



Los Angeles Community College District

COURSE OUTLINE

- Course update options: New Course, Addition of Existing District Course, Course Change, Outline Update, COURSE REACTIVATION, 2004-2005

SECTION I: BASIC COURSE INFORMATION

- 1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME: History
3. COURSE NUMBER: 52
4. COURSE TITLE: The Role of Women in The History of the United States
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course will examine the historical development of the United States of America from the end of the colonial period present with special emphasis on the contributions of women. The course will review changes in feminism, gender and the Constitution of the United States, i.e., the 19th amendment, the Suffragettes, their relationship to abolitionism and other feminist campaigns. This course includes an analysis of the social and economic disparity between women and men, women's roles within state, local and federal governments, their intellectual, cultural, and social interaction in the larger society and explores the issues of women in major ethnic groups in the United States, and interaction of women within and outside each group. Topics include colonial women, frontier women, progressivism, unions, birth control, discrimination, sectional conflict from the perspective of women, WWII, "Rosie," Vietnam, the modern industrial complex, globalization, and urban demographic patterns as they relate to the lives of women.

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

A survey course focusing on the important role of women in the history of the United States of America from the colonial period to the present.

- 8. COLLEGE COURSE OUTLINE APPROVAL DATE: 05/17/05

- 9. UPDATES (check all applicable boxes) as of:

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

Course description

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

**10. CLASS HOURS:**

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:	<b>3</b>	<b>54</b>	<b>3</b>
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	<b>3</b>	<b>54</b>	<b>3</b>

**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 (Add a list of entry skills for this course if it has a prerequisite, corequisite or advisory.)**

**Note:** The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee takes 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.

**ENTRY SKILLS FOR COURSES WITH PREREQUISITES:**

N/A

Prerequisites: **None** (If yes, complete information below)

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

Corequisite: **None** (If yes, complete information below)

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

Advisories: **None** (If yes, complete information below)

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

**12. 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



<p><b>vs.</b> The American Woman Suffrage Association (AWSA) Julia Ward Howe and Lucy Stone  <i>Victoria Claflin Wood hull</i> (1838-1927)  social reformer  owner of brokerage firm  Pro-Marxist newspaper  Free lover  Candidate for President 1872  "We mean treason...We are plotting revolution."  Charlotte E. Ray, Howard Univ. Law School  Susan Mc Kinney and Rebecca Cole, Black Physicians, NY  Civil Rights Act, 1875</p>	3	<p>political coalitions, i.e., Populist Era, Farmer's Alliance.</p> <p>VI. Analyze the role played by extraordinary women leaders and the radical strategies used in the restructuring of American institutions.</p> <p>VII. Construct and evaluate paradigm shifts during major events and the influence of these social and major ethnic group coalitions of the late nineteenth century, i.e., The Terrible 90's, The Spanish American War; Invasion of Hawaii</p>
<p><b>7. The Centennial; Election of 1876; Compromise of 1877</b>  Education of women: University of Wisconsin Annual Report 1877;Mrs. Henry M. Youmans, president of Wisconsin women's Suffrage Association  The Southern Homestead Act  Sharecropping, crop lien system, Jim Crow  American Women Intellectualism</p>	3	<p>VIII. Assess the relationship between slavery and the development of modern industrial economies. Analyze social tensions within the labor movements and Progressive Era.</p>
<p><b>8. The Conquest of the Far West</b>  Frontier Women and Cowgirls  The Indian Wars &amp; The Dawes Act  The Victorian ideals visit America</p>	4	<p>IX. Examine the role of the Supreme Court and the impact on the American constitution, the effect of their decisions on social justice and the role of the latter on federal, state and local governments, i.e., Roe vs. Wade, Plessey vs. Ferguson, Brown vs. the Board of Education.</p>
<p><b>9. Industrial Supremacy</b>  The Gilded Age: Progress and Poverty, Economics  The depression of the 1890's  Ida B. Wells on Lynching  Ida Gray Nelson Rollins, Dentist, University of Michigan 1887, preceded by Emeline Roberts Jones of Connecticut.</p>	4	<p>X. Debate the response by the AWSA, NWSA, and NCNW to Victoria Calling Wood Hull's national speech (1864) using the primary documents from the period. Discuss the continuation of the Civil Rights struggle by African American women at the start of the 21<sup>st</sup> Century. Compare and contrast the history of early civil rights legislation in the Reconstruction Era, the 1960's and the impact</p>
<p><b>10. The Urban Landscape</b>  The Growth of New Orleans to 1900  Building a Railroad System: A Railroad Timetable</p>		

<p>Unionism: Knights of Labor and Richard Davis Politics and the Working Man: Rise of the AFL Eugene V. Debs, "The Appeal to Reason" Social Commentary, Thomas Nast National American woman Suffrage Association (AWSA +NWSA) Carrie Lane Chapman Catt Jacob Riis, "How the Other Half Lives"</p>	6	<p>on all women.</p>
<p><b>11. Radicals and Reformers in the Progressive Era</b> Populism to Progressivism Florence Kelley, Cornell University in 1882 National Consumers' league(NCL) Social Feminist Radicals and Reformers in the Progressive Era Race and Populism: "You Can't Come In" Farmers' Alliance and the People's Party William Jennings Bryan, "A Cross of Gold" Mary Todd, "Education of Indian Girls in the West" Women's Suffrage Jane Addams and Hull House Reform Organizations headed by women: Woman's Trade Union League General Federation of women's Clubs National Council of Jewish Women National Council of Colored Women <i>Mary Mcleod Bethune</i> <i>Dorothy Height</i></p> <p><b>12. War for Democracy, 1914-1919</b> Woodrow Wilson's War Message American Neutrality and American Business Letters from African American Soldiers Postwar Strikes and Race Riots The Red Scare: Socialist, Marxist and Anarchists 7. Radical Feminists Charlotte Perkins Gilman, <i>Women and Economics: "What we have to do is to recognize the woman as a human being..."</i> Alice Paul &amp; The Woman's Party Equal Rights Amendment in 1916 <i>Maggie Lena Walker</i>, President f Richmond's St Luke Bank and Trust Company, 1903 <i>Madame C. J. Walker</i>, Entrepreneur</p> <p><b>13. The Nineteenth Amendment 1919 &amp;</b></p>	4	<p>XI. Examine the driving motivation amongst various women's groups within the nation as a whole and the use of the Civil Rights laws by multicultural and other gender groups aligning with the principles of liberty, freedom and independence.</p> <p>XII. Assemble a list of major American women leaders within each era, the problems they overcame and their contributions to the nation's history, i.e., Ida B. Well Barnett's publication of <i>Red Record</i>, her subsequent tour of Europe, and protests at the World Fair.</p> <p>XIII. Compare sources of gender and racial tension and the issues facing the United States during the Cold War.</p> <p>XIV. Compare and contrast the role of American women during WWI, WWII, overseas, and in the factories at home, i.e., Rosie the Riveter. Later dialogue will use the same paradigm to review the American woman's response to the Vietnam War, Gulf War, Invasion of Iraq and the War on Terrorism.</p>

**Feminism in the 1920's**

Immigration by the Numbers

Harlem &amp; African American Life in the 1920's

League of Women Voters 1920

Black Women PhD's (1921):

*Sadie M. Alexander,*

Economics

University of Pennsylvania

*Eva b. Dykes,* English

Radcliff College

*Georgiana R. Simpson,* German

University of Chicago

**14. Cultural Conflicts**

Women and Minorities in the Work Force

Prohibition and The Temperance Movement.

Socialism and Agrarian Radicalism.

Nativism and the Klan

Harding and Coolidge

**15. The Great Depression and the First Deal**

Radio Address of President Franklin Roosevelt

A Battle in San Francisco

Labor Democratizes America: Social Security Act,

Flint Sit Down Strike; CIO; The Second New Deal

Eleanor Roosevelt, A Letter on Lynching

Mary McLeod Bethune, Director of Negro

Affairs of The National Youth Administration

1936

The African American Struggle for Equal Rights

Crystal Bird Fauset, Pennsylvania

House of Representatives

Jane Matilda Bolin, NY Judge, 1939

**16. The Global Crisis**

The United States in WWII (1939-1946)

Executive Order No. 9066: Internment

E.B. White, "Democracy"

The Manhattan Project and Atomic Warfare

Victory in Europe and Hiroshima

Origins of the Modern Women's Movement

Labor's War at Home and women forced back home

New York State Anti-Discrimination Act

**17. Cold War America and After 1945-1999**

XV. Review the wartime test of the Constitution; analyze the relationship between the separate branches of governments.

XVI. Evaluate the judicial, political, social and economical institutions of America within the framework of the American woman's perspective. Review the difficult choices made by the nation while fighting terrorism, i.e., the roles of Colin Powell and Condolissa Rice.

XVII. Compare and contrast social unrest over gender issues after Roe vs. Wade court case and previous Supreme Court cases during the Nineteenth Century.

XVIII. Assess the success of the Women's Movement during the Civil Rights Era and compare it with the equal rights agenda, past and present.

XIX. Evaluate the Joint Center for Political and Economic Studies Report and the "Year of the Women" Agenda in the election of Bill Clinton, and subsequent election of George Bush Jr.

<p>Korean War Joseph M. McCarthy's Speech at Wheeling West Virginia, 1950 <i>Dorothy Dandridge, Carmen Jones</i>, 1955 <i>Lorraine Hansberry, Raisin in the Sun</i>, 1959</p> <p><b>18. The Civil Rights Movement, 1960's</b> The Kennedy Administration: Jackie, Hollywood, and The Fashion Industry. Medgar and Myrlie Evers The Voting Rights Act of 1965 Emmett Till Cuban Missile Crisis Lyndon B. Johnson's Great Society Program The Black Power Movement and Social Tension Identity Debate over Feminist or Womanist label Alice Walker 's <i>Meridian</i> Opposition to the Vietnam War and the New Left Kent State Protest Richard Nixon, War, Watergate Crisis The Women's Movement escalation: Roe vs. Wade <i>Patricia R. Harris</i>, Dept. of HUD appointed to the cabinet of President Jimmy Carter December 1976; previously served as ambassador to Luxembourg by Pres, Johnson 1965. <i>Celia Cruz, La Negra Tiene Tumbao</i> <i>Constance Baker Motley</i>, Manhattan Borough President, February 1965</p> <p><b>19. Rise of the Right: Ronald Reagan, George Bush</b> Berlin Wall and the Fall of the Soviet Union Contract with America Race &amp; Gender: The American Obsession; The Politicalization of Sex. <i>Althea Gibson</i>, Female Athlete of the Year, 1958 The Clinton Administration: The Impeachment and Trial The Dawn of a New Century The Gulf War</p> <p><b>20. The Age of Globalization</b> State of California, role of women in the</p>		<p>XX. Recognize and identify modern day leaders who are advocates for women's issues and their coalition allies. Compare the traditional hardliners and/or fundamentalism with the rapidly changing technological savvy women leaders of today.</p> <p>XXI. Assess the role of women and the political and social institutions they serve, i.e., churches in the 21<sup>st</sup> Century. Evaluate the social, political and economic impact within the urban and national arenas.</p> <p>XXII. Critique the political gains made within the "Year of the Woman" and the response of the electorate, i.e., Moseley-Braun as the first black woman and the first black Democrat in the US Senate.</p> <p>XXIII. Explain the major issues for women in California and their changing worldview brought about by an expanded and comparative knowledge of the status of women from a more <i>global perspective</i>. Contrast our national perspective with the world's view of American women in relationship to other cultures and "herstories."</p> <p>XXIV. 23. Examine impending Supreme Court Decisions on women's Issues, and the constitutional legislation at the federal and state levels.</p>
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legislature, i.e. Barbara Boxer, and their relationship to the National Agenda during the terms of both George Bush Sr. and Jr.; compare the with the presidency of Bill Clinton. Karl Rove, Women and the National Agenda Halliburton, Enron, AIDS, the California economy in the lives of women.		
Total <b>lecture</b> hours*	<b>54</b>	

<b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If applicable, 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	<b>COURSE OBJECTIVES - Laboratory (If applicable):</b> Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i> ) <sup>2</sup>
Total <b>lab</b> hours*	<b>0</b>	

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

**Bloom’s Taxonomy**

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

**2. REQUIRED TEXTS:**

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

<sup>2</sup> In general “activity” courses or portions of courses are classified a “laboratory.”

1. Rowland, Debra. The Boundaries of Her Body: The Troubling History of Women's Rights in America. Sphinx Publishing. Naperville, Illinois. 2004
2. Clark Hine, Darlene. Black Women: An Historical Encyclopedia. Carlson Press. New York 2004

### 3. SUPPLEMENTARY READINGS:

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

1. Freedman, Estelle, Female Institutions Building and American Feminism, 1870- 1930.2003
2. Corbett, P. Scott. Life, Liberty and the Pursuit of Happiness: Documents in American History, Volume II, 1877 to Present. First Edition, 2003.
3. Bennett, Lerone. Before the Mayflower. Seventh Edition, 2004.
4. Levine, Bruce. Who Built America? Working People and the Nation's Economy, Politics, Culture and Society, Volume II. Third Edition, 2002.

### 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:

#### 1. Study Questions:

Each week students are given a list of about 20 study questions based on the reading assigned for that week. They write short answers of one or two sentences to each question. These questions are discussed in class and students turn in their papers for correction. Students make necessary changes in order to use the data for the upcoming exam.

#### 2. Tests:

Four major tests are given from four to five weeks apart. Each exam includes a section with five (5) short answer questions taken from the study question assignments (described in #1 above). A second section of the exam gives three to five essay questions on each of the four major exams. Essay questions take from ten to twenty minutes each to answer.

3. A research term paper is required. The students must choose the historical topic within the first three weeks of class. Students are required to design charts intended to show the political, social and economic changes affecting women within the United States based on three separate time periods...

4. Students do a comparative analysis of Constitutional amendments, i.e., the 19<sup>th</sup> Amendment and major decisions like Roe vs. Wade, in preparation for reenactment of Supreme Court arguments given at the time of the decision.

5. Students are asked to write historical background analyses of current issues within the state/nation to be used in the student paper for information to the student electorate. A comparison of the Nineteenth Amendment rights and the necessity of having an informed equalitarian populous with critical thinking skills within a democracy is discussed and contrasted with other democratic nations' treatment of women.

### 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Historical lectures  
Museum exhibitions  
Computer and Internet Center

Library research  
Historical Conferences

**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.

The student is assigned weekly study questions, based on the reading, and is expected to do this work on his or her own. Later this work is brought to class, discussed and corrected by the instructor. It is resubmitted if major errors are present. (See #5 of "Writing Assignments.")

**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):

Essay assignments  
Problem-solving exercises  
Skills demonstrations  
Debates  
Tests  
Homework  
Final exam  
Term project

**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)

Audio-visual materials; computer-aided instruction

**9. SUPPLIES:**

List of supplies the student must provide.

The college will provide historical videotapes and DVD equipment.  
The instructor will provide documentaries.  
Students must have a composition notebook.

**10. COMPUTER COMPETENCY:**

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

Students do research using the computer and internet as one resource for the final term project. Students interact with their study groups through email.

**11. INFORMATION COMPETENCY:**

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

Students are required to locate and evaluate appropriate information.

**12. DIVERSITY:**

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

In order to understand the history of this nation, it is necessary to synthesize the collective contributions of not only American women, but also compare and contrast different cultural groups on the basis of region, religion, class, ideology, race, gender, and ethnicity.

**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, ranks 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<sup>3</sup> FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes**

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 "Associate Degree in Arts in History" (Program ID: 02887)

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 and 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 approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **Not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

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

Area requested: **b(2) Social Science** **Approval** date: 5/17/05

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](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm)

Plans A, Area B, Social and Behavioral Sciences

2<sup>nd</sup> 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](http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm)

### Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

#### 1. TRANSFER STATUS:

University of California: Requested

California State University: YES

UC **approval** date: pending

College **approval** date: 5/27/2005

#### 2. GENERAL EDUCATION FOR TRANSFER:

##### **IGETC Certification:**

Area requested: **4: Social Behavioral Sciences**

Date requested: 12/2005

IGETC **approval** date: pending

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

##### **CSU Certification:**

Area requested: **D: Social, Political, Economic Institutions**

Date requested: 12/2005

CSU **approval** date: pending

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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2<sup>nd</sup> Area requested: **none**

Date requested:

IGETC **approval** date:

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

2<sup>nd</sup> Area requested: **none**

Date requested:

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

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

CAN Approval -- Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Social and Behavioral Sciences
2. **DEPARTMENT/DIVISION CODE:** 02
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 498
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: History
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: HISTORY
7. **DEGREE CREDIT:** 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 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, according to?

**No**

**15. COURSE CLASSIFICATION:**

**Liberal Arts and 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.

**16. TOP CODE – (6 digits XXXX.XX) 2205.00**

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

- |  |                                       |                     |
|--|---------------------------------------|---------------------|
| <input type="checkbox"/> New Course                                      | Board Approval Date:                  | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course            | College Approval Date:                | Effective Semester: |
| <input type="checkbox"/> Course Change*                                  | College Approval Date:                |                     |
| <input checked="" type="checkbox"/> Outline Update (COURSE REACTIVATION) | College Approval Date: <b>5/17/05</b> |                     |

\* Changes to a course require the completion of a "Course Change Request" form and approval by the 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)

### (N/A – EXISTING COURSE)

**1. 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.

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

**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 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)

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

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

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

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- List Library and Learning Resources needed, including the cost and funding source for needed resources:

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

Subject: **History**    Number: **52**    Course Title: **The Role of Women in the History of the United States**

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>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	X	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts or Science 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 properly represent this course and that the design of the course is not in conflict with any law.

**Wonda Powell**

Originator

**05/17/05**

Date

**Leonard Apenahier**

Department/Cluster Chairperson

**06/14/05**

Date

**Linda Larson Singer**

Articulation Officer

**07/05/05**

Date

**Shelley Werts**

Librarian

**06/14/05**

Date

**Earnestine Thomas-Robertson**

Dean (if applicable)

**06/14/05**

Date

**Glenn Yoshida**

Curriculum Committee Chairperson

**06/14/05**

Date

**Reggie Morris**

Academic Senate President

**06/20/05**

Date

**Leige Henderson**

Vice President, Academic Affairs

**06/22/05**

Date

**Audre Levy**

College President

**06/25/05**

Date

