



Los Angeles Community College District  
**COURSE OUTLINE**

- New Course
- Addition of Existing District Course
- Course Change
- Outline Update, 2005-2006**

**SECTION I: BASIC COURSE INFORMATION**

1. **COLLEGE: Los Angeles Southwest College**
2. **SUBJECT (DISCIPLINE) NAME**<sup>1</sup> (40 characters, no abbreviations): **History**
3. **COURSE NUMBER: 5**
4. **COURSE TITLE: History of the Americas I**
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 western hemisphere with special emphasis on Central and South America from the early colonial era through the time of the U.S. Civil War and Reconstruction. The course will analyze the indigenous cultures of the western hemisphere before interaction with other continents such as Europe, Africa, and Asia. Included topics are the exploration, imperial rivalries, colonial settlement and growth phases, and the American Revolution and its effect on the entire hemisphere. Also covered are responses to the Constitution of the United States of America, the effect of the latter on the political philosophies, political institutions, laws and amendment interpretations, the rights and obligations of citizens of Central and South America, the role of major ethnic and social groups, and the continuity of the Pan-American experience. Also included are an examination of geography and the development of federal, state, and local governments of many nations within the western hemisphere. Integrated learning strands include an overview of Dutch, British, Portuguese, African and Spanish impact on the political, social, and economic lives of indigenous societies.

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

This course will examine the historical development of the western hemisphere with special emphasis on Central and South America from the early colonial era through the time of the U.S. Civil War and Reconstruction.

8. **COLLEGE COURSE APPROVAL DATE: Fall 1974**  
**OUTLINE APPROVAL DATE: 5/26/05**

9. **UPDATES** (check all applicable boxes)

- |  |                          |
|--|--------------------------|
| <input checked="" type="checkbox"/> <b>Content</b>                               | <b>Last Update:</b> 1997 |
| <input checked="" type="checkbox"/> <b>Objectives</b>                            | <b>Last Update:</b> 1997 |
| <input type="checkbox"/> <b>College Specific Course Attributes/Data Elements</b> | <b>Last Update:</b>      |
| <input type="checkbox"/> <b>Districtwide Course Attributes/Data Elements</b>     | <b>Last Update:</b>      |
| <input checked="" type="checkbox"/> <b>Other</b> (describe)                      | <b>Last Update:</b> 1997 |

**Course description**

<sup>1</sup> 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:	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 (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 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.

**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

## SECTION II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – <b>Lecture</b> : If applicable, 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> ( <i>If applicable</i> ): 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> )
<b>I. Introduction to Course and Instructional Methods</b>	3	As a result of completing this course, students will:
<b>II. The Earliest Period: Before We were Americans</b> A. Olmecs B. Mayans C. Aztecs D. Toltecs E. Incas F. Powhatans G. Iroquois H. Sioux I. Pueblos, Hopi, Zuni I. other indigenous nations	5	<ol style="list-style-type: none"> <li>1. Differentiate between the schools of historiography to analyze writings by historians. Reexamine underlying philosophical and cultural assumptions about Africa, Ancient America, and Europe.</li> <li>2. Describe the general state of Indigenous societies (special emphasis on Central and South America), examining the political, social, and economic structure of indigenous American Societies. Examine European centralization and expansion through trade, i.e., Trastamora and Hapsburgs.</li> </ol>
<b>III Exploration and Genesis of Empire</b> A. Explorers and surveyors from many lands, i.e., Sir Humphrey Gilbert, Nunez de Balboa, Amerigo Vespucci, Pizarro B. Trade routes to Africa, Asia and India: A change in direction C. Conquest, resistance, enslavement of indigenous people, and exploitation D. Mercantilism of Europe transported to the West.	7	<ol style="list-style-type: none"> <li>3. Construct and evaluate paradigm shifts during the building of Colonial America (North, Central, and South) and the influence of major social groups within each.</li> <li>4. Assess the relationship between slavery and the development plantation economies and eventual sectionalism in the U. S. Evaluate the relationship between slavery and racism and the social tensions within the colonies.</li> </ol>
<b>Iv. Colonial Invasions: The Uncertain Century</b> A. Settlements throughout North, Central, and South America, resistance, and peace treaties, new tactics, genocides, extermination, adaptation and assimilation	8	<ol style="list-style-type: none"> <li>5. Examine the impact of both the American Revolution and the American Constitution on the institution of slavery and vice a versa, not only in North America, but Central, and South America. Debate John Quincy Adams’ defense of the Amistad</li> </ol>

B. Delving into the interior		
C. Consolidation of Empires: Success and Failure of settlements.	3	
1. Portuguese	7	
2. Dutch		
3. French		
4. Scandinavian		
5. Spanish		
6. British		
7. Russian		
<b>V. Colonial Politics: To Each His Own</b>		
	6	
<b>VI. Women in Exchange</b>		
A. Indigenous Women	6	
B. Indentured Servitude; European and African Women		
C. Roles of Women in Colonial Politics Fenda Lawrence, Queen Isabella, Anne Hutchinson; Francis Harper, Charlotte Forten: the lives of colonial women in general		
<b>VII. The Terrible Transformation</b>		
Development of the Slave Trade in North, Central, and South America contrasted to labor development in North, Central, and South America	8	
<b>VIII. "Liberty! Liberty!" Revolutions and Rebellions</b>		
A. The Great Awakening of North America and the Fear of Slave Revolts throughout the Western Hemisphere	8	
B. Impact of Colonization and the slave trade on Africans		
C. American Revolution: Creation of The U.S.		
D. Haitian Revolution influenced by the French Revolution ; the effect of the latter On other American colonies.		
E. New England, Southern Colonies, Middle colonies: Religion, Economics and Politics of the region, includes discussion on Central and South American colonies.		
<b>IX. Revolution, Constitution, and the People</b>		
Slavery and the Constitutionals: Republic vs. Democracy, Federalism, Bill of Rights, U.S. Constitution, Foreign Policy/Monroe Doctrine	6	
<b>X. The Growth of Free Labor and The Consolidation of Slavery</b>		
A. Northern Society and Wage Labor	5	
Basis of Slavery Expansion: Louisiana Purchase, War of 1812, Missouri Compromise 1820		
		Africans.
		6. Compare the liberation struggle of blacks in the South and the international growth of the abolition movement, the driving motivation amongst various groups within each nation as a whole, i.e., new immigrants who aligned themselves with the principles of their government, and fought to create liberty, freedom, economic solvency, and independence for themselves, i.e., pogrom refugees.
		7. Review the autobiographies of major leaders within each colony who impacted the actions of government/ society, problems they overcame, and their contributions to the history of the region, i.e., Pancho Villa, Moreno, and Zapata
		8. Compare sources of sectional tension and the issue of westward expansion of slavery which led to the Civil War in the U.S. Analyze the impact on other parts of the Americas.
		9. Explain of the role of African Americans, Sonorans, Tejanos, Chinese, and Native Americans in the Civil War of the U.S. and other wartime efforts to make freedom meaningful, i.e., U.S. Radical Republicanism, 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments; Mexico's Benito Juarez.
		10. Evaluate the major judicial, political, social, and economical institutions of North, Central, and South America within the framework of the American perspective.
		11. Debate and reenact the U.S. legislative decisions to invade and create protectorates within Central and South America, i.e., purchase of Virgin Islands.
		12. Review the tragic and difficult choices made by the nation during Reconstruction
		13. Examine the interdependence of North Central, and South America, the struggles for autonomy, and self governance. Appraise the potential of NAFTA, analyze present benefits and shortcomings for participating partners and desires of other Latin American Nations to join.

B. Slavery and Imperialism: War with Mexico, Nicaragua, Cuba, Puerto Rico, Panama Canal and Columbia: Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act	8	<p align="center"><b>Student Learning Outcomes:</b> As a result of this learning experience, a student can:</p> <ol style="list-style-type: none"> <li>1. Articulate the importance of the cultures of the indigenous people of North, Central, and South America, and the role race played in the colonized societies.</li> <li>2. Identify major historical leaders, principles, ideas, and concepts of the period studied</li> <li>3. Explain the political events which brought independence to many of the colonies in the Western Hemisphere</li> <li>4. Discuss the ideas of the Enlightenment on European colonies and its assimilation in the Western Hemisphere.</li> </ol>
<b>XI. The Civil War Period: The Second American Revolution</b> Southerners debate secession The War Against Slavery War transforms the North The War's End Congress versus President over Civil Rights Issue	8	
<b>XII. Radical Republicans and Black Reconstruction</b> Civil Rights Act 1875 Compromise of 1877 provisions Sharecropping, crop lien system, Jim Crow	3	
<b>XII. The political climate in North, Central, and South America.</b> George H. White, the last Reconstruction congressman who speaks against atrocities on Asian labor in California California and Reconstruction Brazil and a displaced Confederacy A new battle for freedom: Case studies in Argentina, Peru, Haiti, Dominican Republic, Jamaica; Guatemala; Chile; Mexico, Guadeloupe.	6	
Total <b>lecture</b> hours*	<b>54</b>	

COURSE CONTENT AND SCOPE -- <b>Laboratory:</b> If <u>applicable</u> , 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>Laboratory</b> ( <i>If applicable</i> ): 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

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define repeat	translate restate	interpret apply	distinguish analyze	compose plan	judge appraise evaluate

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

record list recall name relate underline	discuss describe recognize explain express identify locate report review tell	employ use demonstrate dramatize practice illustrate operate schedule shop sketch	differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	propose design formulate arrange assemble collect construct create set up organize prepare	rate compare value revise score select choose assess estimate measure
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**2. REQUIRED TEXTS:**

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

Worchester & Schaeffer. The Growth of Culture of Latin America, The Volume One. Sixth Edition, 2004. Sixth Edition, 2002.

Nash, Gary. Red, White, and Black: The Peoples of Early America. Fifth Edition.2005

**3. SUPPLEMENTARY READINGS:**

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

1. Van Sertima, Ivan. They Came Before Columbus. Fifth Edition, 2004
2. Levine, B. Who Built America? Working People and the Social, Economic, and Cultural History of the U.S.
3. Corbett, P. Scott. Life, Liberty, and the Pursuit of Happiness: Documents in American History, Volume I To 1877. First Edition, 2003.
4. Greenleaf, Richard. The Roman Catholic Church in Colonial Latin America. 4<sup>th</sup> edition.2004

**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 correlating exam.
2. Tests.  
Four major tests, four or five weeks apart, each exam includes a section with 5 short answer questions taken from the study question assignment (described in #1 above), a second section which 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.

4. Students are required to design three maps intended to show the major changes and expansion of the empires within North, Central, and South America.: Colonies, The United States and the entire western hemisphere in 1850, Westward Expansion, and The United States during Reconstruction. On the maps a clear understanding of the political, economic, and social parameters of the designated period must be shown.
5. Students do a comparative analysis of the United States Constitution and the Constitutions of Mexico, Guatemala, and Cuba.

This serves as preparation for reenactment of the congressional debate over U.S. decisions to invade Central and South America, and Foreign Policy toward neighboring nations.

Students are asked to write historical background analyses for current issues within the state/nation to be used in the student paper for information to the student population. A comparison of the Constitutional Law and the power of the Press is the emphasis. Discussion about the use of the media and the importance of having an informed populous with critical thinking skills as a necessary component of a democracy is analyzed.

## 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

The student is assigned weekly study questions on the readings, i.e., Compare the hereditary servitude based upon race within the older Spanish colonies with the enslavement of Pequots who opposed Jonathan Winthrop's men in the Massachusetts Bay Colony. Each student is expected to do this homework on his or her own. They must identify the major protagonists, analyze the causes, evaluate each event and its consequences for individuals and specific groups (women, the poor, the ruling elite). Later, this work is brought to class, discussed, submitted, corrected by the instructor, returned to students for necessary changes in preparation for exams. Also the research papers allow students to synthesize the various historical factors within an event to draw their own conclusions, i.e., "Was the War with Mexico fought to expand Slavery or to defend the Union's citizens?" Students must critically review all previous schools of thought, drawing their own conclusions, and formulate their own judgments based valid historical reasoning.

## 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.

1. Library Research for Term Paper
2. History Museums, i.e., Bowers Museum
3. Computer and internet center
4. Historical lectures
5. Historical Conferences

## 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):

1. Essay assignments
2. Problem solving exercises

- 3. Skills demonstrations
- 4. Debates
- 5. Tests
- 6. Homework
- 6. Term projects

**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; Geography, maps

**9. SUPPLIES:**

List of supplies the student must provide.

Students should have basic classroom supplies, i.e., composition notebook for class notes, ruler for maps.  
Instructor will provide historical documentaries (VHS/DVD)  
College will provide the necessary audiovisual and computer equipment

**10. COMPUTER COMPETENCY:**

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

Research and institutional contacts require the student to be computer literate. Basic support is given in the Learning Center.

**11. INFORMATION COMPETENCY:**

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

Research and institutional contacts require the student to be computer literate. Basic support is given in the Learning Center. The student is 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 great nation, the United States of America, it is necessary to synthesize the collective contributions of different cultural groups on the basis of region, religion, class, ideology, race, gender, and ethnicity. Our popular culture, political system, social institutions, and economy not only touch the lives of all United States citizenry but reflect the growing globalization of the American economy and way of life throughout the western hemisphere. Our sphere of influence affects others globally, but our immediate neighbors have a reciprocal effect on the U.S.

**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 **program requirement** 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>).

Required 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: Before 1990

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:

California State University:

UC **approval** date: Before 1990

College **approval** date: Before 1990

**2. GENERAL EDUCATION FOR TRANSFER:**

***IGETC Certification:***

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

Date requested: 12/1990

IGETC **approval** date: Fall 1991

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: Before 1990

CSU **approval** date: Before 1990

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

	Note: Approved for Areas D6
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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:

 New Course

 Addition of Existing District Course

 Course Change\*

 Outline Update

Board Approval Date:

College Approval Date:

College Approval Date:

College Approval Date: **5/26/05**

Effective Semester:

Effective Semester:

\* 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: **5**Course Title: **The History of the Americas I**

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 Powell**

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

**06/23/05**

Date