



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: New Course, Degree Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: Political Science
3. COURSE NUMBER: 20
4. COURSE TITLE: Race and Ethnicity in Politics
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

The social construction of racial and ethnic groups in American society and their relationship to local, state and national government are covered. The problems of racism, discrimination and assimilation and the impact of ideology on integration into the political system are covered. In addition the course covers voting behavior and pressure group politics, resistance and political action, the social construction of race and racism, the poor and the culture of poverty. The course also explores the political problems faced by the aged, the young, and women.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

Examination of the political activities of racial and ethnic minority groups in the United States, including American Indians, African Americans, Latino Americans and Asian/Pacific Americans. Political debates over competing approaches, strategies and public policies promoting equality in the U.S.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 4/30/09 (Academic Senate)
INITIAL COLLEGE COURSE APPROVAL DATE: 4/21/09 (Curriculum Committee)
OUTLINE APPROVAL DATE: 4/21/09

- 9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update:
Objectives Last Update:
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

[Empty rectangular box for additional information]

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	3	54	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9) **None**

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).	Hours per topic	COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)
I. Introduction A. Ethnic vs. Racial Groups B. Cultural Diversity C. American political process including local, state, and national government	7.72	Upon completion of this course students should be able to: 1. Define racism, ethnicity and cultural diversity. 2. Describe the political process in the United States, and describe how groups gain redress through local, state and national government.
II. Racism Discrimination and Assimilation A. What is racism? B. National policies dealing with racism and discrimination C. Racial ideologies and assimilation D. Social construction of race and racism E. Racism and the politics of integration into the American political system	7.72	3. Compare and contrast local, state and national policies impacting ethnic groups, aged citizens, women and immigrants. 4. Distinguish between overt and covert forms of racism and discrimination, and debate the effectiveness of assimilation as a plausible ideological response. 5. Analyze the process in which different groups have tried to integrate into the political system.
III. Elections, Candidates and Representatives A. Voting Behavior B. Political Campaigns and Pressure groups C. Political Candidates D. Representatives in local, state and national government	7.72	6. Examine the voting behavior of various ethnic groups and the obstacles some needed to overcome to participate fully. Discuss the role of political pressure groups that work for and against the incorporation of ethnic groups in American politics. 7. Debate the effectiveness of various forms of political resistance and political action used by groups historically. Debate the role of social movements for ethnic groups gaining economic and political rights.
IV. Political Action and Resistance A. Social Movements B. Forms of protest C. Poverty and the culture of poverty	7.72	8. Define racism. Examine reasons for racism. Analyze political solutions for overcoming racism.
V. Immigration A. Immigration waves B. National and State policy dealing with immigration	7.72	9. Define the culture of poverty and explain how this theory impacts the ability of the poor to gain redress from policy. 10. Describe the various waves of immigration in Unites States history. Assess reasons for immigration and explain the role of national and state policy in the lives of immigrants.
VI. Ethnic Groups and the Legal System A. Crime B. Criminal Justice System	7.72	11. Assess the treatment of ethnic groups within the criminal justice system and discuss who commits crimes.
VII. Global Politics and Human Rights A. The rights of the aged, women and children B. Ethnic groups and other societies (11)	7.72	12. Compare the plight of ethnic groups, the aged, and women in the United States, contrasted with groups in other countries. 13. Evaluate U.S. foreign policy and advancements in human rights.

		SLO: At the end of the course students will be able to explain the difference between race and ethnicity and explain why race is significant socially while it is meaningless biologically.
Total Lecture hours*	54	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).	Hours per Topic	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²
Total Lab hours*	0	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u> define repeat record list recall name relate underline	<u>Comprehension</u> translate restate discuss describe recognize explain express identify locate report review tell	<u>Application</u> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	<u>Analysis</u> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	<u>Synthesis</u> compose plan propose design formulate arrange assemble collect construct create set up organize prepare	<u>Evaluation</u> judge appraise evaluate rate compare value revise score select choose assess estimate measure

² In general “activity” courses or portions of courses are classified “laboratory.”

Course
 Program
 Institutional
 (check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Race and Ethnicity in Politics
 Faculty/Staff Participants: Dr. Howard, Faculty; Dr. Sandra Lee, Chair

SLO Review, 4/20/09

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
At the end of the course students will be able to explain the difference between race and ethnicity and explain why race is significant socially while it is meaningless biologically.	SLO will be assessed through random samples of students' responses to embedded test questions.	Answers to embedded questions will include the following concepts: Diversity Ethnicity Racism	1. Final Exam – End spring semester 2010	

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

1. Farther to Go: Readings and Cases in African-American Politics (Paperback); 2001 by Franklin D. Gilliam; Wadsworth Publishing ISBN-10: 0155072323 ISBN-13: 978-0155072329
2. Race, Rights, and the Asian American Experience By Angelo N. Ancheta Edition: 2, annotated, revised Published by Rutgers University Press, **2006** ISBN 0813539021, 9780813539027 207 pages; **2006**
3. Latino Politics in the United States: Race, Ethnicity, Class and Gender in the Mexican American and Puerto Rican Experience** by Victor M. Rodriguez Publisher: Kendall-Hunt, June **2005** ISBN# is 0-7575-1917-2

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Read National and Local Newspapers; Time and Newsweek Magazines; Political Science Journal articles, relevant books

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems

them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

A five page essay exam and or research paper on a general topic within the study of Race and Ethnicity in American Politics. For example, students may be asked to address the following question: In the history of the United States there have been several groups who have fought for equal protection and inclusion into the political system. Describe how national and state policies have been both a tool of oppression *and* a source of empowerment for a specific gender or ethnic group. Use examples.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Research and Analyze a federal or state public policy debate.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students must evaluate information from the assigned reading and class discussions and must be able to differentiate critical information in answering in-class writing assignments and essay questions. For example, students may be asked to debate the effectiveness of various forms of political resistance and political action used by groups historically.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

Quizzes (true/false and multiple choice questions), short answer essay questions, and research paper.

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List the supplies the student must provide.

Textbook, paper and writing instrument.

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Computer literacy will be needed as students will be asked to do basic online research assignments, as well as, type written essay and research assignments

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Students are expected to use the library for research to locate, evaluate and use information found.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

The course exams the historical and modern-day participation of different ethnic, racial and other groups in the political process. Students will explore the meaning of diversity and how it affects political inclusion and access.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

- a. If yes, the course will be a **"restricted" elective** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

Restricted elective for AA in Political Science (Program ID: 08453)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **b(2) Social Science** **Approval** date: 4/21/09

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: **requested**
- b. UC **approval** date:
- c. Transferable to the California State University: **Yes**
- d. College **approval** date: 4/21/09

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: **4: Social Behavioral Sciences**
- b. Date requested: pending
- c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: **D: Social, Political, Economic Institutions**
- b. Date requested: pending
- c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2nd Area requested: **None**
- b. Date requested:
- c. IGETC **approval** date:
- a. 2nd Area requested: **None**
- b. Date requested: 12/03
- c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

YES

List college/university and the majors:

College/University	Major(s)
Cal State Dominguez Hills POSC 328 Cultural Pluralism in American Politics	Political Science
Cal State Los Angeles POLS 409 Minority Politics in the United States	Political Science
Cal State Long Beach POSC 323 Racial and Ethnic Politics	Political Science
University of CA Los Angeles POSC 289A Race Ethnicity and Politics	Political Science
Santa Monica College POSC 21 Race, Ethnicity and the Politics of Difference	Political Science

CAN NUMBER: **CAN SEQUENCE NUMBER:**
 CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Behavioral and Social Sciences
2. **DEPARTMENT/DIVISION CODE:** 2
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **776** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: POL SCI
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office:
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Degree Applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**
11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.
12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatble when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an “Occupational” Course Classification must have an “Occupational” TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an “Occupational” Course Classification cannot have an Occupational TOP Code **and** must have an “E” SAM Code. Courses coded as “basic skills” in #11 should be coded “Adult and Secondary Basic Skills.”

16. TOP CODE – (6 digits XXXX.XX) 2207.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **E – Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- a. New Course . Board Approval Date: 6/10/09 . Effective Semester: Fall 09
- b. Addition of Existing District Course . College Approval Date: . Effective Semester:
- c. Course Change* . College Approval Date: . Effective Semester:
- d. Outline Update . College Approval Date:

- Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3© for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR:** Dr. Tamura Howard

2. **DEPARTMENT:** Behavioral and Social Sciences

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

This course will replace Poli Sci 8, The Modern Far East, which has not been offered in over seven years. It will be well attended, given the demographics of the surrounding community, and the increase in attendance of other ethnic based classes on campus.

By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT** -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

This is a new course offering which is not similar to any other course being offered in Political Science.

5. **METHOD OF SUPPORT** -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Existing

Classroom -- List classroom type needed:

Existing

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Existing

Supplies- List supplies and indicate dollar value:

Existing

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

Existing

- 6. APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

Part of the mission of the Los Angeles Community College district is to expand educational opportunities across diverse communities. In addition, the goal of the district is to develop critical and creative habits of mind, and to develop an abiding appreciation for other peoples and other cultures. This course allows our students to learn about their own culture and the culture of others. In addition, this course teaches the similar path of oppression and empowerment traveled by many diverse communities. In expanding the course offerings in the field of Political Science, we are in turn, expanding the education opportunities of our students.

- 7. NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

In the past, the Political Science department has struggled to garner student interest. Over the past several years only a handful of students have successfully completed an Associate's degree in the field. Given the existing diverse demographics of the surrounding community, many of the students served by Southwest College will find the course content relevant and of interest to their own ethnic group's annals and history. In addition the students will benefit from the innovativeness of the course; the course itself is modeled after one of the newest and upcoming fields in Political Science.

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: **POL SCI** Number: **20** Course Title: **Race and Ethnicity and the Politics of Difference**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>STANDARDS FOR APPROVAL</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

Title5Assurances, DegreeApplicable, 1007

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

<hr/> Tamura Howard Originator	<hr/> 11/18/2008 Date
<hr/> Leonard Apenahier Department/Cluster Chairperson	<hr/> 04/20/2009 Date
<hr/> Linda Larson - Singer Articulation Officer	<hr/> 04/21/2009 Date
<hr/> Linda Brady for Shelley Werts Librarian	<hr/> 04/20/2009 Date
<hr/> Phyllis Norwood Dean (if applicable)	<hr/> 04/29/2009 Date
<hr/> Linda Larson - Singer Curriculum Committee Chairperson	<hr/> 04/21/2009 Date
<hr/> T.J. Roberts for Al Reed Jr. Academic Senate President	<hr/> 04/30/2009 Date
<hr/> Leige Doffoney Vice President, Academic Affairs	<hr/> 04/30/2009 Date
<hr/> Jack E. Daniels, III College President	<hr/> 04/30/2009 Date

DATA INPUT PAGES
(Fills Automatically from Other Pages)

COLLEGE: LA SOUTHWEST

APPROVAL STATUS:

New Course	Board Approval Date:	Effective Semester: Fall 09
Addition of Existing District Course	College Approval Date:	Effective Semester:

DEPARTMENT/DIVISION NAME:

DEPARTMENT/DIVISION CODE: 02

SUBJECT (DISCIPLINE) NAME: POLITICAL SCIENCE

SUBJECT CODE -- 3 characters, assigned by District Office:

SUBJECT ABBREVIATION -- 7 characters, assigned by District Office:

COURSE TITLE: Race and Ethnicity in Politics

COURSE NUMBER: 02

UNITS: 3

CLASS HOURS: 54

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:	Error! Reference source not found. 3	54 Error! Reference source not found.	Error! Reference source not found. 3
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	Error! Reference source not found. 3	54 Error! Reference source not found.	Error! Reference source not found. 3

DEGREE CREDIT: Indicate whether the course meet the “standards for approval” for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :

This courses is Degree Applicable

THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

If yes, the course will be a "restricted" elective portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at

GENERAL EDUCATION FOR TRANSFER:

Area requested: b(2) Social Science Approval date: 4/15/09, Gen. Ed. Comm. ; 4/21/09, Curric. Comm.

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: b(2) Social Science Approval date: 4/15/09, Gen. Ed. Comm. ; 4/21/09, Curric. Comm.

2nd Area requested: None Approval date:

TRANSFER STATUS:

Transferable to the University of California: UC approval date: pending

Transferable to the California State University: College approval date: 4/21/09

GENERAL EDUCATION FOR TRANSFER:

IGETC pending

Area requested:

Date requested:

pending

IGETC approval date:

CSU CERTIFICATION pending

Date requested:

CSU approval date:

ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office:

COURSE CLASSIFICATION: Liberal Arts and Sciences

TOP CODE – (6 digits XXXX.XX) 2207.00

SAM CODE (Student Accountability Model): E, Non-Occupational

PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Prerequisites: None (If Yes, complete information below)

Corequisite: None (If Yes, complete information below)

CREDIT/NO CREDIT GRADING: No

REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? No

CREDIT BASIC SKILLS -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." No
If Yes, course must be non-degree applicable

COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? No

APPROVAL STATUS:

New Course

Board Approval Date:
Effective Semester: Fall 09

Addition of Existing District Course

College Approval Date:

COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? No

CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

The social construction of racial and ethnic groups in American society and their relationship to local, state and national government are covered. The problems of racism, discrimination and assimilation and the impact of ideology on integration into the political system are covered. In addition the course covers voting behavior and pressure group politics, resistance and political action, the social construction of race and racism, the poor and the culture of poverty. The course also explores the political problems faced by the aged, the young, and women. Error! Reference source not found.

CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

Examination of the political activities of racial and ethnic minority groups in the United States, including American Indians, African Americans, Latino Americans and Asian/Pacific Americans. Political debates over competing approaches, strategies and public policies promoting equality in the U.S. Error! Reference source not found.

SPC CODE -- 3 characters, assigned by District Office: