolidating Power – 1850-1902
 - The Progressive Movement – 1903-1919
 - Constitutional Principles and Practices
 - Explaining California Politics
 - How Diversity Explains California Politics
 - How Political Theory Explains California Politics
 - Democratic Theory
 - Elite Theory
 - Pluralist Theory
 - Hyper-pluralism
 - How Hyper-pluralism Explains California Politics
 - California's Political Development:
 - The Politics of Unification
 - The Politics of Modernization
 - The Politics of Welfare
 - The Perimeters of California Politics:
 - State Constitutions as the Fundamental Law of the States
 - California's Constitution
 - The 1849 Constitution
 - The 1879 Constitution

- California and the Nation: The Boundaries of Federalism
 - Dual Federalism
 - Cooperative Federalism
 - Centralized Federalism
 - Reagan's – On Your Own Federalism
 - California in the Nation's Capital
 - California and Mexico
- People and Politics:
 - Political Participation in California:
 - Direct Democracy and the Progressive Legacy
 - Recent Initiative Battles in California
 - Problems with Direct Democracy
 - Political Behavior of Californians:
 - Forms of Participation in a Democracy
 - Nonparticipation in California Politics. Structural Nonparticipation
 - Preferential Nonparticipation
 - Partisanship in California
 - California Divided by Diversity
 - The Linkage Institutions: Political Parties and Interest Groups:
 - The Mass Media
 - Political Parties
 - Elections
 - Interest Groups
 - Types of Interest Groups
- Political Institutions in California:
 - The State Legislature:
 - California's Legislative History
 - What the Legislature Does
 - Getting There and Staying There
 - Organizing to Legislate
 - The Legislative Process
 - California's Executive Leadership:
 - Governors as Leaders
 - The Governor's Duties and Powers
 - The State's Plural Executive
 - Executive Leadership and California's Bureaucracy
 - California's Judiciary:
 - State Courts in American Legal System How California Courts are Organized
 - The State's Supreme Court

- The Courts of Appeal
 - The Superior Courts. Entering the Judicial Profession
 - How Courts Make Decisions
 - How Courts Make Policy
 - Local Governments:
 - The Counties
 - The Cities
 - Special Districts
 - School Districts
 - Regional Governments
- Public Policy in California:
 - Where Budgeting Begins: The Economy
 - The Budget Process
 - State's Source of Revenue
 - State's Expenditures
 - Environment and Planning for Growth in California:
 - Growth in California
 - The Centrality of Water in California's Economy
 - Housing: For Many the Impossible Dream
 - Transportation Problems in California
 - Environmental Policy in California
 - Policies Stemming from Diversity: The Challenge of Diversity. California Policy as Group Struggle
 - Abortion: A Diversity of Values
 - Education: Coping with Growth and Diversity
 - Higher Education in California
 - Social Programs in California
 - Immigration: Conflict over Newcomers

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- . Lecture
- A. Discussion
- B. Other (Specify): Individual and group presentations, use of multimedia including Power Point Presentations and use of Internet Sources to supplement the text book(s). Critical evaluations and analysis of all sources of information in respect to the subject matter of this course.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Reading Assignments:

- Reading assignments are based on the respective chapters and topics in the text book(s) in respect to the stated course objectives in both Section 5: Specific Instructional Objectives and Section 6: Course Content. Students are required to read and be familiar with the subject matter of the relevant chapter(s) and topics specified in Course Content before the actual day and time when such chapter(s) are actually presented and discussed in class.

Other Outside Assignments:

In respect to: Courses for Associate Degree Credit:

- The reading and writing assignments are based on the textbook(s) and out of class materials dealing with essentials of California State and Local Governments. Approximately 1,500 pages of reading and about 6,000 words of writing assignments.
- The outside class reading and writing assignments will consist of analytical and critical evaluation of both past and current issues relevant to instructional objectives set forth in section (5) of this course outline - that is, the structure and the functioning of both our State Government and our Local governments.
- Students will be asked to critically analyze and evaluate ideas and policies relevant to the stated objectives of the course. The concepts and ideals in respect to the relationship between State and Local governments come from different perspectives and the students are required to present critical analysis and evaluations of these ideals and concepts and to be able to logically support their own conclusions.

Other assignments may include:

- Outside assignments will include other recommended but not required book(s), professional journals, magazines and newspapers dealing with California State and its Local Governments. The selection of readings will be such that it will meet the minimum three hours of work per week, including class time for each unit of credit.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . Class Participation
- A. Class Performance
- B. Exams/Tests
- C. Home Work
- D. Quizzes
- E. The students progress in achieving the course objectives is measured through periodic midterm exams and quizzes in respect to the subject matter of the course as specified in course objectives and course content. Specifically the evaluation of

students' performance is based on both their mastery of the facts (through multiple choice, true/false and filling-in-the-blanks type of questions) relative to material specified in course objectives as well as in the course content. And the students' ability to critically think analyze and evaluate concepts, ideas and principles (through essay questions and other written assignments). The percentage breakdown of the essential components for evaluating the students' progress could be such as the following: midterms, quizzes and final exam account for 70%; written assignments about 15%; active and constructive participation about 10%; attendance about 5%.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . Lawrence, D.. *California: The Politics of Diversity*, 5th ed. Wadsworth, 2007
- A. DeBow, K.. *Power and Politics in California*, 7th ed. Longman Publishing Co., 2004
- B. Gerston, L. N., T. Christensen. *California Politics and Government: A Practical Approach*, 7th ed. Wadsworth, 2003
- C. Hyink, B. L., D. H. Provost. *Politics and Government in California*, 17th ed. Longman Publishing Co., 2007
- D. Field, M.. *California Government and Politics Today*, 12th ed. Longman Publishing Co., 2008
- E. Brewster, L. G., G. N. L. Stowers. *Primer of California Politics*, 2nd ed. Wadsworth, 2004

Origination Date: August 2010

Curriculum Committee Approval Date:

Effective Term:

Course Originator: - SMCCCD

Skyline College
Official Course Outline

1. **COURSE ID:** HIST 235 **TITLE:** History of Ethnic Groups in United States
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Letter Grade Only
Recommended Preparation:
 ENGL 100, or ENGL 105 or equivalent

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: UC
AA/AS Degree Requirements:
 Skyline - GENERAL EDUCATION REQUIREMENTS: F3. Social Sciences
 Skyline - IGETC Area US1, US2, US3: US1
 Skyline - SPECIFIC AREA REQUIREMENTS: E1a. U.S. History and U.S. Government
 Skyline - SPECIFIC AREA REQUIREMENTS: E4a. General
CSU GE:
 CSU GE Area D: SOCIAL SCIENCES: US 1
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 A survey of the social, economic and political history of ethnic groups in the United States, with particular emphasis on minority communities. In addition to examining the histories of individual ethnic communities, the class will explore the historical relationships between different groups.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Understand the interrelationships among the diverse cultural, economic, political, and social forces in the United States and to know how each culture's worldview impacts the reaction to domestic and extraneous exigencies.
 - B. Understanding class, gender, and ethnic diversity within the United States, and be able to discuss those differences as well as to recognize the various ethnic groups within the United States and the difficulties each encounters.
 - C. Know the Constitution and geography of the United States.
 - D. Utilize critical thinking skills by an analysis of the readings, artifacts, audio-visual materials, or primary sources utilized in the course.

- E. Explain how ethnicity, religion, language, economics, culture, and history have affected development and relationships in the United States.
- F. Explain how ethnicity, religion, language, economics, culture, and history have affected development and relationships in the United States.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

- A. Integrate the interrelationships among the diverse cultural, economic, political, and social forces in the United States and to explain how each culture's worldview impacts the reaction to domestic and extraneous exigencies.
- B. Compare and contrast class, gender, and ethnic diversity within societies, and cultures in the United States, and be able to analyze those differences as well as to recognize the various ethnic groups within the United States and the difficulties each encounters.
- C. Describe the geography of the United States and the political institutions pertinent to the US Constitution.
- D. Demonstrate skill in critical thinking by analyzing all the various readings, artifacts, audio-visual materials, lectures, and primary sources utilized in the course.

6. COURSE CONTENT:

Lecture Content:

This list of terms is illustrative, and is not meant to be complete or exhaustive:

Acculturation	Alien
Anglophile	Bilingualism
“Brain drain”	Chauvinist
Citizen	Color gradient
Discrimination	Endogamy
Ethnic	Ethnocentric
Ethnophaulism	Eugenics
Exogamy	Francophobe
Immigrant	Institutional discrimination
Jingoist	Landsmanner
Landsmannschaften	Marginality
Miscegenation	Nativism
Naturalization	Pejorative
Pluralism	Prejudice
Progressivism	Race
Racism	Scapegoat
Segregation	Sinophobia
Social Darwinism	Sojourner
Stereotypes	Subordinate
Xenophobia	

1. MAJORITY-MINORITY OR DOMINANT-SUBORDINATE GROUPS
 - A. Definitions of Majority and Minority
 - B. Five (5) Distinguishing Characteristics of Minority Groups
 - a. Unequal Treatment
 - b. Distinguishing Physical or Cultural Traits
 - c. In-Group Marriage (Endogamy)
 - d. Involuntary Membership Except Through Intermarriage
 - e. Awareness of Subordination
 - C. Textbook's Four (4) Principal Types on Minority Groups
 - a. Racial Group
 - b. Ethnicity/Nationality
 - c. Religion
 - d. Gender
 - e. Instructor's Addition = De Jure
 - D. United States Supreme Court (USSC) Caselaw Definition of Minority Group
 - a. H = Historically Subject to Oppression
 - b. U = Unalterable (Physical) Characteristics
 - c. P = Politically Impotent
 - E. Definition of RACE: Biological Division of Humans with Sufficient Constant Inheritable Physical Traits as to Distinguish Them
 - F. Three (3) Classical Races:
 - a. Caucasoid
 - i. A - Ainu
 - ii. A - Alpine
 - iii. EB - East Baltic
 - iv. C - Celtic
 - v. D - Dinaric
 - vi. ID - Indo-Dravidian
 - vii. M - Mediterranean
 - viii. N - Nordic
 - ix. P - Polynesian
 - b. Negroid
 - i. A - African
 - ii. B - Bushman
 - iii. H - Hottentot
 - iv. MP - Melanesian-Papuan
 - v. N - Nilotic
 - vi. NF - Negritian Forest
 - vii. TA - Tasmanian-Australian

- c. Mongoloid
 - i. A – Arctic
 - ii. AI - Amerindian
 - iii. C - Classic
 - iv. I - Indonesian
 - v. M - Malay
- 2. RACE vs. ETHNIC/CULTURAL
- 3. EMPHASIS ON ETHNICITY
 - A. Three (3) Elements of Ethnocentrism
 - a. IS = In-Group is Superior
 - b. OI = Out-Group is Inferior
 - c. JE = Judgmental Evaluation Using In-Group's Standards
 - B. Ethnocentrism vs. Racism
 - C. Antilocution vs. Ethnophaulism
 - a. Numbers Reflect Degree
 - b. Different Content
 - i. Physical
 - ii. Cultural
- 4. PREJUDICE
 - A. Definition : Prejudice Syndrome (I-N-E-P)
 - a. I = Ignorance
 - b. N = Negative Prejudgment
 - c. E = Exposure to Contrary Evidence
 - d. P = Prejudice: Retain Negative Prejudgment Despite Exposure to Contrary Evidence
 - B. Elements of Prejudice (A-B-C)
 - a. A = Affectations
 - b. B = Behavioral Tendency
 - c. C = Cognition
 - i. Cognitive Consistency/Dissonance
- 5. PREJUDICE vs. DISCRIMINATION VS. SEGREGATION
 - A. Definition of Discrimination
 - B. Definition of Segregation
 - a. Spatial
 - b. Denial of Use of Facilities
- 6. ACCULTURATION vs. ASSIMILATION
 - A. Definition of Assimilation
 - B. Simmons' Three (3) Criteria for Achieving Group Assimilation (C-O-W)
 - a. C = Command of Anglo Ways
 - b. O = Occupational Achievement

- c. W = Wealth
- C. Definition of Acculturation
 - a. Elements of Culture
 - b. Indigenous Subordination with Migrant Superordination
 - c. Indigenous superordination w/ migrant subordination
 - d. "Cultural Imperialism"
 - i. Example: Lingua Franca
- 7. DEFINITIONS
 - A. Five (5) Types of Inter-marriage
 - a. Gender
 - b. Religion
 - c. Race
 - d. Cultural/Ethnic/Nationality
 - e. Class
 - B. Miscegenation
 - C. Zeitgeist
 - D. Xenophobia vs. Nativism
 - E. Social Darwinism
- 8. PREMISES OF SOCIAL PSYCHOLOGY vs. PERSONALITY CHARACTER FORMATION
 - A. Social Psychology
 - B. Personality Character Formation
- 9. CHARACTERISTICS OF PREJUDICE
 - a. Generalized
 - b. Inflexible
 - c. Covert
 - d. Value-Oriented
 - e. Rejective
 - f. Functional
 - g. Learned or acquired
 - B. "Labels of Primary Potency "
 - a. Categories
 - b. Four (4) Salient Characteristics of the Nature of Categories
 - i. Assimilate Old and New as Much as Possible
 - ii. Enable Us to Quickly Identify Any Object(s)
 - iii. Object(s) Are Saturated with Emotional Flavor
 - iv. Categorical Thinking Is Natural And Inevitable Tendency
- 10. YOU **MUST**KNOW THESE COURT CASES, ORDERS & ACTS (Subject To Additions!)
 - A. Congressional Acts & Executive Orders

- a. 1st General Immigration Act of 3/26/1790
 - b. Executive Order (E.O.) 9066
 - c. Executive Order 11246
 - d. Executive Order 11246, as amended
- B. California State
- a. 1854: People vs. Hall
 - b. 1933: Roldan vs. Los Angeles County
 - c. 1948: Perez vs. Sharp
- C. United States Supreme Court USSC
- a. 1896: Plessy vs. Ferguson
 - b. Korematsu vs. US (1944)
 - c. Hirabayashi vs. US (1944)
 - d. Ex Parte Endo (1944)
 - e. 1948: Shelley vs. Kraemer
 - f. 1954: Brown vs. Board of Education of Topeka, Kansas
 - g. 1967: Loving vs. Virginia
 - h. 1974: Lau vs. Nichols

11. HISTORY OF IMMIGRATION LEGISLATION IN THE UNITED STATES

- A. Introduction
- B. Early Immigration
- a. Push-Pull Factors for American Immigration
- C. Early Nativism
- a. Society of Cincinnatus
 - b. 1798: Alien & Sedition Acts
 - c. 1840s & 1850s: American (Know Nothing) Party
 - d. 1865: Klu Klux Klan
- D. Early "Open Door" Policy Regarding Immigration to US
- a. Between 1830 & 1850, 2 1/2 million immigrants arrived
 - i. Practically all from Northern Europe - "Old Immigration"
 - a. Ireland, Germany, Scandinavia & British Isles
 - ii. 12% of total US population (23 million) was foreign born
 - b. 1885-1914: "New Immigration" Occurred
 - i. From Eastern & Southern Europe
 - a. Russia, Poland, Austria-Hungary, Balkans, Italy & Eastern Europe Jews
 - ii. Between 1865 & 1900, more than 11 million persons immigrated to US from Eastern & Southern Europe
 - c. Zenith of immigration was reached in 1905-1914 with 1 million annually

- d. Total immigrants to US from all countries between 1820 & 1914:
32 million.
- E. Recurring Themes
 - a. "Old" European immigrants vs. "New" European immigrants
 - b. "Old" Asian immigrants vs. "New" Asian immigrants
 - c. Landsmanner
 - d. Landsmannschaften
- F. Immigration Acts
 - a. 5/6/1882, 22 STAT. 58
 - i. Provided for head tax of \$0.50 per capita (with immigration at this time regulated by Treasury Department)
 - ii. Barred admission of idiots, lunatics, convicts, and persons likely to become public charges" (still effective)
 - b. 10/19/1888, 25 STAT. 566
 - i. Authorized deportation of "alien" contract workers (those obligated to work to pay for their passage to US) within 1 year after their entry, enabling immigrants some time to work for low wages but not sufficient time to establish roots
 - c. 3/3/1891, 26 STAT. 1084
 - i. Provided for exclusion of "paupers" and all "aliens" who had entered the US illegally
 - d. 3/3/1903, 32 STAT. 1213
 - i. Added "anarchists" and others to list of excludables [admissibles]
 - ii. In 1907, list was expanded to include, et. al., persons suffering from mental or physical conditions that might affect their ability to earn a living
 - e. 1907, Gentlemen's Agreement
 - i. Influx of 70,000 Japanese on Pacific Coast by 1906 brought Japanese agreement with reluctance to stop further emigration of its laborers to the US
 - f. 2/5/1917, 39 STAT. 874
 - i. Establishment of literary test was passed over President Wilson's veto
 - ii. Codified previous classes of excludable immigrants
 - iii. Created an "Asiatic barred zone" to exclude most Asians from US except for the Japanese because California growers had determined that they needed to import Japanese workers to harvest sugar beet crops

- a. 1901-1910 - Northern California fields were harvested almost exclusively by Japanese, while field workers in Southern California were 80% Mexican
- g. 10/16/1918, 40 STAT. 1012
 - i. Provided for deportation of noncitizens who were members of, or affiliated with, organizations seeking to overthrow the US government by force or violence
 - ii. Expanded 1903 law barring "anarchists" as direct reaction to 1917 Bolshevik Revolution & to increasingly effective efforts in US to organize workers through militant organizations and action
 - iii. 248 "radicals" were deported under this law and +5,000 activists were arrested for deportation in November 1919 and January 1920 after Attorney-General A. Mitchell Palmer had initiated the notorious "Palmer Raids"
 - a. citizens & non-citizens were apprehended and released only on proof of citizenship or legal US residence
- h. 5/19/1924, 42 STAT. 5
 - i. limited annual immigration of "aliens" of a given nationality to 3% of the numbers of such persons already in the US in the year 1910
 - a. to preserve Northern & Western European character of US population
 - b. dealt with alleged "innate inferiority" of the "new" immigrants from Southern & Eastern Europe
- i. 5/26/1924, 43 STAT. 153
 - i. established annual quota for each nationality group based on the number of persons of their national origin in the US as of the 1920 census
 - ii. continued absolute exclusion of Asians and people from the Pacific Islands
 - a. exclusion on racial grounds was abolished in 1952
 - b. original quota system remained until 1967-1968
- j. 1952, McCarran-Walter Act or Immigration & Nationality Act (INA)
 - i. ended race or nationality as basis for exclusion

- ii. provided that Attorney General had authority to withhold deportation of any alien if that person would be subject to political persecution in home country
- k. 1965-1967 Revisions
 - i. abolished national origins quota system & terminated restrictions relating to Asians
 - ii. established preference system for world-wide immigrants to facilitate entry of relatives of US citizens and persons possessing certain professional qualifications
 - iii. made "sexual deviation" a ground for exclusion, as well as persons with "psychopathic personality"
 - iv. allowed Attorney General to admit persons who would be subject to persecution in home countries on the basis of race, religion, or political opinion
 - v. deportation proceedings are "administrative determination" = not punitive nor criminal sanction

12. PRESENT US IMMIGRATION LEGISLATION

A. Preferences

- a. Immediate Relatives through US Citizen
 - i. spouse
 - ii. parents
 - iii. children (-21)
- b. Preferences (7)
 - i. 1st - unmarried sons/daughters (+21) of US citizens
 - ii. 2nd - spouses & unmarried sons/daughters of PRA
 - iii. 3rd - members of professions or with exceptional ability in sciences & arts
 - iv. 4th - married sons/daughters of US citizens
 - v. 5th - brothers/sisters of US citizens
 - vi. 6th - skilled or unskilled workers where shortages in US occur
 - vii. 7th - refugees from communism, communist-dominated states, or from the Middle East
- c. "Excludable at time of entry" - INA 212 (a)
 - i. ex post facto is inapplicable
- d. Rebuttable presumption = fraudulent marriages regarding 2-year rule

B. Becoming United States Citizen

- a. jus soli (easiest & most common)
- b. naturalization (common for immigrants)

- c. jus sanguinis by treaty rights only (uncommon)
- d. private bill in Congress (rare and uncommon)
- e. honorary decree (rare and uncommon)

A survey of the histories of the following groups:

13.
 - A. American Indians (including native Alaskans and Hawaiians)
 - B. African Americans
 - C. Latinos (including Chicanos and Latino immigrants)
 - D. Asian Americans (including groups from East Asia, South Asia and Southeast Asia; major groups would include Filipino, Chinese, Japanese, Vietnamese, and Indian immigrants)
 - E. European Americans (including groups such as the English, German, Irish, Italian, Jewish, and Scandinavian immigrants)

The surveys of each group should focus on the issues identified in the course objectives. Each survey should touch upon the major events in the history of the community, and examine the ways in which the different ethnic communities of the US have interacted with each other. The role of the US Constitution in the history of each community should be emphasized. Emphasis should also be placed on the question of perspective – how do communities view their own history? How do those outside the community view that history?

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- . Lecture
- A. Discussion
- B. Field Trips
- C. Other (Specify): Class presentations combine lectures, exhibits, student discussions, student exercises and reports. Audio-visual materials are utilized as appropriate. Students may be provided with discussion topics on these presentations and are followed by in-class discussion and evaluation. Students are required to take notes during all class periods. Students are assigned to read a minimum of 500 pages from college-level reading materials. Students are also referred to occasional printed articles as supplemental readings through library reservations or through the Internet. Students are urged to use and explore library research methods to prepare research projects and other written assignments. To engage students in critical thinking and writing, students may be required to submit typewritten journals or position papers. These writing assignments require students to write a minimum of 7,000 to 8,000 words. Additional instructional methods may include noteworthy guest speakers whereupon students will submit written reviews and answers to questions presented beforehand. Field trips may be assigned whereupon students will submit written reviews and answers to

questions presented beforehand. Students may be required to submit their written notes from class lectures, class discussions, audio-visual materials, guests speakers, and assignment readings. Quizzes and examinations, including the final examination, will determine the students' level of comprehension of all definitions, concepts and facts and analyses presented during the course. Review of quizzes and examinations will gauge the level of students' comprehension before proceeding to subsequent and advancing levels of difficulty. At all times, students will be assessed on their critical thinking and problem-solving analyses through essay questions, research papers and class discussions and presentations.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Other Outside Assignments:

- . Class presentations combine lectures, exhibits, student discussions, student exercises and reports. Audio-visual materials are utilized as appropriate. Students may be provided with discussion topics on these presentations and are followed by in-class discussion and evaluation. Students are required to take notes during all class periods.
- A. Students are assigned to read a minimum of 500 pages from college-level reading materials. Students are also referred to occasional printed articles as supplemental readings through library reservations or through the Internet. Students are urged to use and explore library research methods to prepare research projects and other written assignments. To engage students in critical thinking and writing, students may be required to submit typewritten journals or position papers. These writing assignments require students to write a minimum of 7,000 to 8,000 words.
- B. Additional instructional methods may include noteworthy guests speakers whereupon students will submit written reviews and answers to questions presented beforehand.
- C. Field trips may be assigned whereupon students will submit written reviews and answers to questions presented beforehand.
- D. Students may be required to submit their written notes from class lectures, class discussions, audio-visual materials, guests speakers, and assignment readings.
- E. Quizzes and examinations, including the final examination, will determine the students' level of comprehension of all definitions, concepts and facts and analyses presented during the course. Review of quizzes and examinations will gauge the level of students' comprehension before proceeding to subsequent and advancing levels of difficulty.
- F. At all times, students will be assessed on their critical thinking and problem-solving analyses through essay questions, research papers and class discussions and presentations.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . Exams/Tests
- A. Research Projects
- B. Several objective, multiple-choice and essay examinations, which assess the ability of students to comprehend and retain factual information and to analyze that body of information. Students are required to write a cogent college-level research project, which demonstrates their abilities to compare and contrast subject matter, analyze resources, organize information and provide coherent conclusions. Students are required to manifest critical thinking skills in their in-class oral presentations and group discussions. Students are required to discuss in class a variety of topics utilizing their critical thinking skills, displaying their understanding and comprehension of definitions, principles, concepts, theories and facts, all with a minimum of contemporary cant and vernacular idioms.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . Takaki, R.. *A Different Mirror: A History of Multicultural America*, ed. Back Bay Books, 2008
- A. Gjerde, J.. *Major Problems in American Immigration and Ethnic History*, ed. Wadsworth, 1998
- B. Olson, J. S.. *The Ethnic Dimension in American History*, 3rd ed. Wiley-Blackwell, 1999
- C. Zinn, H.. *A People's History of the United States: 1492 to Present*, ed. Harper, 2005
- D. Loewen, J.. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, ed. Touchstone, 2007

Origination Date: August 2010

Curriculum Committee Approval Date:

Effective Term:

Course Originator: - SMCCCD

Skyline College
Official Course Outline

1. **COURSE ID:** PHIL 240 **TITLE:** Introduction to Ethics
Semester Units/Hours: 3.0 units; a minimum of 48.0 lecture hours/semester
Method of Grading: Grade Option (Letter Grade or P/NP)
Recommended Preparation:
 Eligibility for ENGL 100 or 105, or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 Skyline - GENERAL EDUCATION REQUIREMENTS: F2. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course is a critical examination of philosophical views?ancient and modern?concerning human nature and human potential; the fundamental concepts of goodness, rightness, and justice; the virtues of persons and social institutions; the relationship between the individual and society; criteria for moral evaluation; ideals of human action, ultimate aims (such as happiness), and ways of living. A variety of moral theories and contemporary moral issues will be explored in depth.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Embody the qualities of an open-minded but critical thinker in the examination or formation of their moral philosophy.
 - B. Apply moral theories and concepts to contemporary problems? such as war, capital punishment, euthanasia, poverty, etc.? using the techniques of critical thinking.
 - C. Explicate, analyze, compare, and evaluate a variety of theories in normative ethics or meta-ethics using the techniques of critical thinking.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Read primary and/or secondary texts in philosophical Ethics (including Normative Ethics, Meta Ethics, and Applied Ethics).
 - B. Identify and understand the central issues, problems, and questions of Ethics.

- C. Identify the central figures in the history of Ethics and understand their views.
- D. Study the development of moral theories in historical context.
- E. Write essays that critically assess, compare and contrast divergent moral theories, or that apply moral theories to contemporary moral issues.
- F. Analyze moral theory or responses to moral problems in terms of different cultural/social perspectives

6. COURSE CONTENT:

Lecture Content:

- 1. Introduction to the Study of Ethics
 - A. What is Ethics, and How is it Related to the Discipline of Philosophy?
 - B. How Are the Standards and Methods of Critical Thinking Applicable to Ethics?
 - C. What Are Criteria of Adequacy for a Good Theory in Ethics?
 - D. How Do Philosophers Approach Contemporary Moral Problems?
- 2. Major Theories in Ethics Such as:
 - A. The formulation of Moral Theories; Their Content.
 - B. Analysis and Evaluation of Moral Theories Using Techniques of Critical Thinking
 - C. Comparison and Contrast of Rival Theories
- 3. Major Figures in the History of Ethics such as:
 - A. Ancient Period (Plato, Aristotle, Epicurus, Seneca, Confucius, Mencius, Etc.)
 - B. Medieval Period (Including Christian and Muslim Philosophers)
 - C. Modern Period (Hobbes, Hume, Mill, Kant, Etc.)
 - D. Contemporary Period (John Rawls, Michael Walzer, Nel Noddings, Etc.)
- 4. Analysis of Contemporary Moral Problems
 - A. Formulating Alternative Positions on An issue
 - B. How Moral Theories Can Help Us Clarify, Analyze, and Possibly Resolve a Moral Problem
 - C. Using the Techniques of Critical Theory to Evaluate Rival Positions on a Moral Issue

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- . Lecture
- A. Discussion
- B. Other (Specify): Teacher Modeling: to demonstrate to the students correct applications of the methods of critical thinking pertaining to the evaluation of moral theories or responses to a moral problem; to demonstrate how to read

original philosophical texts; to demonstrate proper use of good reasoning skills; to demonstrate examples of reasoned responses to philosophical positions. Video presentations to provide brief biographical sketches of the philosophers and further cultural or social context for the times, as well as present different cultural/social perspectives on philosophical ideas.

8. **REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students will write approximately 6,000 words to learn to formulate reasoned responses to problems in theoretical or applied Ethics.

Reading Assignments:

Students will read approximated 400-800 pages of texts to understand the issues and problems in Ethics, and to be able to analyze and compare texts using the methods of critical thinking.

Other Outside Assignments:

The recommended preparation for this course is eligibility for English 100/105. This ensures that students are minimally prepared to read sophisticated philosophical texts (primary and/or secondary sources) and produce written work on philosophical texts.

9. **REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

. Class Participation

A. Exams/Tests

B. Oral Presentation

C. Papers

D. Quizzes

E. Instructors will use some combination of the following: exams and/or quizzes; class participation; short papers (under 4 pages in length); major analytical essay, book review, or research paper (over 6 pages in length); oral presentation.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

. Arthur, J.. *Morality and Moral Controversies: Readings in Moral, Social, and Political Philosophy*, 8th ed. Prentice Hall , 2008

A. Timmons, M.. *Moral Theory*, ed. Rowman and Littlefield , 2002

Other:

B. Primary sources (Plato, Aristotle, Mencius, Chuang Tzu, Hobbes, Hume, Mill, Kant, Sartre, Rawls, etc.) at instructor's discretion

Origination Date: August 2010

Curriculum Committee Approval Date:

Effective Term:
Course Originator: Todd Andersen

Skyline College
Official Course Outline

1. **COURSE ID:** SGOV 115 **TITLE:** Community Service & Leadership Practicum
Semester Units/Hours: 1.0 units; a minimum of 8.0 lecture hours/semester; a minimum of 24.0 other hours/semester; 24 hours of structured and verified community service in an established and approved service organization for semester.
Method of Grading: P/NP Only

2. **COURSE DESIGNATION:**
Transfer credit: CSU
AA/AS Degree Requirements:
 Skyline - GENERAL EDUCATION REQUIREMENTS: F5. Personal Development

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 A practicum course in community service bringing together students and approved service agencies or organizations. The course prepares students for community service and helps them find an approved community opportunity that matches their service criteria. In addition to service in the community, the course meets four times in the classroom. Transfer credit: CSU.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Perform productive and structured community service.
 - B. Find and evaluate community service opportunities.
 - C. Establish self-evaluative criteria for community service.
 - D. Apply evaluative service criteria critically and reflectively.
 - E. Critically assess the place of community service in an academic, professional, business, or family life.
 - F. Critically assess the place of service in the larger community.

6. **COURSE CONTENT:**
Lecture Content:
 Additionally, students will meet four times over the course of the semester to learn and apply research skills, to establish service criteria, to develop and apply critical and evaluative criteria, and to provide practical support and critical feedback. There will also be presentations and discussion.
 The four two-hour class meetings would include:
 - o Session 1

- Bibliographic Techniques and Research
- Online Techniques and Research
- Community Contact Protocols and Procedures
- Basic liability Issues and Responsibilities
- Session 2
 - Student Service Criteria
 - Anticipated Problems and Collaborative Solutions
 - Journal Writing Techniques and Process
- Session 3
 - Student Service Criteria
 - Journal Writing and Interim Service Report
 - Problems and Collaborative Solutions
 - Peer and Group Collaboration and Discussion of Texts and Service
- Session 4
 - Written and/or Oral Presentation and Discussion of Practicum Community Service
 - Personal and Social Implications, Relevance and Value of Community Service

TBA Hours Content:

The primary content of this practicum course is each student's structured community service, which must total a minimum of sixteen (16) incremental, verified hours with an approved community organization or agency, which will provide specific guidance and immediate oversight as appropriate.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- . Lecture
- A. Discussion
- B. Field Experience
- C. Work Experience
- D. Other (Specify): Appropriate to a practicum course supervised by the instructor and performed by the students, the primary means of instruction will be direct service in the real world of the community under the appropriate guidance of an established and reputable community service organization or agency, which will provide immediate orientation and support appropriate to service. Additionally, classroom instruction will, only as needed and appropriate, be by lecture, with decided emphasis on small group discussion and oral class presentation, along with multimedia, film, online presentations.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- Students will be required to keep a service journal for the course, out of which will come a focused written reflection and/or oral report to the class.
- Writing assignments (approximately 2000 words) include a daily service journal, interim report and a written evaluation/reflection (and/or formal oral presentation).

Reading Assignments:

Reading for this course will be both informational and theoretical, including excerpts from service and community manuals, memoirs, current affairs, and social histories totaling approximately ten hours.

Other Outside Assignments:

- Out-of-class assignments and requirements are essential and paramount. A minimum of 16 verified and supervised hours of community service is required over the course of the semester.
- Critical thinking will be emphasized as the students reflect upon both the personal and the social implications, relevance and value of the community service they are performing. Critical thinking will take place in student journal, service evaluation and report, class discussion, written and/or oral presentation.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . Class Participation
- A. Oral Presentation
- B. Papers
- C. Students will be graded on a verified record of approved community service, journal completeness, interim service report, written reflective paper and/or oral presentation. Attendance at all four class meetings is required to complete the course.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . Goldsmith, S.. *Journal Reflection: A Resource Guide for Community Service Leaders and Educators Engaged in Service Learning*, ed. Washington, D. C. : American Alliance for Rights and Responsibilities, 1995
- A. Moore-Lappe, F., P. M. DuBois. *The Quickening of America*, ed. San Francisco: Josey-Bass, 1994
- B. Coles, R.. *The Call of Service*, ed. Boston: Houghton-Mifflin, 1993
- C. Woodson Sr., R. L.. *The Triumphs of Joseph*, ed. New York: The Free Press, 1998
- D. Goldsmith, S.. *A City Year: On the Streets and in the Neighborhoods with Twelve Young Community Service Volunteers*, ed. New York: The New Press, 1998

Origination Date: August 2010

Curriculum Committee Approval Date:

Effective Term:
Course Originator: - SMCCCD