



## COURSE OUTLINE

Outline Status: New Course (ECD 11214); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE:** L.A. SOUTHWEST COLLEGE
2. **SUBJECT:** POLITICAL SCIENCE
3. **COURSE NUMBER:** 019
4. **COURSE TITLE:** WOMEN IN POLITICS
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

This course examines political theories and public policies which shape the various possibilities and strategies for women's political participation in the United States and elsewhere. It also examines the political institutions, processes, and problems of the national, state, and local government.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

To study the roles of women in politics, their perspectives and powers in relationship to the United States Government and globally.

8. **INITIAL COLLEGE APPROVAL DATE:** Curriculum Committee, 3/16/10; Academic Senate, 4/13/10
9. **LAST UPDATE DATE:** 3/16/10
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
Totals In Protocol:	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

**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: No**

	Subject	Number	Course Title	Units	Validation Approval Date

**COREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date

**ADVISORIES: No**

	Subject	Number	Course Title	Units	Validation Approval Date

**12. OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 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 - <b>Lecture:</b> Outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lecture:</b> Upon successful completion of this course, the student will be able to..(Use action verbs - see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.')
I. The Study of Politics: women's Perspectives, Theories, & Models of Public Policies.	6	1. Discuss the perspectives, views, theories, and public policies of women in politics. Look at the actors that influence women in politics and public policies.
II: Women's Political Participation in the U.S. Government.  1. Political Interaction: Interest Groups & Political Parties. 2. The Role of the Lobbyists & Media in Politics 3. Campaigns & Elections. 4. The Presidency 5. The Congress 6. State Governments 7. The Judiciary	9	2. Examine and evaluate the political role and public policies of women in politics in the United States government.  3. Identify and assess the role, contribution and participation of women in government.  4. Study the strategies used by women of politics. Evaluate the possibilities of women's roles in government at all levels.
III. Strategies and possibilities of women in political roles.  1. Examine how women succeed in politics 2. Statistics and data of women's roles in politics	6	5. Analyze the perspectives of women in politics as they relate to political institutions, processes, and problems of the national, state, and local governments.
IV. Public opinion of women in politics  1. The likelihood of a woman candidate winning an election against a male candidate. 2. Identifying the voter who would vote for a woman candidate 3. Elected political positions women compete for and win	9	6. Examine the contributions of women in the development and practice of the political processes of the United States. -  7. Review and compare women's rights and movements from all cultures and ethnicities.
V. Examine the women's perspective of the political Institutions, processes, and problems of the national, state, and local government.  1. Study the views of women politician as they relate to the political institutions, processes, and problems of the national, state and local government. 2. Compare women's views with other political actors.	9	8. Compare and contrast the social-political movements of women internationally to women domestically.
VI. Civil Liberties, Socio-Political Movements: Women's Civil Rights from all cultures and ethnicities.  1. Identify the movements 2. Study the history of civil liberties, socio-political, and women's civil rights 3. Results of historical events 4. Statistically compare such movements and rights with other culture and ethnicity issues	9	

VII. International Socio-Political Movements 1. Compare and contrast domestic to international socio-political movements. 2. Evaluate results of domestic and international socio-political movements 3. Explore the history of international socio-political movements	6	
	Total: 54	
	Total Hrs In Protocol: 54	

**1. (cont'd) LAB:**

COURSE CONTENT AND SCOPE - <b>Lab:</b> Outline the topics included in the laboratory portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lab:</b> Upon successful completion of this course, the student will be able to..(Use action verbs - see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.')
	Total: 0	
	Total Hrs In Protocol: 0	

**1. (cont'd) SLO:**

The student will.. <b>(outcome)</b>	As measured by the following method.. <b>(assessment strategy)</b>	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. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
At the end of the course students will be able to identify three common strategies that women used to be elected to political office.  SLO REVIEW, 3/17/10, GY	Embedded assessment	N/A	Fall 2010 or first time course is taught	

**Essential Academic Skills: Reading and Communication**

**2. REQUIRED TEXTS:**

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

Women in Politics: Outsiders or Insiders?, 4/E , Lois Duke Whitaker, 2006

### 3. READING ASSIGNMENTS:

If applicable, reading assignments in this course may include but are not limited to the following:

Read newspaper, magazine and Internet articles; political journals; find an article pertinent to classroom topic; summarize for classroom presentation

### 4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Term paper analyzing the social, political, and economic issues facing women. Film Review analyzing the cultural understanding of women and politics.

## Essential Academic Skills: Critical Thinking and Other Course Components

### 5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, 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 and homework writing assignments and essay questions. For example, students may write a comparative essay and/or term paper that will analyze and emphasize leadership styles of women.

### 6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students will participate in teams; students will reflect on their own perspectives of politics

### 7. 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.

### 8. INFORMATION COMPETENCY:

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

Students are expected to use the library for research in order to find, evaluate and use information.

## Evaluation and Instruction

### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Homework):

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

Comparative essay. Research and analyze women's perspectives nationally and globally.

### 10. 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):

Objective exams that include multiple-choice questions, matching and short-essay questions; research papers; mid-term and final exams.

### 11. METHODS OF INSTRUCTION:

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

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (Please Explain)

Guest speakers

### 12. SUPPLIES:

List the supplies the student must provide.

Textbook, paper and writing instruments

### 13. 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 groups of women of varied cultural, social economic, and political views in the political process. Students will explore the concepts of "political socialization" and how it affects political participation and perceptions.

### 13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

**SCANS** (Secretary's Commission on Necessary Skills) 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 <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

[Political Science AA - Program: 220700 State ID: 08453](#)

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

a. **Area Requested: **B(2). Social Science****

**Approval Date: **4/15/10****

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\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

b. **Area Requested: **None****

**Approval Date:**

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\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

### 1. TRANSFER STATUS:

a. <b>Transferable to the University of California: NO</b> Requested: Fall 2010 b. <b>UC Approval Date:</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date: 3/16/10</b>
---	--

### 2. GENERAL EDUCATION FOR TRANSFER:

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

### 3. MAJOR REQUIREMENT FOR TRANSFER:

**Will this course be articulated to meet lower division major requirements?:**

**List college/university and the majors:**

**CAN NUMBER:**                      **CAN SEQUENCE #:**

CAN Approval -

Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPT/DIVISION NAME: **Behavioral and Social Sciences**
2. DEPT/DIVISION CODE: **02**
3. SUBJECT CODE: **776**
4. SUBJECT ABBREVIATION: **POL SCI**
5. RECOMMENDED MINIMUM QUALIFICATION AREA:
6. ABBREVIATION FOR TRANSCRIPTS: **WOMEN IN POLITICS**
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: **Degree Applicable**

8. GRADING METHOD: **LETTER GRADE**
9. REPETITIONS: # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

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 55000(j) 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**

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 W/ 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**

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 and Sciences****

Note: A course 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 <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

**17. SAM CODE (Student Accountability Model): **E****

**18. FUNDING AGENCY CODE:**

**19. STATE COURSE ID:**

## Section VI: APPROVAL STATUS

**1. APPROVAL STATUS:**

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> <b>New Course</b>	College:	Board:	Effective Semester:	Effective Semester:
b.	<input checked="" type="checkbox"/> <b>Addition of Existing District Course</b>	College: <b>4/15/10</b>	Board: <b>4/2/99</b>	Effective Semester: <b>Summer 2010</b>	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	College:		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> <b>Outline Update</b>	College:			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	College:	Board:	Effective Semester:	Effective Semester:

\* 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(c) for details.

## Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. ORIGINATOR: **Cranon-Charles, Angela**

2. DEPARTMENT: **02**

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:

By deleting sections of existing course. 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:

**Pol. Sci. 19 will be rotated with existing Pol. Sci. 9 and History 2. Pol. Sci. 19 will be offered once a year.**

4. IMPACT

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? (If yes, briefly explain how)**

**The new course will update the curriculum and most likely draw students to a course with a specific focus on women.**

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

**Existing**

B. Classroom -- List classroom type needed:

**Existing**

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

**Existing**

D. Supplies- List supplies and indicate dollar value:

**Existing**

E. 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

## CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate 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.**

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date
College President	Date