STATE OF CALIFORNIA

DIANE WOODRUFF, CHANCELLOR (INTERIM)

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
http://www.cccco.edu

RECEIVED
MAY 2 8 2008
By

April 25, 2008

Kathy Berry
Vice President, Academic Services
Imperial Valley College
380 E. Aten Rd.
Imperial, CA 92251-0158

Dear Dr. Berry:

The Chancellor's Office hereby approves Imperial Valley College's Associate in Arts degree in **History**. This program has been entered into the Inventory of Approved and Projected Programs under T.O.P. code 2205.00, with unique program number **18003**.

The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. This program is not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with this new program. If there are any questions about our action, please contact Stephanie Low, Specialist in Academic Planning, at (916) 322-6888, fax (916) 445-6268, or e-mail to lows@cccco.edu.

Sincerely,

Vice Chancellor Carole Bogue-Feinour
California Community Colleges, Chancellor's Office
Academic Affairs Division

Cc: Suzanne Gretz, History
Carol E. Lee, Transfer Center Director/Articulation Officer
LeBaron Woodyard
Stephanie Low

IMPERIAL VALLEY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
ADOPTED MINUTES
REGULAR MEETING
THURSDAY, JANUARY 15, 2009
3:05 P.M. – BOARD ROOM

Present:	Kathy Berry Ted Ceasar David Drury Suzanne Gretz	Melani Guinn Gonzalo Huerta Victor Jaime Carol Lee	Chantilee Mendenhall Tina Aguirre Val Rodgers Lianna Zhao	Taylor Ruhl
Consultants:	Kathie Westerfield Efrain Silva	Frances Beope	Jose Lopez	Michael Heumann
Absent:	David Zielinski	Norma Nunez		
Guests:	Frank Rapp	Jessica Waddell		
Recorder:	Linda Amidon			

I. Opening of the Meeting

A. Call to Order of Regular C & I Committee Meeting – Carol Lee, Co-Chair

Carol Lee, Co-Chair, called the regular meeting of the Imperial Valley College Curriculum and Instruction Committee to order at 3:05 p.m. on Thursday, January 15, 2009.

B. Approval of the Minutes of December 4, 2008

M/S/C Zhao/Guinn *to approve the C & I Committee meeting minutes of December 4, 2008, as presented. The motion carried.*

II. Action Items

A. Credit Courses

1. Deleted Courses

a. CIS/ART 134 – Web Publishing with Dreamweaver 1 (1.0)
b. CIS/ART 135 – Web Publishing with Dreamweaver 2 (1.0)
c. CIS/ART 136 – Web Publishing with Dreamweaver 3 (1.0)
d. CIS/ART 146 – Adobe Photoshop 1 (1.0)
e. CIS/ART 147 – Adobe Photoshop 2 (1.0)
f. CIS/ART 148 – Adobe Photoshop 3 (1.0)
g. CIS 152 – Camtasia (1.0)

M/S/C Rodgers/Guinn *to approve the deletion of CIS/ART 134, CIS/ART 135, CIS/ART 136, CIS/ART 146, CIS/ART 147, CIS/ART 148, and CIS 152 from the credit curriculum, effective 2009 - 2010, as presented. The motion carried.*

Val Rodgers explained that CIS/ART 134, 135 and 136 would be replaced by CIS 137, Dreamweaver 1, 2 and 3, a combined three-unit course, and CIS/ART 146, 147 and 148 would be replaced by CIS 149, which is also a combined three-unit course. She further explained that the combined courses would not be cross-referenced with corresponding ART courses.

h. **HIST 122 – History of the Imperial Valley (3.0)**
i. **HIST 226 – Mexican American History, 1821 – 1930 (3.0)**
j. **HIST 227 – Mexican American History, Since 1930 (3.0)**

M/S/C Gretz/Guinn *to approve the deletion of HIST 122, HIST 226 and HIST 227 from the credit curriculum, effective 2009 - 2010, as presented. The motion carried.*

Suzanne Gretz explained that HIST 226 and 227 would be replaced by a new one semester course, HIST 225.

2. **Revised Courses**

a. **HE 102 – Health Education (3.0)**

M/S/C Drury/Rodgers *to approve the revision of the course description and textbook upgrades for HE 102, effective 2009 – 2010, with corrections. The motion carried.*

Corrections were made to the effective academic year (2009 – 2010) and the course repeatability (it is not repeatable). It was also noted that the class limit and the program affected by the revision of the course were not identified on Form 1.

b. **HE 104 – First Aid (3.0)**

M/S/C Gretz/Drury *to approve the revision of the course description, objectives and core content for HE 104, effective 2009 – 2010, with corrections. The motion carried.*

Corrections were made to the effective academic year (2009 – 2010) and the course repeatability (it is not repeatable). It was also noted that the class limit and the program affected by the revision of the course were not identified on Form 1.

c. **PE 127 – Tennis – Advanced (1.0)**
d. **PE 128 – Volleyball (1.0)**
e. **PE 155 – Intercollegiate Volleyball and P.E.**

M/S/C Drury/Guinn *to approve the revision of the course description, objectives and core content for PE 127, PE 128 and PE 155, effective 2009 – 2010, with corrections. The motion carried.*

Corrections were made to the effective academic year (2009 – 2010). It was also noted that the class limit and the program affected by the revision of the course were not identified on Form 1. David Drury stated his intention to decrease the class limit for PE 155 from 24 to 15 students, and Kathy informed him that it would be necessary to provide trend data to support the change.

3. **New Courses**

a. **HIST 225 – Mexican American History (3.0)**

M/S/C Gretz/Drury *to approve the addition of HIST 225, to the credit curriculum, effective 2009 – 2010, as presented. The motion carried.*

A background on the development of HIST 225 was provided. Melani Guinn informed members that SPAN 262 would be eliminated and replaced with a Humanities course that Jose Ruiz is in the process of developing. Carol Lee noted the deadline to submit the new Humanities course for inclusion in the 2009 – 2010 general catalog (April 2, 2009). She also reminded the committee that although the curriculum paperwork reflected that HIST 225 is UC transferable, transferability is not automatic and requires approval by the UC system.

B. Majors and Certificates

1. Revised Majors and Certificates

a. History Major

M/S/C Gretz/Drury *to approve the revision of the History Major, effective 2009 – 2010, as presented. The motion carried.*

III. Discussion Items

IV. Information Items

Prioritization of Replacement Faculty Positions. Kathy stated that it was important for the committee to review the prioritized list of faculty replacement positions at its next meeting and to develop a plan for replacement of the positions. It would be necessary to have this take place before the budget development process begins. In addition to the prioritized list, the committee would review the full-time faculty position vacancies created by resignations and retirements in fall 2008, and vacancies that would result from confirmed retirements at the end of the academic year. Discussion ensued regarding the number of existing full-time temp faculty and prospective retirees. The discussion included comments regarding the revised faculty replacement policy, the scope of the C & I Committee with regard to faculty positions, and the deadline for retirements under the 2 + 2. Members requested copies of the prioritized list of faculty positions and the revised policy before the next C & I meeting.

Budget. Kathy reported that efforts to reduce the cost of the winter intersession were not successful. Preliminary enrollment figures reflected an 11% increase with incredible fill rates; however, winter faculty pay was $300,000 over budget. She surmised the reason for the budget shortfall was that the winter intersession budget was developed based on hourly pay when winter pay is based on pro rata pay. Kathy stated that she would conduct a preliminary analysis to determine the cost of the upcoming summer session. Frances Beope expressed concern regarding the possibility that the summer session would be canceled. She stated that if the summer would be canceled, Student Services needed to know now so that counselors could advise students. Frances also expressed concern that the District was unable to make a timely decision regarding whether to cancel the summer session. Kathy explained that it is very difficult for the District to know what to do without budget information from the state. If summer class offerings were reduced, the primary concern would be that enrollment does not fall below cap. Concern was expressed that if summer class offerings are drastically reduced, the District would lose adjunct faculty and it would be very difficult to get them back. Members acknowledged that a decision regarding the summer session could not be made until after the spring census date.

320 Report. Kathie Westerfield reported she had just completed the 320 report and had actual FTES for fall and positive attendance for summer, and projections for spring and summer that were based on a comparison of the previous year. She explained that if the estimates are accurate, the District experienced growth of 3.2% over last year. The report also reflected that the District was successful in providing access to GE courses to students in winter and summer.

Reimbursement for Online Classes With Lab. Kathy stated she recently learned that the District is reimbursed at a lower rate for online classes with a lab component. Kathie Westerfield explained the reimbursement process stating that online classes are considered to be independent student classes and are based on units. Online classes with a lab component generate less FTES and instructor costs are higher. Kathie urged divisions to consider the total ramifications and not only FTES in the mix when determining whether to offer online courses with a lab component.

Inmate Program. Efrain Silva reported that Dr. Gould was contacted by the correctional facility in Palo Verde to provide services. Dr. Gould requested that he analyze the proposal and set up site visits with Palo Verde and Coastline, which visits should include faculty participation. Efrain has tentatively scheduled a visit to Palo Verde on January 30 and a visit to Coastline on February 11 and requested that faculty interested in participating in the visit contact him directly. Efrain will send the inmate program proposal he wrote a few years ago electronically to members.

V. Other Items - None

VI. Next Regular Meeting – 3:05 p.m., Thursday, January 29, 2009, Board Room
Materials Due: 5:00 p.m., Wednesday, January 21, 2009

Carol Lee announced that Kathy Berry would chair the meeting as she would be on vacation.

VII. Adjournment

The meeting was adjourned at 4:05 p.m.

IMPERIAL VALLEY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
ADOPTED MINUTES
REGULAR MEETING
THURSDAY, MAY 15, 2008
3:00 p.m. – Board Room

Present:	Kathy Berry Krista Byrd Ted Ceasar David Drury	Melani Guinn Gonzalo Huerta Carol Lee David Lopez	Val Rodgers Lianna Zhao David Zielinski	
Consultants:	Frances Beope	Michael Heumann	Efrain Silva	
Absent:	Victor Jaime	Diedre Pollock-Blevins	Robin Ying	Taylor Ruhl
Visitors:	Frank Rapp Frank Miranda	Jessica Waddell Jose Lopez	Mardjan Shokoufi Sara Gaddis *(student)*	Toni Pfister
Recorder:	Linda Amidon			

I. Opening of the Meeting

A. Call to Order of Regular C & I Committee Meeting – Carol Lee, Co-Chair

Carol Lee, Co-Chair, called the regular meeting of the Imperial Valley College Curriculum and Instruction Committee to order at 3:10 p.m. on Thursday, May 15, 2008.

B. Approval of the Minutes of May 1, 2008

M/S/C Drury/Guinn *to approve the C & I meeting minutes of May 1, 2008, with typographical corrections. The motion carried.*

II. ACTION ITEMS

A. CREDIT COURSES

1. <u>Revised Courses</u>

a. AHP 060 – Health Assistant (6.0)

ITEM WAS TABLED

2. <u>Deleted Courses</u>

a. APEL 101 – Electrician I (4.0)
b. APEL 102 – Electrician II (4.0)
c. APEL 103 – Electrician III (4.0)
d. APEL 104 – Electrician IV (4.0)
e. APGN 101 – Generation Mechanic I (4.0)
f. APGN 102 – Generation Mechanic II (4.0)
g. APGN 103 – Generation Mechanic III (4.0)
h. APGN 104 – Generation Mechanic IV (4.0)
i. APLN 101 – Power Lineman I (4.0)
j. APLN 102 – Power Lineman II (4.0)

k. **APLN 103 – Power Lineman III (4.0)**
l. **APLN 104 – Power Lineman IV (4.0)**
m. **APMT 101 – Meter Technician I (4.0)**
n. **APMT 102 – Meter Technician II (4.0)**
o. **APMT 103 – Meter Technician III (4.0)**
p. **APMT 104 – Meter Technician IV (4.0)**
q. **APRL 101 – Relays Technician I (4.0)**
r. **APRL 102 – Relays Technician II (4.0)**
s. **APRL 103 – Relays Technician III (4.0)**
t. **APRL 104 -- Relays Technician IV (4.0)**
u. **APSB 101 – Substation-Electrician I (4.0)**
v. **APSB 102 – Substation-Electrician II (4.0)**
w. **APSB 103 – Substation-Electrician III (4.0)**
x. **APSB 104 – Substation-Electrician IV (4.0)**
y. **APSC 101 – SCADA/Telecommunications I (4.0)**
z. **APSC 102 – SCADA/Telecommunications II (4.0)**
aa. **APSC 103 – SCADA/Telecommunications III (4.0)**
bb. **APSC 104 – SCADA/Telecommunications IV (4.0)**

ALL ITEMS WERE WITHDRAWN

C. MAJORS AND CERTIFICATES

1. Revised Majors and Certificates

a. Business Marketing Major and Certificate

M/S/C Rodgers/Guinn *to approve the revisions to the Business Marketing Major and Certificate to reduce the number of required units in Section II, Acceptable Courses, to 6 units and the number of units required overall to 26 units, and to delete "CR" from the opening, effective with the 2008 - 2009 academic year, as presented. The motion carried.*

2. Deleted Majors and Certificates

b. Transfer Studies Major

M/S/C Guinn/Drury *to approve the deletion of the Transfer Studies Major, effective with the 2008 - 2009 academic year, as presented. The motion carried.*

D. DISTANCE EDUCATION COURSES – ADDENDUM DOCUMENTATION

1. **BUS 132, Business Management (3.0)**
2. **BUS 144, Principles of Marketing (3.0)**

M/S/C Rodgers/Guinn *to approve the Distance Education Addendums for BUS 132 and BUS 144, effective with the 2008 - 2009 academic year, to provide greater access and allow the inclusion of all modalities of learning, as presented. The motion carried.*

III. DISCUSSION ITEMS

A. SLO's

SLO Coordinator Toni Pfister announced she would be making a presentation at the adjunct faculty orientation in August, and she asked committee members if there was anything they would like included in the presentation. Discussion took place regarding the SLO deadlines and members expressed confusion regarding the process, the

definition of certain terms, and the deadlines. The process was clarified to the committee's satisfaction and the deadlines were agreed upon as follows:

1. Identify SLO + Assessment

   50% by September 30
   50% by March 15

2. Collect Data

   Fall 2008
   Spring 2009

3. Evaluate Data and Develop Improvement Plan

   Spring 2009 for data collected Fall 2008
   Fall 2009 for data collected Spring 2009

B. Non-Compliant Certificates

Carol Lee distributed certificate documentation to affected division chairs/deans and explained the process for obtaining approval from the Chancellor's Office to offer the certificates. She explained that if the application for approval was not submitted, it would be necessary to exclude the certificates from the catalog since they would not be authorized. Carol further explained that any award made by the District must be identified in the catalog, including any low-unit certificates. She suggested the committee decide at its next meeting whether to use the term, "Skill Certificate" to identify low-unit certificates. Carol informed the committee that the Chancellor's Office would allow submission of applications without Board approval in order to get them in the queue followed by email indicating the Board's approval.

Members recognized that low-unit certificates couldn't be posted on transcripts and agreed that maintaining a record of the award was not the issue; the real issue is how the records would be maintained and who would maintain them. It was suggested that this item return to the committee for further discussion and a vote.

IV. INFORMATION ITEMS

A. History Major

Carol Lee announced that the History Major was finally approved by the Chancellor's Office.

V. OTHER ITEMS

Carol announced that the Academic Senate would be calling a special meeting on May 30 to review and act upon curriculum items for recommendation to the Board.

VI. NEXT REGULAR MEETING

Next meeting: 3:05 P.M., Thursday, May 29, 2008, Board Room.
Materials Due: 5:00 P.M., Wednesday, May 21, 2008, Instruction Office.

VII. ADJOURNMENT

The meeting was adjourned at 3:58 p.m.

IMPERIAL VALLEY COLLEGE

P.O. Box 158, Imperial, California 92251
(760) 352-8320 • FAX (760) 355-2663

Gary R. Rodgers
Interim Vice President for Academic Services
Email: gary.rodgers@imperial.edu
Telephone: (760) 355-6213
Fax: (760) 355-2663

April 5, 2007

VIA CERTIFIED MAIL

Stephanie Low
Specialist, Academic Planning & Development
Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street
Sacramento, CA 95814-6511

Re: Application for Approval – New Transfer Program
History Associate in Arts Degree Major

Dear Ms. Low:

Enclosed please find an original and two copies of an Application for Approval – New Transfer Program, for a proposed History Associate in Arts degree major.

If you have any questions, please contact me.

Very truly yours,

Gary R. Rodgers
Interim Vice President for Academic Service

GRR:eja

Enclosure

c: Dr. Paul Pai, Superintendent/President

Application Date
March 29, 2007

California Community Colleges

APPLICATION FOR APPROVAL—NEW TRANSFER PROGRAM

History PROPOSED PROGRAM TITLE	Suzanne Gretz CONTACT PERSON
Imperial Valley College COLLEGE	Asst. Professor, History TITLE
Imperial Community College District DISTRICT	(760) 355-6492 PHONE NUMBER
August 2007 PROJECTED PROGRAM START DATE	suzanne.gretz@imperial.edu E-MAIL ADDRESS

☐ CERTIFICATE ☒ A.A. DEGREE ☐ A.S. DEGREE ☐ LIMITED DURATION, until _____

PLANNING SUMMARY

Recommended T.O.P. Code	2205.00	Number of New Faculty Positions	0
Units for Major—Degree	24	Est. Cost, New Equipment	0
Total Units for Degree	63	Type of New/Remodeled Facility	0
Required Units—Certificate		Est. Cost, Library Acquisitions	0
Projected Annual Completers	30	Listed as "projected" on Inventory?	☐ Yes ☒ No
Estimated FTE Faculty Workload	5		

APPROVAL CRITERIA

Approval Criterion	Pg. # in App.	Section	Chancellor's Office Use
MISSION	1	1. Statement of Program Goals and Objectives	
	1	2. Catalog Description	
	2	3. Program Requirements	
	5	4. Background and Rationale	
NEED	6	5. Enrollment and Completer Projections	
	6	6. Place of Program in Curriculum/Similar Programs	
	6	7. Similar Programs at Other Colleges in Service Area	
QUALITY	7	8. Display of Proposed Sequence	
	11	9. Outlines of Record for Required Courses	
	8	10. Transfer Documentation	
	9	11. Program Evaluation Plan	
FEASIBILITY	9	12. Library and/or Learning Resources Plan	
	9	13. Facilities and Equipment Plan	
	9	14. Financial Support Plan	
	9	15. Faculty Qualifications and Availability	
COMPLIANCE	10	16. Model Curriculum	
	10	17. Licensing or Accreditation Standards	
	10	18. Student Selection and Fees	

SUBMIT ONE ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES—NEW TRANSFER PROGRAM

Program History College Imperial Valley College

LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

DATE	SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER	TYPED OR PRINTED NAME
3/29/07		Dr. Robin Ying

LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. It has been determined that this program substantially satisfies the lower-division courswork requirements for an applicable major at four-year colleges where students would be likely to transfer.

DATE	SIGNATURE	TYPED OR PRINTED NAME
3-28-07	Carol Lee, ARTICULATION OFFICER	Carol Lee
3-28-07	Carol Lee, CHAIR, CURRICULUM COMMITTEE	Carol Lee
3/28/07	CHIEF INSTRUCTIONAL OFFICER	Gary Rodgers
3/28/07	Dennis W. Carnes, PRESIDENT, ACADEMIC SENATE	Dr. Dennis Carnes

COLLEGE PRESIDENT

All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed instructional program.

DATE	SIGNATURE, PRESIDENT OF THE COLLEGE	TYPED OR PRINTED NAME
3/28/07		Dr. Paul Pai

DISTRICT APPROVAL

On March 21, 2007, the governing board of Imperial Community College District approved the instructional program attached to this application.

DATE	SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT	TYPED OR PRINTED NAME
3/28/07		Dr. Paul Pai

FORM 2
IMPERIAL VALLEY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE
COURSE AND MAJOR/CERTIFICATE CHANGES

Action of C&I Committee
(MSC Approved) Byrd/Zhao
(MSC Denied/Tabled)
Date of Meeting: 11-30-06

____	Change in description of existing major	____	Change in Core Content
____	Change in description of existing certificate	____	Change in Objectives
X	Description of new major	____	Change in Methods of Evaluation
____	Description of new certificate	____	Inactive Major (3 Year Maximum)
____	Deletion of existing major	____	Inactive Certificate (3 Year Maximum)
____	Deletion of existing certificate	____	Inactive Course(s) (3 Year Maximum)

NOTE: If changes are made in the catalog information, e.g., title, number, units, lec/lab hours, prerequisites, or description, do not use this form. Submit Course Change form. If a new program is being proposed, or if an existing program is greatly modified or restructured, contact the CIO's office for forms to be submitted to the Chancellor's Office.

For Major and/or Certificate changes type the new major and/or certificate or revised section(s) that will appear in the catalog. For course outline changes, attach the section(s) that has been revised.

The Associate in Arts degree in history prepares students to transfer to four-year institutions for continued study in the fields of history or other social sciences. This degree program fulfills the lower division requirements for those intending to major in history at San Diego State University and is typical of requirements at other four-year schools. For specific requirements, transfer students should consult the catalog of the college or university of their choice. A history major provides useful background for students in such fields as history, education, political science, and law.

SIGNATURE(S): *The Proposer and Division Chairperson/Administrator are required signatures for submission. The Academic Senate Representative and Chief Instruction Officer sign AFTER the C&I Committee review and decision.*

Proposed by: Suzanne Stoltz	11/21/06	Carol Lee	11-17-06
Name/Signature	Date	Academic Senate Representative	Date
[illegible]	11-17-06	[illegible]	3/28/07
Division Chairperson/Administrator	Date	Chief Instruction Officer	Date

HISTORY

ASSOCIATE OF ARTS DEGREE PROGRAM

MISSION

1. Statement of Program Goals and Objectives

   The primary goal of this program is to prepare students for transfer into baccalaureate majors in history and history education. The required courses in this major are transferable to four-year colleges, specifically to the CSU and UC systems. The objectives of the program are:

   - To provide students with foundational knowledge in history
   - To introduce students to the study of history as an academic discipline
   - To prepare students to undertake historical study at the upper division college level
   - To prepare students to critically analyze historical materials, both primary and secondary sources
   - To introduce students to the variety of career choices a student with a bachelor's degree is history can successfully pursue

2. Catalog Description

   The Associate in Arts degree in history prepares students to transfer to four-year institutions for continued study in the fields of history or other social sciences. This degree program fulfills the lower division requirements for those intending to major in history at San Diego State University and is typical of requirements at other four-year schools. For specific requirements, transfer students should consult the catalog of the college or university of their choice. A history major provides useful background for students in such fields as history, education, political science and law.

3. Program Requirements

Imperial Valley College requires sixty (60) degree applicable units for graduation.

History Associate of Arts Degree Requirements

Core Requirement **12 units**

All majors are required to take:

History 100	Early World History	3 units
History 101	Modern World History	3 units
History 120	United States to 1877	3 units
History 121	United States since 1877	3 units

Electives **9 units**

All majors are required to select 3 of the following courses.
Students are encouraged to select elective courses which cover the history of different areas of the world.

History 110	Early Western Civilization	3 units
History 111	Modern Western Civilization	3 units
History 122	History of the Imperial Valley	3 units
History 130	Early Latin America	3 units
History 131	Modern Latin America	3 units
History 132	History of Mexico	3 units
History 140	East Asian History	3 units
History 150	Survey of African History	3 units
History 160	Middle Eastern from 600	3 units
History 220	Women in American History	3 units
History 222	History of California	3 units
History 223	History of the American West	3 units
History 226	Mexican American History, 1821-1930	3 units
History 227	Mexican American History Since 1930	3 units

Capstone **3 units**

All majors are required to take the following course. It is a variable topic course which will introduce the student to basic principles of historical research and writing that will be required at the upper division level. It is designed to be taken by students in their last semester in the program.

History 280	Research Topics in History	3 units

Total number of units for major **24 units**

Foreign language competency strongly recommended, particularly for those intending to pursue advanced study in history beyond the bachelor's degree level.

In addition to the requirements for the associate degree in history, students are required to meet the following graduation requirements:

Institutional Requirements

A. American Institutions – Political Science 102 and History 120 or History 121 (6 units)
B. Health Education – Health Education 102 or Health Education 100 (3 units)
C. Physical Education 100 (2 units) and Physical Education Activity Course (1 unit) (3 units)

State Competency Requirements

A. Math Competency (pass exam or Math 090)
B. Reading Competency (pass exam or English 089 or English 111)

General Education

A. Language and Rationality
    1. English Composition – English 101 (3 units)
    2. Communication & Analytical Thinking (3 units)
B. Natural Science (3 units)
C. Humanities (3 units)
D. Social and Behavioral Sciences (3 units)
E. Elective (3 units)

Course Offering Plan

In order to insure students have access to all possible elective courses, history faculty members have developed the following matrix of proposed course offerings for the next two years:

Fall 2007	**Spring 2008**	**Fall 2008**	**Spring 2009**
Hist 100 Early World	Hist 100 Early World	Hist 100 Early World	Hist 100 Early World
Hist 101 Modern World	Hist 101 Modern World	Hist 101 Modern World	Hist 101 Modern World
Hist 110 Early Western Civ	Hist 110 Early Western Civ	Hist 110 Early Western Civ	Hist 110 Early Western Civ
Hist 111 Modern Western Civ	Hist 111 Modern Western Civ	Hist 111 Modern Western Civ	Hist 111 Modern Western Civ
Hist 120 U.S. to 1877	Hist 120 U.S. to 1877	Hist 120 U.S. to 1877	Hist 120 U.S. to 1877
Hist 121 U.S. from 1877	Hist 121 U.S. from 1877	Hist 121 U.S. from 1877	Hist 121 U.S. from 1877
Hist 130 Early Latin America	Hist 131 Modern Latin America	Hist 122 Imperial Valley	Hist 131 Modern Latin America
Hist 132 Mexico	Hist 160 Middle East	Hist 130 Early Latin America	Hist 160 Middle East
Hist 140 East Asia	Hist 220 American Women	Hist 132 Mexico	Hist 220 American Women
Hist 222 California	Hist 227 Mexican American, 1821 to 1930	Hist 150 Africa	Hist 223 U.S. West
Hist 226 Mexican American, 1821 to 1930	Hist 280 Research Topics	Hist 222 California	Hist 227 Mexican American Since 1930
		Hist 226 Mexican American, 1821 to 1930	Hist 280 Research Topics

4. Background and Rationale

This history associate degree program grew from a desire to meet a specific demand of current and prospective Imperial Valley College students. Study in the field of history provides important training for historians and educators, but also provides key skills necessary in a wide variety of possible careers. A review other California community colleges revealed that the majority of institutions have history Associate degree programs. The goal has been to take courses which are already approved and being offered, and combine them into a degree program which will provide students with a general introduction to and background in history that will prepare them well to transfer to a four-year institution.

The History Associate of Arts degree was designed to meet a number of institutional and programmatic goals. As a transfer program it was designed to thoroughly prepare a student to excel in a history bachelor's degree program and to maximize the number of potential transfer institutions for which a student would be prepared. Also, the program was designed to support Imperial Valley College's developing institutional student learning outcomes. All courses in the history department require mastery of specific course content, experience in information retrieval and analysis, practice in different communication skills: reading, writing and oral presentation, as well as critical thinking skills.

The core requirements of the degree program are critical to the student's college success. The American History survey sequence meets the need for study in American history and institutions that is required of nearly all students in California's public higher education systems. Additionally, it is a lower division requirement for nearly all four-year colleges. The World History sequence begins to provide the student with an awareness of the global community and again, is a lower division history requirement at many colleges.

The electives are provided as a way for the student to be exposed to the different societies and cultures of the world while also exploring the way that professional historical study is structured. By allowing a broad range of elective choices, the student can choose to explore a number of different interests, or can focus learning in one specialized area. The electives also provide instruction in non-Western history, a lower division requirement at some four-year institutions.

The capstone course, History 280, is designed as both a culmination of the Associate of Arts degree and a transitional course to upper division study. The main focus of the course is to expose the student to a detailed exploration of a particular topic and guide the student step-by-step in preparing a research paper which contains the appropriate content, structure, and format expected in upper division course work. This intensive, hands-on work with the instructor will prepare the student to duplicate this research and writing effort on his or her own at a four-year college. The course also exposes the student to the study of history as a discipline, including basic historiography and potential career paths for history degree graduates. The degree program should prepare the student well for their further educational and career objectives.

NEED

5. Enrollment and Completer Projections

Number of core courses offered annually:

Hist 100 8
Hist 101 2
Hist 120 28
Hist 121 28
Total Core Courses Offered: ...68

There is no anticipated expansion of courses at this time.

Annual student headcount in sections (estimated): 2560

Number of program completers (estimated for first year): 10

Number of program completers (estimated for third year): 30

6. Place of Program in Curriculum/Similar Programs

This program does not replace any existing program in the inventory. No programs need to be removed or modified.

The closest related existing program at Imperial Valley College would be the A.A. degree in Social Science. The Social Science degree would be of limited help to students who plan to major in history at a four-year institution since students are required to take no more than one three unit course in history to attain the degree. The history program might pull a small number of students from the Social Science program – students who would pursue a degree in history if it were available.

This program will not require any additional resources. This program will fill a gap in the current offerings, using the current resources available.

7. Similar Programs at Other Colleges in Service Area

Imperial Valley College is an isolated, rural college in southeastern California. The only nearby colleges offering similar programs are College of the Desert (95 miles away) and Cuyamaca College (80 miles away). Their programs, along with similar programs at other community colleges were surveyed in the development of this program.

QUALITY

8. Display of Proposed Sequence

Students who are prepared for college level work upon admission to Imperial Valley College will be able to complete the courses required for the A.A. degree in history, as well as fulfill requirements for transfer preparation, within two years. The following is a sample student program:

Semester 1

HIST 100	3
HIST 120	3
PSYCH 101 (BSS Elect)	3
ART 100 (Humanities Elect)	3
ENGL 101	3
	15

Semester 2

HIST 101	3
HIST 121	3
SPCH 100 (Comm. & Analyt)	3
MATH 120	3
BIOL 100 (Life Sci + L)	4
	16

Semester 3

HIST Elect	3
HIST Elect	3
GEOL 110 (Phys Sci)	3
SPAN 100 (FL)	5
POLS 102	3
	17

Semester 4

HIST Elect	3
HIST 280	3
ENGL 201	3
HE 102	3
PHYS ED 100 & PHYS ACT	3
	15

Total Units	63

9. Outlines of Record for Required Courses

Outlines of record for all core courses and electives required for this degree program are located in the Appendix.

10. Transfer Documentation

History: Imperial Valley College – San Diego State University		
Required Courses, A.A. in History, Imperial Valley College	Articulation Status and Comments	Required lower-division courses, B.A. in History
History 100	articulated	Hist 100 World History
History 101	articulated	Hist 101 World History
History 120	articulated	Hist 109 American History to Reconstruction
History 121	articulated	Hist 110 American History Since the Civil War

History: Imperial Valley College – California State University, San Marcos		
Required Courses, A.A. in History, Imperial Valley College	Articulation Status and Comments	Required lower-division courses, B.A. in History
History 100	articulated	Hist 201 World Civilizations to 1500
History 101	articulated	Hist 202 World Civilizations from 1500 to Present
History 120	articulated	Hist 130 U.S. History 1500-1865
History 121	articulated	Hist 131 U.S. History 1865 to Present

History: Imperial Valley College – California State University, San Bernardino		
Required Courses, A.A. in History, Imperial Valley College	Articulation Status and Comments	Required lower-division courses, B.A. in History
History 100	Articulated/Hist 140 & 142 cover same time period as IVC Hist 100	Hist 140/Hist 142 World Civilizations I & II
History 101	articulated	Hist 144 World Civilizations III
History 120	articulated	Hist 200 American History to 1877
History 121	articulated	Hist 201 American History 1877 to Present

11. Program Evaluation Plan

This program will be reviewed on a regular basis as part of the program review plan for the Behavioral and Social Science Division. The program review plan for Imperial Valley College has been approved and will be conducted every three years.

FEASIBILITY

12. Library and/or Learning Resources Plan

Since the History degree program is utilizing courses which are already in existence, it is not necessary to augment the existing library and learning resources. A review of existing library and learning resources takes place informally on a regular basis.

13. Facilities and Equipment Plan

Since the History degree program is utilizing courses which are already in existence and being offered on a regular basis, no new facilities or equipment will be required.

14. Financial Support Plan

Since the History degree program is utilizing courses which are already in existence, there will be no additional costs incurred.

15. Faculty Qualifications and Availability

The courses offered through the History program have been offered through the work of five full time history instructors and approximately three adjunct faculty members. One new full time faculty was recently hired as part of a campus-wide expansion of instructional offerings. All of the elective history courses are available on a rotating basis through the history department. Each semester there will be three to five electives offered in addition to the core history courses. The Capstone History 280 Research Topics course will be offered once a year.

Since the History degree program is utilizing courses which are already offered by Imperial Valley College, there is no immediate need for additional faculty.

COMPLIANCE

16. Model Curriculum

    Not applicable.

17. Licensing or Accreditation Standards

    Not applicable.

18. Student Selection and Fees

    Imperial Valley College maintains a policy of open enrollment for all degree programs. Any student of Imperial Valley College is eligible for this program.

Appendix

Course Outlines

History

Associate of Arts Degree Program

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE-OF-RECORD

DIVISION: Behavioral & Social Sciences **DATE:** November 2006

COURSE TITLE: Early World History **COURSE NO.:** History 100 **UNITS:** 3.0

LEC HRS. 3.0 **LAB HRS.** ___ **HRS. TBA**

If cross-referenced, please complete the following

COURSE NO.(s) _ **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

Early World History is a broad survey of the diverse societies of Africa, Asia, Europe, the Americas, and Oceania from prehistory through the 1400s. This course seeks to describe the emergence and development of civilizations, societies, trade, religions and cultures, and to recognize the interconnections between different peoples and across time.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

_X_ Course must be taken on a "letter-grade" basis only.
____ Course may be taken on a "credit" basis or for a letter grade.
____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Identify and describe the basic characteristics of human prehistory before the establishment of complex societies.

2. Identify and describe the basic characteristics of the earliest complex societies of the Middle East, Africa, South and East Asia, the Americas, and Oceania.

3. Explain the reasons for the emergence, and define the chief characteristics of the classical civilizations and empires of Persia, China, India, Greece and Rome.

4. Describe the main structures and characteristics of the post-classical civilizations of the Byzantine, Islamic and Chinese Empires, India, and medieval Europe.

5. Explain the rise and important characteristics of the Nomadic Empires of Eurasia, the Sub-Saharan African Kingdoms, Western Europe and the Americas after 1000 C.E.

6. Describe the patterns of trade and cross-cultural interaction during different eras in world history.

7. Explain the origins, basic belief structures and patterns of expansion of the major world religions.

8. Analyze and describe the social dimensions of ancient and pre-modern societies such as government, politics, law, science, technology, family and gender relations.

9. Analyze and describe the cultural practices of ancient and pre-modern societies such as art, literature, religious practice and expression.

10. Exhibit knowledge of world geography.

11. Exhibit awareness of how different people in different times and places have viewed themselves, viewed others, and viewed the world around them.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Prehistory	5%
Earliest Complex Societies of Mesopotamia, Egypt, India, China, Mesoamerica, Andean Region and Oceania	16%
Classical Empires of Persia, China, India, Greece and Rome	16%
Emergence of, basic tenets of, and early spread of Zoroastrianism, Confucianism, Daoism, Buddhism, Greek Philosophy and Christianity	16%
Cross-cultural trade and interaction in the classical period	5%
Post-classical civilizations of Byzantium, China, India and Western Europe	15%
Emergence and spread of Islam and the Islamic Empire	6%
Nomadic Empires of Eurasia, Sub-Saharan African Kingdoms, Western Europe during the High Middle Ages, and the later kingdoms of the Americas and Oceania	16%
Cross-cultural trade and interaction in the period after 1000 C.E.	5%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay __X__ **Class Activity** __X__ **Written Assignments** X

Problem Solving Exercise ___ **Final Exam** __X__ **Oral Assignments** X

Skill Demonstration_____ **Objective** X **Quizzes** ___X

Other_____

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer Assisted Instruction	X	**Individual Assistance**		**Simulation/ Case Study**	
On-Line	X				

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ____

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors will choose from the following textbooks and supplements:

Bentley, Jerry H. & Ziegler, Herbert F. *Traditions & Encounters: A Global Perspective on the Past*, Vol. 1. 3rd Edition. McGraw Hill, 2006.

Bulliet, Richard W., et al. *The Earth and Its Peoples*, Vol. 1, 4th ed. Houghton Mifflin, 2008

Lockard, Craig, *Societies, Networks & Transitions*, Vol.1. Houghton Mifflin, 2008

McKay, John, et al. *A History of World Societies*, Vol. 1, 7th ed. Houghton Mifflin, 2006

Supplements:

Andrea, Alfred J. & Overfield, James. *The Human Record: Sources of Global History*, Vol. 1, 6th Ed. Houghton Mifflin, 2008

Homer, *The Odyssey*, Penguin, 2003

Homer, *The Iliad*, Penguin, 2003

Chaucer, *Canterbury Tales*, Penguin, 2001

Sherman, Dennis, et al. *World Civilizations: Sources, Images and Interpretations*, Vol. 1, 4th ed. McGraw Hill, 2006

Sun Tzu, *The Art of War*, Dover Publ. 2002

Weisner, Merry E. et al. *Discovering the Global Past: A Look at the Evidence*, Vol. 1 3rd ed. Houghton Mifflin, 2007

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE-OF-RECORD

DIVISION: Behavioral & Social Sciences **DATE:** November 2006

COURSE TITLE: Modern World History **COURSE NO.:** History 101 **UNITS:** 3.0

LEC HRS. 3.0 **LAB HRS.** ___ **HRS. TBA**

If cross-referenced, please complete the following

COURSE NO.(s) _ **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

Modern World History is a broad survey of the diverse societies of Africa, Asia, Europe, the Americas, and Oceania from the 1400s to the present. This course emphasizes the political, cultural, social, imperial, and trade connections between western and non-western societies of the modern era.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

____ Course must be taken on a "letter-grade" basis only.
____ Course may be taken on a "credit" basis or for a letter grade.
____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Demonstrate a knowledge of world geography and its influence on human history.
2. Describe how political, economic and intellectual forces paved the way for revolutionary changes in world governments and the rise of nation-states.
3. Identify and analyze world reactions to European expansion in Africa, Asia and the Americas.
4. Describe the impact of the Industrial Revolution on world civilizations.
5. Analyze the growth of modernity in a global context.
6. Discuss the social, economic and political factors at work in China, Japan, Europe and America in the period between 1850 and 1914.
7. Demonstrate knowledge of the causes of World War I and the changes caused by the war.
8. Summarize the causes of World War II and the worldwide political and economic changes that resulted from the war.

9. Assess the Cold War and its effects on the emerging nations of Latin America, Africa, and Asia.

10. Evaluate the post-Cold War world and the implications for the future.

11. Demonstrate knowledge of terrorism and nationalism in the 21st century.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
World geography	10%
Rise of nation states in Europe and Asia	10%
European expansion and its implications for Africa, Asia, Europe and the Americas	10%
Impact of the Industrial Revolution on world civilizations and the growth of modernity	10%
Social, economic, and political upheaval in China, Japan, Europe and America between 1850 and 1914	10%
World War I – causes and consequences	10%
World War II – causes and consequences	10%
Cold War and its impact on the emerging nations of Latin American, Africa, and Asia	10%
Post-Cold War realities and future implications	10%
Terrorism and nationalism in the 21st century	10%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay __X__ **Class Activity** __X__ **Written Assignments** __X__

Problem Solving Exercise __X__ **Final Exam** __X__ **Oral Assignments** __X__

Skill Demonstration X__ **Objective** X__ **Quizzes** X

Other_____

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture __X__ **Discussion** __X__ **Demonstration**

Audio Visual __X__ **Group Activity** __X__ **Lab Activity**

Computer Assisted Instruction X	**Individual Assistance** X	**Simulation/ Case Study**

On-Line X

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ____

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors will choose from the following textbooks and supplements:

Bentley, Jerry H. & Ziegler, Herbert F. *Traditions & Encounters: A Global Perspective on the Past*, Vol. 2. 3rd Edition. McGraw Hill, 2006.

Bulliet, Richard W., et al. *The Earth and Its Peoples*, Vol. 2, 4th ed. Houghton Mifflin, 2008

Lockard, Craig, *Societies, Networks & Transitions*, Vol. 2. Houghton Mifflin, 2008

McKay, John, et al. *A History of World Societies*, Vol. 2, 7th ed. Houghton Mifflin, 2006

Supplements:

Austen, Jane. *Pride and Prejudice*, Penguin Classic, 2002

Burgess, Anthony. *A Clockwork Orange*, W.W. Norton & Co., 1986

Kurlansky, Mark. *Salt: A World History*, Penguin Books, 2003

More, Thomas. *Utopia*, Penguin Books, 2003

Orwell, George, *1984*, Signet Classic, 2002

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** November, 15, 2006

COURSE TITLE: Early Western Civilization **COURSE NO.:** Hist 110 (Formerly 4A) **UNITS:** 3
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** ___

If cross-referenced, please complete the following

COURSE NO.(s) _____ **COURSE TITLE:** _____

I. COURSE/CATALOG DESCRIPTION:

This course is a survey of the major developments in the Western heritage from the world of the ancient Greeks to 16th century Europe. Emphasis will be placed on the foundations of Western culture, religion, politics, economics, and society.

II. A. PREREQUISITES, if any:

None

B. CO-REQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Describe the importance of the Neolithic revolution, the evolution of writing and the beginning of history.

2. Identify the earliest civilizations that were found in the lands bordering the Eastern Mediterranean.

3. Distinguish the characteristics of the Greek society that became the basis for Western Civilization and those unique elements that separated them from other cultures.

4. Explain the contributions of the Romans in the fields of politics, philosophy, literature, art, science and law to Europe, Africa and the Middle East.

5. Describe the relation between the Roman Empire and the growth of Christianity until it became the official religion.

6. Contrast the characteristics of the Middle Ages in western, central and eastern Europe and discuss the question of whether Feudalism ever existed.

7. Explain the conditions in Europe which brought about an awakening of economic, spiritual, and political energy known as the High Middle Ages.

8. Identify the forces which created a new era of accelerated change that manifested itself in three large movements: Renaissance, Reform and Exploration.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. The Neolithic revolution, the evolution of writing and the beginning of history.	10%
2. The earliest civilizations found in the lands bordering the Eastern Mediterranean.	10%
3. The Greek society as the basis for Western Civilization and those unique elements that separated them from other cultures.	10%
4. The contributions of the Romans in the fields of politics, philosophy, literature, art, science and law to Europe, Africa and the Middle East.	10%
5. The relation between the Roman Empire and the growth of Christianity until it became the official religion.	10%
6. The Middle Ages in western, central and eastern Europe and discuss the question whether Feudalism ever existed.	10%
7. The conditions in Europe which brought about an awakening of economic, spiritual, and political energy known as the High Middle Ages.	20%
8. The forces which created a new era of accelerated change that manifested itself in three large movements: Renaissance, Reform and Exploration.	20%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise		**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration		**Objective**	X	**Quizzes**	X
Other					

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer Assisted Instruction	X	**Individual Assistance**		**Simulation/ Case Study**	

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. _____

Other _____

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors will select from the following textbooks and supplements:

Ahmed, Leila. *Women and Gender in Islam: Historical Roots of a Modern Debate.* Yale University Press, 1993.

Beard, Mary, et. al. *Religions of Rome, 2 vols.* Cambridge: Cambridge University Press, 1998.

Constable, Giles. *The Reformation of the Twelfth Century.* Princeton: Cambridge University Press, 1998.

Ehrenberg, Margaret. *Women in Prehistory.* Norman, University of Oklahoma, 1990.

Hunt, Lynn, et. al., *The Making of the West: Peoples and Culture, A Concise History.* 2nd ed. Vol. 1. Boston: Bedford/St. Matins, 2006.

Hunt, Lynn, et. al., *Sources of The Making of the West: Peoples and Culture, A Concise History.* 2nd ed. Vol. 1. Boston: Bedford/St. Martins, 2006.

Kirkpatrick, Robin. *The European Renaissance, 1400-1600.* New York: Longman, 2002.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History. 5th ed. Boston:* Bedford/St. Martins, 2006.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** November 15, 2006

COURSE TITLE: Modern Western Civilization **COURSE NO.:** Hist 111 (Formerly 4B) **UNITS:** 3
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** ___

If cross-referenced, please complete the following

COURSE NO.(s) _____ **COURSE TITLE:** _____

I. COURSE/CATALOG DESCRIPTION:

This course is a survey of the major developments in the Western heritage from the 17th century to the present. Emphasis will be placed on the political, economic, cultural, social and intellectual changes and developments in Western society which have led to our modern global society.

II. A. PREREQUISITES, if any:

None

B. CO-REQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

The student will be able to demonstrate:

1. That the 17th and 18th centuries constitute a period marked by political, social and intellectual developments that paved the way for revolutionary changes in European society and politics.

2. That the ideals of the French Revolution brought about significant political, economic and social changes which affected not only France but the rest of Europe as well.

3. That the revolutionary era had bequeathed to Europe an intensified spirit of nationalism and liberalism which sometimes worked in harmony and sometimes in opposition.

4. That the relatively calm decades after 1871 were actually marked by political, social and economic forces which aggravated old problems and created new ones culminating in the outbreak of war.

5. That the outbreak of war in 1914 marked the opening of a new and unsettled era leading to political, social and economic instability and the uneasy search for security leading to World War II.

6. That World War II witnessed the development of a new global balance of power which weakened

European influence in world affairs and left the U.S. and the Soviet Union the leaders of two great opposing social and political systems.

7. That the Revolutions of 1989 and the formation of the European Union realigned Europe and it placed it in a unique position in world affairs of the 21st Century.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. The 17th and 18th centuries constitute a period marked by political, social and intellectual developments that paved the way for revolutionary changes in European society and politics.	15%
2. The ideals of the French Revolution brought about significant political, economic and social changes which affected not only France but the rest of Europe as well.	15%
3. The revolutionary era had bequeathed to Europe an intensified spirit of nationalism and liberalism which sometimes worked in harmony and sometimes in opposition.	15%
4. The relatively calm decades after 1871 were actually marked by political, social and economic forces which aggravated old problems and created new ones culminating in the outbreak of war.	15%
5. The outbreak of war in 1914 marked the opening of a new and unsettled era leading to political, social and economic instability and the uneasy search for security leading to World War II.	15%
6. The World War II witnessed the development of a new global balance of power which weakened European influence in world affairs and left the U.S. and the Soviet Union the leaders of two great opposing social and political systems.	15%
7. The Revolutions of 1989 and the formation of the European Union realigned Europe and it placed it in a unique position in world affairs of the 21st Century.	10%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise		**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration		**Objective**	X	**Quizzes**	X
Other					

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	X
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer					

Assisted Instruction X

Individual Simulation/ Assistance X

Case Study ____

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ____

Other _____

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors will choose from the following textbooks and supplements:

Hunt, Lynn, et. al., *The Making of the West: Peoples and Culture, A Concise History*. 2nd ed. Vol. 2. Boston: Bedford/St. Martins, 2006.

Hunt, Lynn, et. al., *Sources of The Making of the West: Peoples and Culture, A Concise History*. 2nd ed. Vol. 2. Boston: Bedford/St. Martins, 2006.

Kors, Peter. *The Enlightenment: an Interpretation.* W.W. Norton & Company, 1996.

More, Charles. *Understanding the Industrial Revolution.* 2000.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History. 5th ed. Boston:* Bedford/St. Martins, 2006.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** February 6, 2006

COURSE TITLE: United States to 1877 **COURSE NO.:** Hist 120* **UNITS:** 3
(*Formerly Hist 17A)

LEC HRS. 3 **LAB HRS.** _____ **HRS. TBA** _____

If cross-referenced, please complete the following

COURSE NO.(s) _____ **COURSE TITLE** _____

I. COURSE/CATALOG DESCRIPTION:

This course is a survey of American history from the pre-Columbian era to the end of Reconstruction. This course will cover the major political, economic, social, gender, racial, cultural and intellectual transformations of the colonial and early American eras. At the completion of this course students will have a broad understanding of the most important ideas, personalities, movements, and events in the colonial and early American periods.

II. A. PREREQUISITES, if any:

None

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
_____ Course may be taken on a "credit" basis or for a letter grade.
_____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon successful completion of the course the student will be able to:
Identify the major events and key intellectual, cultural, social, political and economic trends in United States history from the pre-Columbian period to1877, and identify and understand the significance of important personalities and ideas in United States history before 1877. Specifically:

a. Describe the peoples and cultures existing in North America before European contact;
b. Describe European exploration of North America and early colonization efforts;
c. Describe the British colonies of North America and explain the role of the colonies within the British empire.
d. Discuss and analyze labor relations, indentured servants and slavery in British North America;
e. Understand colonial-Native American and U.S.-Native American relations;
f. Understand the factors that led to the American Revolution and the key events, personalities and effects of the Revolutionary War;
g. Understand how the American political and legal system was created and how it functioned in the early national period;
h. Identify important political trends and figures and the rise of political parties in ante-bellum America;
i. Understand U.S. foreign policy before 1877;
j. Explain the evolution of the market economy of the nineteenth century;
k. Explain how technology shaped culture, social arrangements, leisure, family life, and work;
l. Understand how immigrants impacted society, politics and culture;
m. Explain the status of women before 1877;
n. Understand the role of sectionalism in early American history;
o. Describe how religion impacted society, intellectual currents, and political thought;
p. Analyze Westward expansion, Manifest Destiny and the Mexican-American War;
q. Discuss the major factors that led to the Civil War and the key events and personalities of that war;
r. Understand the significance of the Civil War on society, race relations, economics, and politics;
s. Describe the process of post-Civil War Reconstruction and the challenges and opportunities faced by the nation and people until 1877.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Indigenous people of North America before contact	5
European exploration and colonization of North America	5
British colonization in North America	6
Labor problems and slavery	6
The Enlightenment and the causes of the American Revolution	6
The American Revolutionary War	6
The Articles of Confederation and the Constitution	7
Politics, economics and international relations in the Early National period	6
Western exploration and settlement; conflicts with Native Americans	6
War of 1812 and the Era of Good Feelings	5
Market and transportation revolutions, labor and immigration	6
Class and politics in the 1820s - 1830s	6
The Second Great Awakening and the rise of associations: social reform, abolitionism and women's rights.	6
Westward expansion, the Texas rebellion, and the Mexican-American War.	6
Political, social, and economic causes of the Civil War.	6
The Civil War	6
The Reconstruction period	6

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise		**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration		**Objective**	X	**Quizzes**	X

Other map exercises, class presentations

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer Assisted Instruction	X	**Individual Assistance**	X	**Simulation/ Case Study**	

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other Course is appropriate for on-line instruction

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors choose from among the following college level texts and supplementary materials, including but not limited to:

Boyer, Paul et. al., The Enduring Vision Vol. 1. Houghton Mifflin, Co., 2003.

Faragher, John Mack et al. Out of Many: A History of the American People Vol. 1 5th ed. Prentice Hall, 2006.

Boydston et al, Making a Nation: The United States and Its People Vol. 1. Prentice Hall, 2002.

J. Davidson et al, Nation of Nations: A Narrative History of the American Republic Vol. 1, 4th ed. McGraw-Hill, 2001.

Berkin, Carol et. al., Making America: A History of the United States Vol. 1, 3rd ed. Houghton Mifflin, 2003.

Foner, Eric, Give Me Liberty!: An American History, Vol. 1, W.W. Norton, 2005

Davidson, James and Lytle, Mark, After the Fact: The Art of Historical Detection 4th ed. McGraw-Hill, 2002.

Truth, Sojourner, Narrative of Sojourner Truth, Dover, 1997

Abbott, Kathryn and Minter, Patricia, Many Lives, Many Stories: A Biography Reader Vol. 1. Prentice Hall, 2003.

Geoquest United States: Interactive Maps for United States History. Houghton Mifflin, 2003.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** February 6, 2006

COURSE TITLE: United States from 1877 **COURSE NO.:** Hist 121* UNITS: 3
*(Formerly Hist 17B)

LEC HRS. 3 **LAB HRS.** _____ **HRS. TBA** _____

If cross-referenced, please complete the following

COURSE NO.(s) _____ **COURSE TITLE** _____

I. COURSE/CATALOG DESCRIPTION:

This course is a survey of American history from the end of Reconstruction to the present. This course will cover the major political, economic, social, gender, racial, cultural and intellectual transformations of the modern American eras. Of special note will be an examination of America's rise to global power. At the completion of this course students will have a broad understanding of the most important ideas, personalities, movements, and events in the modern period.

II. A. PREREQUISITES, if any:

None

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
_____ Course may be taken on a "credit" basis or for a letter grade.
_____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon successful completion of the course the student will be able to:

Identify the major events and key intellectual, cultural, social, political and economic trends in United States history since 1877, and identify and understand the significance of important personalities and ideas in United States history since 1877. Specifically:

a. Describe the movement of Americans into the trans-Mississippi west after 1877, the development of western industries and its impact on Native peoples;
b. Describe the causes and consequences of the second industrial revolution and the rise of American corporations;
c. Discuss the main trends in American politics during the Gilded Age including issues of labor, immigration and urbanization;
d. Explain the changing social, gender and class roles and experiences in the late-19th century;
e. Describe the rise of American imperialism and its effects in the Pacific, the Caribbean and Latin America;
f. Discuss the rise of the new political ideas of Populism and Progressivism and explain the changes they brought to American political, economic and social life;
g. Explain the causes, key events and consequences of World War I;
h. Discuss the main social and cultural trends of the 1920s, including the growth of modernism and the concurrent conservatism;
i. Explain the economic situation of the 1920s and the causes of the Great Depression;
j. Discuss the programs and policies of the New Deal, both successes and failures;
k. Describe the causes of World War II, the reasons for United States involvement, the key events of the war, and its effect on the homefront;
l. Discuss the causes of the Cold War and the events that led to the tensions between the U.S. and the U.S.S.R. in the post-war world;
m. Explain the policies and events of the Cold War of the 1950s, especially the Korean war, nuclear weapons, American interventionism, and Cuba;
n. Discuss the culture and society of America in the 1950s;
o. Describe the causes, key events, and successes of the black Civil Rights movement;
p. Describe the spread of civil rights activities to other groups (Chicanos, women, gays, Indians) and other areas (personal freedom, environmentalism, political action).

q. Discuss the causes, key events and consequences of the Vietnam War;

r. Describe the post-Vietnam war domestic and foreign policies and events;

s. Discuss the rise and success of the Conservative movement in America beginning in the 1970s;

t. Describe the end of the Cold War and the problems and opportunities facing the United States in the 21st century.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Westward expansion and development after 1877: railroads, Indians, mining, cattle and farming	6
Second Industrial Revolution and the growth of corporations	5
Gilded Age politics and economics, including labor, social change and gender and class relations	6
Immigration and nativism, 1877-1924	5
American imperialism and overseas expansion 1890s - 1917: Spanish-American war, Philippines, Latin America, Hawaii	6
Populism and Progressivism	6
Causes, events and consequences of World War I	6
1920s politics, economics, class, social, and race relations	5
The Great Depression	6
World War II	6
Birth of the Cold War and the Korean War	6
The developing Cold War: nuclear arms, American third-world interventionism, Cuba	5
The affluent society of the 1950s: social, class and cultural change	5
The Civil Rights Movements (African Americans, Gay Rights, Chicano Rights, Indian Rights, Women's Rights), environmentalism, and the growth of personal freedom	6
The Vietnam War: causes, events, protest and consequences	6
Post-Vietnam domestic and foreign policy, Nixon, Watergate and the rise of Conservatism	5

Triumph of the Conservative agenda and the end of the Cold War	5
Post-Cold War America: problems and opportunities in the new global community	5

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise		**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration		**Objective**	X	**Quizzes**	X

Other map excercises, class presentations

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer Assisted Instruction	X	**Individual Assistance**	X	**Simulation/ Case Study**	

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other Course is appropriate for on-line instruction

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors choose from among the following college level texts and supplementary materials, including but not limited to:

Boyer, Boyer et. al., The Enduring Vision Vol. 2 Houghton Mifflin, Co., 2003.

Faragher, John Mack et al., Out of Many: A History of the American People Vol. 2, 5th ed. Prentice Hall, 2006.

Boydston et al, Making a Nation: The United States and Its People Vol. 2, Prentice Hall, 2002.

Berkin, Carol et. al., Making America: A History of the United States Vol. 2, 3rd ed. Houghton Mifflin, 2003.

Foner, Eric, Give Me Liberty!: An American History, Vol. 2, W. W. Norton, 2005

La Flesche, Francis, The Middle Five. University of Nebraska Press, 1978.

Moody, Anne, Coming of Age in Mississippi. Laurel, 1976 .

Abbott, Kathryn and Minter, Patricia, Many Lives, Many Stories: A Biography Reader Vol. 2 Prentice Hall, 2003.

Geoquest United States: Interactive Maps for United States History. Houghton Mifflin, 2003.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** September 21, 2006

COURSE TITLE: History of the Imperial Valley **COURSE NO.:** History 122 (formerly Hist 33) UNITS: 3

LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** ___

If cross-referenced, please complete the following

COURSE NO(s). COURSE TITLE History 122

I. COURSE/CATALOG DESCRIPTION:

A one semester survey of the history of the Imperial Valley from the earliest times to the present. The course will stress the development of communities, water resources, agriculture, and interethnic and interracial relations.

II. A. PREREQUISITES, if any:

None

B. COREQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

1. Describe the geography of the region, the indigenous inhabitants and the Spanish explorations.

2. Student will be able to describe the development of water and energy resources.

3. Describe the settlement of towns and economic development.

4. Understand the transformation of the desert to an agricultural region.

5. Describe labor relations.

6. Explain border issues, including immigration laws and border control, and transnational movement.

7. Analyze major social and cultural trends, including education, celebrations, entertainment, religion and gender relations.

8. Describe interethnic and interracial relations over time.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Geography of the region, the indigenous inhabitants and the Spanish explorations	20%
2. Development of water and energy resources	10%
3. Settlement of towns and economic development	15%
4. Transformation of the desert to an agricultural region	10%
5. Labor relations	10%
6. Border issues, including immigration laws and border control, and transnational movement	10%
7. Social and cultural trends, including education, celebrations, entertainment, religion and gender relations	15%
8. Interethnic and interracial relations over time	10%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay X
Class Activity X
Written Assignments X

Problem Solving Exercise ___
Final Exam X
Oral Assignments X

Skill Demonstration ___
Objective X
Quizzes X

Other ___

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture X
Discussion X
Demonstration ___

Audio Visual X
Group Activity X
Lab Activity ___

Computer Assisted Instruction ___
Individual Simulation/ Assistance ___
Case Study ___

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ___

Other ___

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

The course readings will be assigned from one or more of the following sources:

Anthology of readings.

Jack D. Forbes, *Warriors of the Colorado: The Yumas of the Quechan Nation and Their Neighbors.* Norman: University of Oklahoma Press, 1965.

William DuBuys and Joan Meyers, *Salt Dreams.* New Mexico University Press, 1999.

Karen I. Leonard, *Making Ethnic Choices.* Temple University Press, 1992.

Benny J. Andres, Jr., "Power and Control in the Imperial Valley." Dissertation, University of New Mexico, 2003.

Harold B. Wright, *The Winning of Barbara Worth.* Chicago. The Book Supply Co., 1911.

Edgar F. Howe and Wilbur J. Hall, *The Story of the First Decade in Imperial Valley.* Edgar F. Howe & Sons, 1910.

Paul S. Taylor, *Mexican Labor in the United States.* University of California Press, 1930, reprint, New York: Arno Press and *The New York Times*, 1970.

Donald Worster, *Rivers of Empire*. Oxford, 1985.

Evan R. Ward, *Border Oasis.* University of Arizona Press, 2003.

Joseph J. Anderholt and Dorothy M. Anderholt., *The History of the Imperial Valley Swiss.* Holtville, 1985.

M. J. Dowd, "History of the Imperial Irrigation District and the Development of Imperial Valley." Imperial Irrigation District, 1956.

Fenis C. Farr, *The History of Imperial Co.* California, Elms, Franks, 1918.

Otis B. Tout, *The First Thirty Years*, 1901-1930. Imperial County Historical Society, 1990.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** November 15, 2006

COURSE TITLE: Early Latin America **COURSE NO.:** Hist 130 (Formerly Hist 45A) **UNITS:** 3

LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** ___

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE:**

I. COURSE/CATALOG DESCRIPTION:

This course compares the different regions of Latin America from prehistory through the Early National Period, including Mexico, Central America, South America and the Caribbean. The course explores pre-Columbian American civilizations, European exploration and conquest, the colonial era, the independence movements, and the creation of nations. Emphasis is given to the economic and social changes, the political and legal struggles, and the cultural and intellectual evolution generated by the encounter of two cultures and the creation of a third distinctive culture.

II. A. PREREQUISITES, if any:

None

B. CO-REQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

1. The student will be describe the geography and origins of Indian societies in the cultural centers of Latin America, i.e., Mesoamerica, Central America, the Andean region and the Amazon area .

2. The student will enumerate the characteristics of the Mayan civilization according to its Pre-Columbian and Post-Columbian sources, hieroglyphs, archaeological and literary.

3. The student will discuss the rise of the Inca civilization is South America, its social and economical organization, as well, as its Cosmo vision..

4. The student will describe the elements of the Aztec culture from the foundation to the rise of Moctecuzoma, i.e., historical, economical, social, political and cultural.

5. The student will demonstrate knowledge of Portuguese and Spanish civilizations in the 15th and 16th centuries s they were shaped by the Re-Conquest Era.

6. The student will discuss the role of the Catholic Church in the colonization of the new world and describe the phenomenon of religious conquest and acculturation.

7. The student will understand social and economic conditions in colonial Latin America, as well as its intellectual and cultural evolution.

8. The student will discuss the origin of independence movements in Latin America in the early 19th century and similar movements in 18th Century North America.

9. The student will demonstrate knowledge of societal turmoil in Latin America following independence, evaluating Mexico as a paradigm.

10. Student will compare Latin America and United State independence.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Comparative discussion of Indian Societies in the Americas.	10%
2. Mayan Civilization in Central America versus South American civilizations.	10%
3. Incas Compared to North American Indian Cultures.	10%
4. Aztec Civilization at the Time of European Colonization.	10%
5. Portuguese and Spanish Civilization at the Time of Colonization.	10%
6. Role of the Catholic Church in Colonizing North and South America.	10%
7. Colonial Latin American Social and Economic Conditions Compared to North America.	10%
8. Independence in 18th Century North American Versus Similar Movements in 19th Century Latin America.	10%
9. Latin American Conditions Following Independence Using Mexico as a Paradigm.	15%
10. United States of America vs Latin America in the Mid 19th Century.	5%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise		**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration		**Objective**	X	**Quizzes**	X
Other					

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	___
Audio Visual	X	**Group Activity**	X	**Lab Activity**	___
Computer Assisted Instruction	X	**Individual Assistance**	___	**Simulation/ Case Study**	___

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ___

Other _____

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors will choose from the following textbooks and supplements:

Adams, Richard E. *Prehistoric Mesoamerica. 3rd ed.* Norman: University of Oklahoma Press, 2006.

Burkholder, Mark A. *Colonial Latin America,* Oxford University Press, Inc. 5th ed., 2006.

Keen, Benjamin, *A History of Latin America, Vol. 1.* Houghton-Mifflin Co. 7th ed. 2006.

Schwaller, John F. *The Church in Colonial Latin America.* New York: S.R. Books, 2000.

Socolow, Susan M. *The Women of Colonial Latin America: New Approaches to the Americas.* Cambridge: Cambridge University Press, 2000.

Thurner, Mark and Andres Guerrero. *After Spanish Rule: Postcolonial Predicaments of the Americas.* Duke University Press, 2003.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** November 15, 2006

COURSE TITLE: Modern Latin America **COURSE NO.:** HIST 131 (formerly Hist 45B) **UNITS:** 3
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** ___

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE:**

I. COURSE/CATALOG DESCRIPTION:

This course compares the nations and cultures of Latin America from the Early National Period to the present by studying the economic, social, political, and cultural evolution of the different regions, including Mexico, Central America, South America and the Caribbean. The region's changing interactions with and place in the international community and various other world factors are also explored. Emphasis is placed on the influence of various ethnic groups in the development of the different cultures of the region.

II. A. PREREQUISITES, if any:

None

B. CO-REQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

None

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
____ Course may be taken on a "credit" basis or for a letter grade.
____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Describe the cultural and geographic conditions of the new nations after the Independence era in continental Latin America.

2. Discuss the political crisis, the social class struggle, and the economic collapse in Latin America in the post-independence period of the 1820's to 1850's.

3. Explain the effects of political liberalism in the 1850's to 1880's in Latin America as well as the conditions of the international economy during the era of Imperialism.

4. Discuss the industrialization period in Latin America between 1880's and 1900's, as well as, the role of international companies, and their ties with modernized elites, oligarchies or integrating dictatorships.

5. Demonstrate an understanding of the new rural and urban working classes, an intellectually strong middle class,

and the co-optative democracies that emerge to deal with the demands of the world economy during 1900's and 1930's.

6. Explain the justification for the evolution of populism in Latin America and its role in balancing the interests of the new entrepreneurial class and the working class while protecting the national economies during the 1930's to the 1960's.

7. Discuss how the decline of populism exacerbated the class conflict and the national inequities prompting massive movements and the advent of the era of military juntas in the 1960's to the 1980's.

8. Compare the revolutionary movements in El Salvador and Nicaragua as well as other Central and South American countries and the role of the United States, and in the context of the Cold War.

9. Demonstrate an understanding of the return of democracy in Latin America after the 1980's, as well as the role of new technocratic elites and their neo-liberalistic policies in the face of a global economy.

10. Discuss the future of the Americas in the 21st century.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. The cultural and geographic conditions of the new nations after the Independence era in continental Latin America.	10%
2. The political crisis, the social class struggle, and the economic collapse in Latin America in the post-independence period of the 1820's to 1850's.	10%
3. The effects of political liberalism in the 1850's to 1880's in Latin America as well as the conditions of the international economy during the era of Imperialism.	10%
4. The industrialization period in Latin America between 1880's and 1900's, as well as, the role of international companies, and their ties with modernized elites, oligarchies or integrating dictatorships.	10%
5. The new rural and urban working classes, an intellectually strong middle class, and the co-optative democracies that emerge to deal with the demands of the world economy during 1900's to1930's.	10%
6. The evolution of populism in Latin America and its role in balancing the interests of the new entrepreneurial class and the working class while protecting the national economies during the 1930's to the 1960's.	10%
7. The decline of populism exacerbated the class conflict and the national inequities prompting massive movements and the advent of the era of military juntas in the 1960's and 1980's.	10%
8. The revolutionary movements in El Salvador and Nicaragua as well as other Central and South American countries and the role of the United States. and in the context of the Cold War.	10%
9. The return of democracy in Latin America after the 1980's, as well as, the role of new technocratic elites and their neo-liberalistic policies in the face of a global economy.	10%
10. The future of the Americas in the 21st century.	10%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:
(check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise	____	**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration	____	**Objective**	X	**Quizzes**	X
Other	____				

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	___
Audio Visual	X	**Group Activity**	X	**Lab Activity**	___
Computer Assisted Instruction	X	**Individual Assistance**	___	**Simulation/ Case Study**	____

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ____

Other _____

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

The instructor will choose from the following textbooks and supplements:

Cardoso, Fernando Henrique and Enzo Faletto. *Dependency and Development in Latin America*, trans. Marjory Mattingly Urquidi. Berkeley: University of California Press, 1979.

Keen, Benjamin. *A History of Latin America*, Houghton Mifflin Co., 7th ed., 2004.

Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. Mass Market Paperback, 1998.

Pike, Frederick B. *The United States and Latin America: Myths and Stereotypes of Civilization and nature.* Austin: University of Texas Press, 1992.

Skidmore, Thomas E. *Modern Latin America,* Oxford University Press, 6th ed. 2004.

Smith, Peter H., ed. *Latin America in Comparative Perspective: New Approaches to Methods and Analysis.* Boulder: Westview, 1995.

Stavans, Ilan, ed. *The Oxford Book of Latin American Essays.* New York: Oxford University Press, 1997.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** November15, 2006

COURSE TITLE: History of Mexico **COURSE NO.:** Hist 132 (Formerly Hist 30) **UNITS:** 3

LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** ___

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE:**

I. COURSE/CATALOG DESCRIPTION:

This course is a one semester survey of Mexican history from prehistory to the present. The course will explore the Native American cultures of Mesoamerica, the period of colonization, the struggle for independence and nationhood in the 19th century, the Mexican Revolution, the era of populism, and political and economic crisis during the 20th century, and national rebirth in the 21st century.

II. A. PREREQUISITES, if any:

None

B. COREQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

At the end of the semester the student will be able to:

1. Describe the cultural geography of Mesoamerica and its people's economic, social, political and scientific evolution as well as their world view until the eve of the conquest. Emphasis will be placed on the Nahua and Mayan civilizations.

2. Demonstrate a knowledge of Spain during the re-conquest era and the events that led to the discovery of America and the conquest enterprise, taking into consideration its socio-economic factors as well as the religious and intellectual Peninsular motivations.

3. Explain the characteristics of the era of colonization and evangelization that expanded the Spanish dominion over the native cultures.

4. Describe the political, economic and social development of New Spain in reference to the international demands and the changes by the Spanish monarchs.

5. Demonstrate how the movement for independence in Mexico sprouted from the Bourbon reforms of 1776, the European crisis under Napoleon and Mexico's social and intellectual changes at the beginning of the 19th century.

6. Explain the causes of the economic crisis in the post-independence era, and its effect on the expectations and realities for the new nation that led to the Anglo-Mexican conflict.

7. Demonstrate knowledge of the era of reform and dictatorship and progress initiated by Juarez and continued by Diaz, and its pitfalls that led to social and intellectual conflict.

8. Describe the origins and course of the Mexican Revolution, the role of the intellectual elite, the caudillos and the United States intervention.

8. Explain the development of a new economic system and Mexico's unique populism, the major political figures of the time, their accomplishments, intellectual supporters, as well as detractors.

9. Describe the different aspects of the socio-economic crisis between 1960's and 1980's, including the worker-student alliance, the escape of capital and evaporations of jobs, and the end of the Mexican miracle.

10. Explain the recent changes to an inefficient democracy in a global economy, and the challenges of international treaties like NAFTA, and massive and long lasting urban and Indian rebellions.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Describe the cultural geography of Mesoamerica and its people's economic, social, political and scientific evolution as well as their world view until the eve of the conquest. Emphasis will be placed on the Nahua and Mayan civilizations.	10%
2. Demonstrate a knowledge of Spain during the Re-conquest era and the events that led to the discovery of America and the conquest enterprise taking into consideration its socio-economic factors as well as the religious and intellectual Peninsular motivations.	10%
3. Explain the characteristics of the era of colonization and evangelization that expanded the Spanish dominion over the native cultures.	10%
4. Describe the political, economic and social development of New Spain in reference to the international demands and the changes by the Spanish Monarchs.	10%
5. Demonstrate how the movement for independence in Mexico sprouted from the Bourbon reforms of 1776, the European crisis under Napoleon and Mexico's social and intellectual changes at the beginning of the 19th century.	10%

6. Explain the causes of the economic crisis in the post-independence era, and its effect on the expectations and realities for the new nation that led to the Anglo-Mexican conflict.	10%
7. Demonstrate knowledge of the era of reform and dictatorship and progress initiated by Juarez and continued by Diaz, and its pitfalls that led to social and intellectual conflict.	10%
8. Explain the development of a new economic system and Mexico's unique populism, the major political figures of the time, their accomplishments, intellectual supporters, as well as detractors.	10%
9. Describe the different aspect of the socio-economic crisis between 1960's and 1980's, including the worker-student alliance, the escape of capital, loss of jobs, and the end of the Mexican miracle.	10%
10.Explain the recent changes to an inefficient democracy and the challenges of a global economy, international treaties like NAFTA, and massive and long lasting urban uprisings and Indian rebellions.	10%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise	___	**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration	___	**Objective**	X	**Quizzes**	X
Other	___				

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	___
Audio Visual	X	**Group Activity**	X	**Lab Activity**	___
Computer Assisted Instruction	X	**Individual Assistance**	___	**Simulation/ Case Study**	___

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ___

Other ___

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors will choose from the following textbooks and supplements:

Anna, Timothy E. *The Fall of Royal Government in Mexico City.* Lincoln: University of Nebraska Press, 1971.

Coe, Michael D. *Mexico: From the Olmecs to the Aztecs.* London: Thames and Hudson, 1994.

Elliot, John H. *Imperial Spain, 1469-1716.* New York: Orion Press, 1971.

Lack, Paul D. *The Texas Revolutionary Experience: A Political and Social History 1835-1836.* College Station: Texas A & M University Press, 1992.

Leon-Portilla, Miguel. *Aztec Thought and Culture: A study of Ancient Nahuatl Mind.* Trans. By Jack Emory Davis. Norman: University of Oklahoma Press, 1963.

Meyer, Michael C. *The Course of Mexican History.* Oxford: Oxford University Press, 7th ed., 2003.

Meyers, William K. *Forge of Progress, Crucible of Revolt: The Origins of the Mexican Revolution in La Comarca Lagunera 1880-1911.* Albuquerque: University of New Mexico Press, 1994.

Paz, Octavio. *Sor Juana or The Traps of Faith.* Trans. By Margaret Sayers Peden. Cambridge: Harvard University Press, 1988

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral and Social Sciences **DATE:** February 6, 2006

COURSE TITLE: East Asian History **COURSE NO.:** 140 **UNITS:** 3.0
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** **Class Limit 40**

If cross-referenced, please complete the following

COURSE NO.(s) _ **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

This course is an introductory survey of the major cultures of East Asia, including the political, social and economic developments of China, Korea, and Japan from the ancient period to the present. This course will illustrate not only the regional differences of East Asia, but also the commonalities that are shared, especially with regard to the major Asian philosophies and religions. The course will also look at the impact of Western culture on Asia and problems of political and economic modernization.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

_X_ Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Identify and describe the geographical regions and characteristics of East Asia.
2. Understand and describe the cultural heritage of China, Japan and Korea, including:
   a. Basic schools of philosophy;
   b. Indigenous religious practices and traditions;
   c. Impact of the arrival of foreign religions and traditions;
   d. Social and family structures and traditions;
   e. Basic forms of artistic expression.
3. Explain the broad outlines of the political, military and economic history of China, Japan and Korea.
4. Explain the patterns of interaction between different East Asian societies and with other parts of the world.
5. Describe the problems and opportunities faced by East Asian societies after the arrival of Europeans and Americans.

6. Describe the integration of East Asian societies into the world political, cultural and economic systems in the 20th century.
7. Understand the challenges facing East Asian societies today.
8. Critically evaluate and analyze primary and secondary sources of information on the history of East Asia.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	Approx % of Course
Geography: Geographical regions of China, Japan and Korea.	5%
Ancient China: Early dynasties, religious, philosophical and cultural systems, Silk Road and early contact with the west	10%
Medieval China: The Manchu (Ching) dynasty, Western intervention and trade, and anti-Western responses	10%
Modern China: Chinese Nationalism, the World Wars, Communist China, reform and challenges in the 21st century	20%
Ancient Japan: Early cultural, religious and political traditions, contact with China and the west, exposure to and integration of foreign philosophical and religious systems	10%
Medieval Japan: The Shogunates, medieval cultural traditions, the opening of Japan and the collapse of isolationism	10%
Modern Japan: Japanese expansionism and World Wars, occupation, economic rehabilitation and dominance, Japan at the end of the 20th century.	15%
Early Korea: Early kingdoms and culture, influence of Chinese and Japanese culture, philosophy, religion, and politics	5%
Medieval Korea: East Asian incursions and rebellion, western contact, trade and cultural influences	5%
Modern Korea: Loss of Korean Independence, World Wars and partition, introduction of western technology and influences, modernization and economic growth in the 20th century	10%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise	X	**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration	____	**Objective**	X	**Quizzes**	X
Other					

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	

Computer Assisted Instruction X

Individual Simulation/ Assistance ____

Case Study

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Representative college level texts and supplements to be utilized include, but are not limited to:

Bellah, Robert, *Tokugawa Religion: The Cultural Roots of Modern Japan* (The Free Press, 1957; reprint ed. 1985)

Collinwood, Dean, *Global Studies: Japan and the Pacific Rim*, 8th ed. (McGraw Hill, 2006)

Ebrey, Patricia Buckeley, ed. *Chinese Civilization, A Sourcebook* 2nd ed. (Free Press, 1993)

Ebrey, Patricia Buckley, Anne Walthall, and James B. Palais, *East Asia: A Cultural, Social and Political History*, (Houghton Mifflin, 2006)

Fairbank, John K., Edwin O. Reischauer, Albert M. Craig, *East Asia: Tradition and Transformation*, Revised ed. (Houghton Mifflin, 1989)

Field, Norma, *In the Realm of a Dying Emperor: Japan at Century's End* (Vintage Books, 1993)

Minear, Richard H., Leon E. Clark, General Editor, *Through Japanese Eyes* 3rd revised ed. (CITE Books, The Apex Press, 1994)

Murphey, Rhodes, *East Asia: A New History*, 3rd ed. (Longman, 2003)

Ogden, Suzanne, *Global Studies: China*, 11th ed. (McGraw Hill, 2006)

Schirokauer, Conrad, et al., *A Brief History of Chinese and Japanese Civilizations*, 3rd ed. (Wadsworth, Publishing, 2006)

Schirokauer, Conrad, Donald Clark, *Modern East Asia: A Brief History* (Wadsworth Publishing, 2003)

Van Gulik, Robert, trans. *Celebrated Cases of Judge Dee (Dee Goong An): An Authentic Eighteenth-Century Chinese Detective Novel* (Dover Publications, 1976)

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** February 6, 2006

COURSE TITLE: Survey of African History **COURSE NO.:** HIST 150 **UNITS:** 3.0
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA**

If cross-referenced, please complete the following

COURSE NO.(s) _____ **COURSE TITLE:**

I. COURSE/CATALOG DESCRIPTION:

An introductory survey of African history from prehistory to the present. Emphasis will be on Africa's place in world history since 1500, with special attention paid to the legacy of colonialism, the interaction of Africans and the outside world, and the challenges faced by Africans since independence.

II. A. PREREQUISITES, if any:

None

B. COREQUISITES, if any:

None

C. RECOMMENDED PREPARATION, if any:

None

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Describe the basic geographical features, climates zones and regions of Africa
2. Identify and explain the historical significance of the early societies and cultures of North Africa, Egypt and Sub-Saharan Africa.
3. Describe the emergence and development of complex societies and cultural practices in Egypt, East Africa, and Central Africa in the ancient and medieval periods.
4. Describe the various African empires of the late pre-colonial era, the impact of initial European contact, and the two phases of European imperialism in Africa.
5. Describe the problems and opportunities of post-colonial Africa, including the impact of nationalism, the growth of Christianity and Islam, religious and ethnic extremism, and the competition for Africa's natural resources.
6. Analyze common topics as they occur through the study of various

African societies and peoples: urbanism, religion, human rights, democracy, capitalism, racism, trade, immigration, and cross-cultural contacts.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. African Geography	5%
2. African prehistory and the emergence of complex societies in Africa	5%
3. Northern and Eastern African societies and their interactions in the ancient world: Persia, Greece, Rome, Byzantium	10%
4. Islamic civilization in Northern and East Africa and the impact of European expansionism and trade before 1500	10%
5. West African cultures and the Atlantic Slave trade	10%
6. Equitorial and Southern Africa before the nineteenth century	10%
7. Northern, Eastern and Western Africa during the nineteenth century: cultural, economic, and political transformations	10%
8. European conquest and the colonization of Africa in the late-nineteenth and early-twentieth century	10%
9. The persistence of African culture and resistance during colonialism	5%
10. Emergence of African nationalism and the end of European colonialism	10%
11. Africa in the late 20th century: the Cold War, religious and ethnic conflict, political instabilities, environmental and health crises	10%
12. Africa Today: Problems and Opportunities	5%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise	X	**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration	X	**Objective**	X	**Quizzes**	X
Other					

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	

Computer Assisted Instruction	___	**Individual Simulation/ Assistance**	X	**Case Study**

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ____

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors may choose from the following representative college level texts and supplements, which include, but are not limited to:

Achebe, Chinua, *Things Fall Apart* (Anchor Books, reprint ed, 1994)

Bohannen, Paul and Philip Curtin, *Africa and Africans* 4th ed. (Waveland Press, 1995)

Curtin, Philip, et al. *African History: From Earliest Times to Independence,* 2nd ed. (Longman, 1995)

Fage, J.D., *A History of Africa*, 4th ed. (Routledge, 2001)

Iliffe, John, *Africans: The History of A Continent.* (Cambridge University Press, 1995)

Martin, Phyllis, and Patrick O'Meara, *Africa*, 3rd ed. (Indiana University Press, 1995)

McNaughton, Patrick, *Five Windows into Africa: A CD-ROM* (Indiana University Press, 2001)

Moseley, William G., ed., *Taking Sides: Clashing Views on Controversial African Issues.* (McGraw-Hill, 2004)

Nthunya, Mpho Matsepo, *Singing Away the Hunger: The Autobiography of an African Woman* (Indiana University Press, 1997)

Reader, John, *Africa: A Biography of the Continent.* (Vintage, 1999)

Shostak, Marjorie, *Nisa: The Life and Words of a !Kung Woman*, reprint ed. (Harvard University Press, 2000)

UNESCO, and J. F. Ade Ajayi, ed., *General History of Africa: Africa in the Nineteenth Century until the 1880s,* Abridged ed. (University of California Press, 1998)

UNESCO, and A. Abu Boahen, ed. *General History of Africa: Africa under Colonial Domination, 1880-1935*, Abridged ed. (University of California Press, 1990)

UNESCO, and Ivan Hrbek, ed. *General History of Africa: Africa from the Seventh to the Eleventh Centuries*, Abridged ed. (University of California Press, 1998)

UNESCO, and Joseph Ki-Zerbo, ed. *General History of Africa: Africa from the Twelfth to the 16th Century,* Abridged ed, (University of California Press, 1998)

UNESCO, and Ali A. Mazrui, ed. *General History of Africa: Africa since 1935*, abridged ed. (University of California Press, 1999)

UNESCO, and G. Mohktar, ed. *General History of Africa: Ancient Civilizations of Africa,* Abridged Ed. (University of California Press, 1990)

UNESCO, and B.A. Ogot, ed. *General History of Africa: Africa from the Sixteenth to the Eighteenth Century*, Abridged ed. (University of California Press, 1999)

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral & Social Sciences **DATE:** February 6, 2006

COURSE TITLE: Middle East from 600 **COURSE NO.:** HIST 160 **UNITS:** 3.0

LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA**

If cross-referenced, please complete the following

COURSE NO.(s) _____ **COURSE TITLE:**

I. COURSE/CATALOG DESCRIPTION:

This course examines the history of the Middle East from the rise of Islam in the 600s through the present. It discusses the interplay of various peoples and cultures, and the powerful Islamic empires of the Caliphs, Seljuks, and Ottomans. Special emphasis is given to the impact of European and American political and economic imperialism, the spread of Arab nationalism and Islamic fundamentalism, and the region's current strategic position in global affairs.

II. A. PREREQUISITES, if any:
None

B. COREQUISITES, if any:
None

C. RECOMMENDED PREPARATION, if any:
None

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Identify and explain the historical significance of the three monotheistic religions—Islam, Christianity, and Judaism—in shaping the Middle East.

2. Student will discuss the lessons we can learn from the past by exploring the influence of the ancient world on the region, and the impact of Middle Eastern inventions and concepts on our modern world.

3. Analyze common topics as they have existed in the Middle East, such as urbanization, the "revolution of rising expectations," religious toleration, human rights, democracy, trade, the role of oil, and the impact of Pan-Arabism, Pan-Islam, and other revolutionary and counter-revolutionary ideologies.

4. Explain the rise and fall of the great Islamic and Middle Eastern empires, including the Persian, Islamic, Seljuk, Ottoman, and the impact of Western imperialism, including the

5. Exhibit knowledge of regional geography and basic concepts of geographical analysis.

6. Be aware of particular "world views," and how different people in different times and places have viewed themselves, others, and the world around them.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Ancient and pre-Islamic Middle East.	5%
2. The rise and spread of Islam; Islam and its beliefs	10%
3. Interaction of the three monotheistic religions, and the role of the Middle East as a religious crossroads.	5%
4. Early Islamic empires.	10%
5. The rise, growth, and decline of the Ottoman empire until 1798	10%
6. European contact and imperialism	10%
7. Arab nationalism and independence in the 20th century	15%
8. Islam, fundamentalism, and nation-building.	10%
9. The Arab-Israeli conflict.	10%
10. The present and the future: Islam, nationalism, and rising expectations	15%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	Class Activity	X	Written Assignments	X
Problem Solving Exercise	X	Final Exam	X	Oral Assignments	X
Skill Demonstration	X	Objective	X	Quizzes	X

Other

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	Discussion	X	Demonstration	
Audio Visual	X	Group Activity	X	Lab Activity	
Computer Assisted Instruction	___	Individual Assistance	X	Simulation/ Case Study	

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. ____

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S)

Instructors may select from the following texts:

Bogle, Emory C. The *Modern Middle East: From Imperialism to Freedom, 1800-1958*. Prentice-Hall, 1996.

Cleveland, William L. *A History of the Modern Middle East*. 2nd ed. Westview Press, 2000.

Goldschmidt, Arthur, Jr. *A Concise History of the Middle East*. 7th ed. Westview Press, 2003.

Perry, Glenn E. *The Middle East: Fourteen Islamic Centuries*. 3rd ed. Prentice-Hall, 1997.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral and Social Sciences **DATE:** November 4, 2005

COURSE TITLE: Women in American History **COURSE NO.:** HIST 220 **UNITS:** 3
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA**

If cross-referenced, please complete the following

COURSE NO.(s) _ **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

A general survey of women's changing roles, status and contributions in American history from colonial times to the present. This course will analyze the social, political and economic aspects of women's lives and explore the ways in which race, ethnicity, and class influenced the American female experience.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:
Eligible for enrollment in English 101
Any college level course in American History

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Describe the unique social, political, economic, and cultural contributions that women made throughout American history.
2. Identify key figures in the history of American women and their accomplishments.
3. Explain the changing attitude toward women and their role in American society.
4. Explain the effects that race, class and ethnicity had on the experiences of women in American history.
5. Describe the challenges that women faced because of the social restrictions that limited their educational, economic, and political opportunities and power.
6. Critically evaluate and analyze primary and secondary sources of information regarding women in America.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE

Introduction to the Course - Methodology and Historiography. Why Study Women?	2%
Native American Women before contact – traditional practices	6%
White, Indian and Black Women in colonial America – social and economic roles	7%
Revolutionary Visions of women – participation and ideology	7%
Women and labor in the industrial economy – free white women of the farm and factories and slave women in the cotton south	7%
Abolitionism and women's rights movement – genesis and goals	7%
Civil War and Reconstruction – free women's contributions and the transition from slavery to freedom	7%
Women on the Western frontier in the late 19th century – intersections of gender, race and ethnicity	7%
Women of the Gilded Age and the maternal commonwealth	7%
Rise of the modern woman - the role and participation of women in progressive era reform and World War 1	7%
The "New Woman" of the 1920s and her conservative sisters	7%
Women of all races and classes confront the Great Depression	7%
Women and World War II	7%
Women and the Cold War – the growth of the Feminine Mystique	7%
The feminist movement, cultural change and identity politics – multi-ethnic women move toward full political participation	6%
The conservative ideology and globalization – their effects on women	2%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay X

Class Activity X

Written Assignments X

Problem Solving Exercise ___

Final Exam X

Oral Assignments X

Skill Demonstration ___

Objective X

Quizzes X

Other ___

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture X

Discussion X

Demonstration

Audio Visual X

Group Activity X

Lab Activity

Computer Assisted Instruction X

Individual Simulation/ Assistance ___

Case Study

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Representative college level texts and supplements to be utilized include, but are not limited to:

Barker-Benfield, G.J. Portraits of American Women from Settlement to Present. Oxford Univ. Press

Cott, Nancy F. No Small Courage: A History of Women in the United States. Oxford Univ. Press, 2004

DuBois, Ellen & Ruiz, Vicki. Unequal Sisters: A Multicultural Reader in U.S. Women's History, 3rd ed. Routledge, 1999

DuBois, Ellen & Dumenil, Lynn. Through Women's Eyes: An American History with Documents, Bedford/St. Martin's, 2005.

Evans, Sara. Born for Liberty. Free Press, 1997

Kerber, Linda K. & DeHart, Jane Sherron. Women's America: Refocusing the Past, 6th ed. Oxford Univ. Press, 2003

Norton, Mary Beth and Alexander, Ruth, eds. Major Problems in American Women's History, 3rd Ed. Houghton Mifflin, 2003.

Sklar, Kathryn Kish & Dublin, Thomas. Women and Power in American History. 2nd ed. Prenctice Hall, 2002.

White, Deborah Gray. Aren't I a Woman: Female Slaves in the Plantation South. W.W. Norton, 1999.

Woloch, Nancy. Early American Women: A Documentary History, 1600 – 1900, 2nd ed. McGraw Hill, 2002.

Woloch, Nancy. Women and the American Experience, 4th ed. McGraw Hill, Inc., 2006.

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral and Social Sciences **DATE:** November 29, 2004

COURSE TITLE: History of California **COURSE NO.:** 222 **UNITS:** 3.0
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** **Class Limit 40**

If cross-referenced, please complete the following

COURSE NO.(s) _ **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

A survey of the historical development of California from its earliest times to the present. The course provides an overview of both the physical characteristics and the diverse peoples of California and how they interacted and influenced the history of this state and its economic, social, cultural, and political institutions. This course may be of special interest to students planning a career in education.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:
Eligible for placement in college English (Engl 101)
Any college level course in American History or Political Science.

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Identify and describe the geographical regions and characteristics of California.
2. Describe the origins and cultural characteristics of California's diverse native peoples.
3. Describe the Spanish exploration and settlement of California, the mission system, and analyze its impact on California Indians.
4. Analyze the effects of Mexican rule, the secularization of the missions, the development of the hide and tallow trade and the rise of the Californios.
5. Explain the impact of the Gold Rush and American annexation on the development of the economic, political, social, and cultural institutions of California.
6. Analyze the impact of the completion of the transcontinental railroad on California's economy and political institutions.
7. Describe the progressive reform movement and its long-term impact on California's governmental institutions, regulations, and political process.
8. Explain the development of water distribution systems, regional controversies over water resource exploitation and the resulting environmental destruction.
9. Describe the impact of the Great Depression, World War II, Cold War politics, student protest movements, the rise of black radicalism, and the emergence of the counterculture in the 1960s on the development of California, especially the impact on population growth and new industries that laid the groundwork for future economic expansion with global implications.
10. Explain how California Indians, Latino Americans, Asian Americans, African Americans, and Anglo Americans contributed to the development of California and shaped its society.
11. Analyze the often problematic interactions between these diverse groups from the perspective of each in the context of the changing historical circumstances and events.
12. Describe modern California politics, including the political and economic developments under the administrations of Edmund Brown, Ronald Reagan, Jerry Brown, George Deukmejian, Pete Wilson, gray Davis and Arnold Schwarzenegger.
13. Analyze contemporary issues facing the state, including the pressures of population growth, environmental impact, social and cultural institutions, and the quality of life in California.
14. Critically evaluate and analyze primary and secondary sources of information on the history of California.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Geography: Geographical regions of California, their geographical characteristics and precipitation patterns.	5%
The First Californians: Origins and cultures of California Indians.	5%
Spanish Exploration and Settlement: Early exploration of California, the Sacred Expedition and establishment of the mission system, and its profound impact on native peoples.	10%
Mexican California: The effects of Mexican rule on California and its people; secularization of the missions, the development of the hide and tallow trade, and the rise of the Californios.	10%
The Gold Rush: The impact and consequences of the discovery of gold and American annexation, including its effects on Hispanics, California Indians and the Chinese	10%
The Railroad Era: The building and completion of the transcontinental railroad and resulting changes in California's economy and political institutions.	5%
Reform in California: Widespread corruption and the 1906 earthquake result in progressive reform of the political process and governmental regulation of the railroads and other public utilities.	5%
Controversies Over Land and Water: Development of water distribution systems and exploitation of water resources to bring water to Los Angeles and San Francisco. Modern water developments and controversies.	10%
The Great Depression: The impact of nationwide depression on California, including the arrival of Dust Bowl migrants, the federal government repatriation of Hispanic Californians to Mexico and federal expenditures on California's infrastructure.	10%
World War II: Changes wrought by California's pivotal role in World War II, including the development of war industries and participation in the Pacific theatre, laying the groundwork for high technology industries that evolve after the war and result in tremendous population growth. Culmination of anti-Asian sentiment with the relocation and internment of over 112,000 Japanese and Japanese Americans.	10%
Cold War Politics: California's important role in the Cold War years, the impact of Communist fears, and the rise of national figures from California: Earl Warren and Richard Nixon.	5%
The Turbulent Sixties: Student protest movements in Berkeley, the rise of black radicalism in Oakland, and the emergence of the counter-culture in San Francisco.	5%
Modern California Politics: Political and economic developments during the administrations of Edmund (Pat) Brown, Ronald Reagan, Jerry Brown, George Deukmejian, Pete Wilson, Gray Davis, and Arnold Schwarzenegger.	5%
The California Dream: Is the California Dream still alive or has it turned into the California Nightmare? Population pressures and its effect on the environment and quality of life in California.	5%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise	X	**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration		**Objective**	X	**Quizzes**	X

Other Short essay papers and term project/paper

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer Assisted Instruction	X	**Individual Assistance**		**Simulation/ Case Study**	

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Representative college level texts and supplements to be utilized include, but are not limited to:

Rawls, James/Bean, Lowell, *California: An Interpretative History*, 8th ed. (McGraw-Hill, 2003)
Rice,/Bullough/Orsi, *Elusive Eden*, 3rd ed. (McGraw-Hill, 2002)
Robert Cherny/Lemke-Santangelo/Griswold del Castillo, *Competing Visions, A History of California* (Houghton Mifflin, 2005)
Davis, Clark/Igler, David, *The Human Tradition in California* (Scholarly Resources, Inc. 2002)
Jackson, Helen Hunt, *Ramona* (Signet Classic, 1884, 1988)
Cuero, Delfina, *Delfina Cuero: Her Autobiography* (Ballena Press, 1991)
Uchida, Yoshiko, *Picture Bride* (Univ. of Washington Press, 1987)
Griswold Del Castillo/Garcia, *Cesar Chavez, A Triumph of Spirit* (Univ. of Oklahoma Press, 1995)
Etulain, ed., *Cesar Chavez, A Brief Biography with Documents* (Bedford/St. Martin's, 2002)
Houston, Jeanne/Houston, James D., *Farewell to Manzanar* (Laurel Leaf, 1983)
Margolin, Malcolm, *The Ohlone Way*, Heyday Books, 2003)
Chan/Olin, *Major Problems in California History* (Houghton Mifflin, 1997)
Norris, Frank, *The Octopus: A Story of California* (Signet, 1964)
Steinbeck, John, *In Dubious Battle* (Penguin Books, reissue ed., 1992)
Tywoniak/Garcia, *Migrant Daughter: Coming of Age as a Mexican American Woman* (UC Press, 2000)

IMPERIAL COMMUNITY COLLEGE DISTRICT

IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavior and Social Sciences **DATE:** January 30, 2005

COURSE TITLE: History of the American West **COURSE NO.:** Hist. 223

UNITS: 3.0 **LEC HRS.** 3.0 **LAB HRS.** 0 **Class limit** 40

COURSE NO.(s) Hist. 223 **COURSE TITLE** History of the American West

I. COURSE/CATALOG DESCRIPTION:

A historical survey of the trans-Mississippi American West with an emphasis on expansionism; race and ethnic relations; economic development; political and legal trends; the shift from rural to urban settlement; social and cultural patterns; labor and economic issues; gender roles; immigration; and significant environmental changes.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Completion of English 100 or equivalent
Any college level course in American History or Political Science

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
_____ Course may be taken on a "credit" basis or for a letter grade.
_____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Identify significant natural landmarks, including mountain ranges, rivers, forests, grasslands, and deserts in the American West.

2. Identify the major Native American tribes and their significant cultural elements.

3. Note major cities in the region.

4. Analyze Native American and European relations, in particular warfare, genocide, epidemics and accommodation.

5. Describe westward migration, Manifest Destiny, and understand the causes and outcomes of the Mexican American War.

6. Describe the important economic sectors and explain the diversity of labor experiences and labor conflicts.

7. Note how land and water were commodifed to promote economic activity and settlement.

8. Analyze the impacts of the Great Depression and the Dust Bowl.

9. Identify the changes wrought by World War II and urbanization.

10. Summarize the major shifts in social, cultural and gender relations.

11. Demonstrate a broad understanding of twentieth-century race and ethnic relations.

12. Critically evaluate the impact of post-1965 immigration, especially with regard to migration from Southeast Asia, Mexico, Central America and Latin America.

13. Identify the importance of tourism and technological innovations for the region.

14. Trace significant political trends (such as Populism, Progressivism, and post-WWII conservativism).

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Identify significant natural landmarks in the American West	10
An overview of the major Native American tribes	5
Describe major cities	5
Note the collision between European and Indian worldviews: emphasis on conquest, genocide, epidemics and accommodation	5
American Westward expansion and the origins and outcome of Mexican-American War	10
Economic and labor patterns	5
The commodification of land and water	5
The Great Depression and the Dust Bowl	5
World War II and the growth of the urban West	10
Shifts in social, cultural and gender relations	5
Twentieth-century race and ethnic relations	5
Post-1965 immigration and nativism	10
Tourism and technological innovations	10
Important political trends	10

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

(Check all that apply)

Essay _X_ **Class Activity** _X_ **Written Assignment** _X_

Problem Solving Exercise _X_ **Final Exam** _X_ **Oral Assignments** _X_

Skill Demonstration____ **Objectives** ____ **Quizzes** _X_

Other:

VII. INSTRUCTIONAL METHODOLOGY

(Check all that apply)

Lecture _____X_____ **Class Discussion**__X__ **Demonstration**___

Audio Visual_____X_____ **Group Activity**__X____ **Lab Activity** _____

Computer Assisted Instruction_____X_____ **Individual Simulation/ Assistance**_____**Case Study**_____

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. __X____

Other:

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors may select from the following textbooks, readers and overviews

Sucheng Chan, Douglas Henry Daniels, Mario T. García, and Terry P. Wilson, eds., *Peoples of Color in the American West* (Lexington: D. C. Heath and Co., 1994).

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (W. W. Norton, 1987).

Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (Norman: University of Oklahoma Press, 1991).

William F. Deverell and Anne F. Hyde, eds., *The West in the History of the Nation: A Reader* vol. 2 (Boston: Bedford/St. Martin's, 2000).

Clyde A. Milner II, Anne M. Butler, and David Rich Lewis, eds., *Major Problems in the History of the American West* 2nd ed. (Boston: Houghton Mifflin, 1997).

Gerald D. Nash, *A Brief History of the American West Since 1945* (Harcourt College Publishers, 2001).

Clifford E. Trafzer, *As Long as the Grass Shall Grow and Rivers Flow: A History of Native Americans* (Thomson/Wadsworth, 2000).

James J. Rawls, *Chief Red Fox is Dead: A History of Native Americans Since 1945* (Harcourt Brace College, 1996).

Susan Armitage and Elizabeth Jameson, eds., *The Women's West* (Norman: University of Oklahoma Press, 1987).

Elizabeth Jameson and Susan Armitage, eds., *Writing the Range: Race, Class, and Culture in the Women's West* (Norman: University of Oklahoma Press, 1997).

Instructors may select from the following autobiographies/fiction/primary sources

Malcolm Margolin, *Monterey in 1786: Life in a California Mission: The Journal of Jean Francois de la Pérouse* (Berkeley: Heyday Books, 1989).

Monica Stone, *Nisei Daughter* (Seattle: University of Washington Press, 2000).

John Steinbeck, *The Grapes of Wrath* (Penguin Books, 1976).

Ivan Doig, *English Creek* (Penguin Books, 1985).

N. Scott Momaday, *House Made of Dawn* (Perennial Library, Harper & Row, 1977).

Leslie Marmon Silko, *Ceremony* (Penguin Books, 1977).

Richard Rodriguez, *Hunger of Memory: The Education of Richard Rodriguez: An Autobiography* (Toronto: Bantam Books, 1983).

Instructors may select from the following monographs

Franklin Folsom, *Indian Uprising on the Rio Grande: The Pueblo Revolt of 1680* (Albuquerque: University of New Mexico Press, 1996, orig., 1973).

Valerie J. Matsumoto, *Farming the Home Place: A Japanese American Community in California, 1919-1982* (Ithaca: Cornell University Press, 1993).

Vicki L. Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950* (Albuquerque: University of New Mexico Press, 1987).

Ferenc Morton Szasz, *The Day the Sun Rose Twice: The Story of the Trinity Site Nuclear Explosion July 16, 1945* (Albuquerque: University of New Mexico Press, 1984).

Craig Scharlin and Lilia V. Villanueva, *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement* (Seattle: University of Washington Press, 2000).

IMPERIAL COMMUNITY COLLEGE DISTRICT

IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavior and Social Sciences **DATE:** January 31, 2005

COURSE TITLE: Mexican American History, 1821 to 1930

COURSE NO. 226 **UNITS:** 3.0 **LEC HRS.** 3.0 **LAB HRS.**____ **Class limit.** 40

If cross-referenced, please complete the following

COURSE NO(s). 226 **COURSE TITLE** Mexican American History, 1821 to 1930

I. COURSE/CATALOG DESCRIPTION:

A historical survey of Mexican American history in the Southwest from 1821 to 1930. Emphasis will be on examining the major social, cultural, economic and political developments during this era. The course will also play close attention to relationships with other social and racial groups.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Completion of English 100 or equivalent
Any college level course in American History or Political Science

III. GRADING CRITERIA:

___X___ Course must be taken on a "letter-grade" basis only.
_____ Course may be taken on a "credit" basis or for a letter grade.
_____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Explain the importance of Mexican American history, beginning with the mixed racial and cultural elements in the sub-regions of the Southwest.

2. Identify the geographic localities of Spanish and Mexican exploration and settlement.

3. Explain the collision between Native American and Spanish/Mexican worldviews, particularly as they relate to conquest, genocide, epidemics and accommodation.

4. Analyze American westward expansion, the Texas rebellion against Mexico, the causes of the Mexican-American War and the legacy of the Treaty of Guadalupe Hidalgo.

5. Understand the significant legal and political changes that came with American conquest.

6. Describe the important economic, social and labor changes that came with consolidation into the U.S.

7. Evaluate the impact on Mexican Americans as a result of the Mexican Revolution, especially with regard to Mexican immigration, transnationalism, banditry, political radicalism and policing of the border.

8. Explain efforts to educate Mexican American adults and children, such as Americanization programs, segregation and unequal educational opportunities.

9. Critically evaluate the formation of Mexican American political, social, and cultural and gender identities.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Introduction to the course: Why study Mexican American history? Discuss the mixed racial and cultural elements of Mexican American heritage. Stress the sub-regional experiences in the Southwest	10
Overview of Spanish and Mexican exploration and settlement	10
The collision between Spanish/Mexican and Indian worldviews. Emphasis on conquest, genocide, epidemics and accommodation	10
American westward expansion, the Texas Rebellion, the Mexican-American War and the Treaty of Guadalupe Hidalgo	10
Political, social and legal changes under American rule	10
Economic and labor changes under American rule	10
The Mexican Revolution, Mexican immigration, transnationalism, banditry, political radicalism and border entry restrictions	10
Educating Mexicans: Americanization programs for adults and children and segregated and unequal education	10
The rise of Mexican American identity: shifting political, social, cultural and gender identities	20

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay X **Class Activity** X **Written Assignment** X

Problem Solving Exercise X **Final Exam** X **Oral Assignments** X

Skill Demonstration ____ **Objectives** ____ **Quizzes** X **Other** ____

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture X **Discussion** X **Demonstration** ____

Audio Visual X **Group Activity** X **Lab Activity** ____

Computer Assisted Instruction X **Individual Simulation/ Assistance Case Study** ____

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other:

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors may select from the following textbooks, readers and overviews

Zaragosa Vargas, *Major Problems in Mexican American History* (Houghton Mifflin, 1999).

Carey McWilliams, *North From Mexico: The Spanish-Speaking People of the United States* (New York: Praeger, 1990, orig. 1948).

Sucheng Chan, Douglas Henry Daniels, Mario T. García, and Terry P. Wilson, eds., *Peoples of Color in the American West* (Lexington: D. C. Heath and Co., 1994).

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (W. W. Norton, 1987).

Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (Norman: University of Oklahoma Press, 1991).

Erlinda Gonzales-Berry and David R. Maciel, eds., *The Contested Homeland: A Chicano History of New Mexico* (Albuquerque: University of New Mexico Press, 2000).

Arnoldo De León, *The Tejano Community, 1836-1900* (Albuquerque: University of New Mexico Press, 1982).

Dean B. Mahin, *Olive Branch and Sword: The United States and Mexico, 1845-1848* (McFarland & Co., 1997).

Richard V. Francaviglia and Douglas W. Richmond, eds., *Dueling Eagles: Reinterpreting the U.S.-Mexican War, 1846-1848* (Fort Worth: Texas Christian University Press, 2000).

John Eisenhower, *So Far From God: The U.S. War with Mexico, 1846-1848* (New York: Random House, 1980).

Donald S. Frazier, ed., *The United States and Mexico at War: Nineteenth-Century Expansionism and Conflict* (New York: MacMillan Reference, 1998).

Carol Christensen, *The U.S.-Mexican War* (San Francisco: Bay Books, 1998).

Richard Griswold Del Castillo, *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict* (Normon: University of Oklahoma Press, 1990).

Oscar J. Martínez, *Troublesome Border* (Tucson: The University of Arizona Press, 1991).

Instructors may select from the following autobiographies/fiction/primary sources

Malcolm Margolin, *Monterey in 1786: Life in a California Mission: The Journal of Jean Francois de la Pérouse* (Berkeley: Heyday Books, 1989).

Paul S. Taylor, *Mexican Labor in the United States: The Imperial Valley* University of California Publications in Economics 6:1 (University of California Publications Economics, University of California Press, 1930; reprint, New York: Arno Press and *the New York Times*, 1970).

Instructors may select from the following monographs

Andrés Reséndez, *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850* (Cambridge University Press, 2005).

Leonard Pitt, *The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1890* (Berkeley: University of California Press, 1998).

Sarah Deutsch, *No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940* (New York: Oxford University Press, 1987).

Mario T. García, *Desert Immigrants: The Mexicans of El Paso, 1880-1920* (New Haven: Yale University Press, 1981).

Douglas Monroy, *Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression* (Berkeley: University of California Press, 1999).

James A. Sandos, *Rebellion in the Borderlands: Anarchism and the Plan of San Diego, 1904-1923* (Norman: University of Oklahoma Press, 1992).

David Montejano, *Anglos and Mexicans in the Making of Texas, 1836-1986* (Austin: University of Texas Press, 1987).

Robert R. Alvarez, Jr., *Familia: Migration and Adaptation in Baja and Alta California, 1800-1975* (Berkeley: University of California Press, 1991).

Albert Camarillo, *Chicanos in a Changing Society: From Mexican Pueblos to American Barrios in Santa Barbara and Southern California, 1848-1930* (Cambridge: Harvard University Press, 1979).

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (Berkeley: University of California Press, 1999).

Camille Guerín-González, *Mexican Workers and American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939* (New Brunswick: Rutgers University Press, 1994).

Martha Menchaca, *The Mexican Outsiders: A Community History of Marginalization and Discrimination in California* (Austin: University of Texas Press, 1995).

IMPERIAL COMMUNITY COLLEGE DISTRICT

IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavior and Social Sciences **DATE:** January 30, 2005

COURSE TITLE: Mexican American History Since 1930

COURSE NO. 227 **UNITS:** 3.0 **LEC HRS.** 3.0 **LAB HRS.**____ **Class limit.** 40

If cross-referenced, please complete the following

COURSE NO(s). 227 **COURSE TITLE** Mexican American History Since 1930

I. COURSE/CATALOG DESCRIPTION:

A survey of Mexican American history in the Southwest from 1930 to the present. Emphasis will be on examining the major social, cultural, economic and political developments during this era. The course examines relationships with other social and racial groups.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Completion of English 100 or equivalent
Any college level course in American History or Political Science

III. GRADING CRITERIA:

___X___ Course must be taken on a "letter-grade" basis only.
_____ Course may be taken on a "credit" basis or for a letter grade.
_____ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Explain the importance of Mexican American history, beginning with the mixed racial and cultural elements in the sub-regions of the Southwest.

2. Discuss the diverse workplace experiences, reasons for unionization, and the impact of the Great Depression on laborers and forced and voluntary repatriation.

3. Explain the impact of World War II and the Bracero Program on Mexican Americans.

4. Analyze how racism and structural discrimination influenced housing, jobs, medical care and social relations.

5. Evaluate the reasons for and the outcome of segregated and unequal education on Mexican and Mexican American children.

6. Describe how urbanization shaped Mexican American lives and culture.

7. Trace the formation of Mexican American political, social, and cultural and gender identities.

8. Explain the trajectories and legacies of the Mexican American Civil Rights Movement.

9. Evaluate how sports and entertainment altered Mexican American identity and culture.

10. Identity significant Mexican American leaders and how education paved the way into the middle class.

11. Explain the impact of massive undocumented immigration, the corresponding rise of nativism and the efforts to control the border.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Introduction to the course: Why study Mexican American history? Discuss the mixed racial and cultural elements of Mexican American heritage. Stress the diverse sub-regional experiences in the Southwest	5
Labor, unionization, the Great Depression and repatriation	10
World War II and the Bracero Program	10
Experiencing and fighting racism and discrimination	10
Education: Americanization, segregated and unequal educational facilities	10
Urbanization and the transformation of Mexican American workplace and living experiences	10
The formation of Mexican American political, social, cultural and gender identities	10
The Mexican American Civil Rights Movement: César Chávez and the United Farm Workers, Reies López Tijerina and the Alianza Federal de Mercedes, Rodolfo "Corky" Gonzales and the Crusade for Justice, and José Angel Gutiérrez and La Raza Unida Party	10
Sports and entertainment: the development of professional athletes, musicians and seeds of social integration	5
Mexican American leaders, educators and entry into the middle class	10
Undocumented Immigration, nativism, immigration "reform," and border control	10

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay __X__ **Class Activity** __X__ **Written Assignment** __X__

Problem Solving Exercise __X__ **Final Exam** __X__ **Oral Assignments** __X__

Skill Demonstration_____ **Objectives**____ **Quizzes** __X__

Other:

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture __X__ **Discussion** __X__ **Demonstration**_____

Audio Visual __X__ **Group Activity**__X__ **Lab Activity** ____

Computer Assisted Instruction __X__ **Individual Simulation/ Assistance** ____ **Case Study**_____

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. __X__

Other:

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Instructors may select from the following textbooks, readers and overviews

Zaragosa Vargas, *Major Problems in Mexican American History* (Houghton Mifflin, 1999).

Carey McWilliams, *North From Mexico: The Spanish-Speaking People of the United States* (New York: Praeger, 1990, orig. 1948).

John R. Chavez, *The Lost Land: The Chicano Image of the Southwest* (Albuquerque: University of New Mexico Press, 1993).

Sucheng Chan, Douglas Henry Daniels, Mario T. García, and Terry P. Wilson, eds., *Peoples of Color in the American West* (Lexington: D. C. Heath and Co., 1994).

Patricia Nelson Limerick, *The Legacy of Conquest: The Unbroken Past of the American West* (W. W. Norton, 1987).

Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (Norman: University of Oklahoma Press, 1991).

Richard Griswold Del Castillo, *The Treaty of Guadalupe Hidalgo: A Legacy of Conflict* (Normon: University of Oklahoma Press, 1990).

Oscar J. Martínez, *Troublesome Border* (Tucson: The University of Arizona Press, 1991).

Instructors may select from the following autobiographies/fiction/primary sources

Francis Esquibel Tywoniak and Mario T. García, *Migrant Daughter: Coming of Age as a Mexican American Woman* (Berkley: University of California Press, 2000).

Richard Rodriguez, *Hunger of Memory: The Education of Richard Rodriguez: An Autobiography* (Toronto: Bantam Books, 1983).

Instructors may select from the following monographs

Sarah Deutsch, *No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940* (New York: Oxford University Press, 1987).

Mario T. García, *Mexican Americans: Leadership, Ideology, & Identity, 1930-1960* (New Haven: Yale University Press, 1989).

David Montejano, *Anglos and Mexicans in the Making of Texas, 1836-1986* (Austin: University of Texas Press, 1987).

Neil Foley, *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (Berkeley: University of California Press, 1999).

Cletus Daniel, *Bitter Harvest: A History of California Farmworkers, 1870-1941* (Ithaca: Cornell University Press, 1981).

Carey McWilliams, *Factories in the Fields: The Story of Migratory Farm Labor in California* (Berkeley: University of California Press, 1939, 1999).

Camille Guerín-González, *Mexican Workers and American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939* (New Brunswick: Rutgers University Press, 1994).

David G. Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (Berkeley: University of California Press, 1995).

Matt García, *A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970* (Chapel Hill: The University of North Carolina Press, 2001).

Martha Menchaca, *The Mexican Outsiders: A Community History of Marginalization and Discrimination in California* (Austin: University of Texas Press, 1995).

George J. Sánchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945* (New York: Oxford University Press, 1993).

Vicki L. Ruiz, *Cannery Women, Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950* (Albuquerque: University of New Mexico Press, 1987).

Ignacio M. Garcia, *United We Win: The Rise and Fall of La Raza Unida Party* (Tucson: Mexican American Studies & Research Center, The University of Arizona, 1989).

-----, *Chicanismo: The Forging of a Militant Ethos among Mexican Americans* (Tucson: The University of Arizona Press, 1997).

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE

DIVISION: Behavioral and Social Sciences **DATE:** February 6, 2006

COURSE TITLE: Research Topics in History **COURSE NO.:** 280 **UNITS:** 3.0
LEC HRS. 3 **LAB HRS.** ___ **HRS. TBA** **Class Limit 25**

If cross-referenced, please complete the following

COURSE NO.(s) _ **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

An in-depth study of selected topics in history. These topics may be in the realm of cultural, economic, intellectual, political, or social history. Topic, time period, and region to be determined by the instructor. This course includes introductory historiography and historical methods and a significant research component. This course is designed to be taken by students in their last semester in the history major program.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Eligible for placement in college English (Engl 101)
Any college level course in American or World History.

III. GRADING CRITERIA:

X Course must be taken on a "letter-grade" basis only.
___ Course may be taken on a "credit" basis or for a letter grade.
___ Course must be taken on a "credit" basis only.

IV. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Understand and explain the basic background of history as an academic discipline.
2. Understand and explain the basic processes and procedures of the discipline of history.
3. Demonstrate fundamental skills in historical research and writing.
4. Assess and analyze the complexities and problems of the issue or covered topic.
5. Discuss the topic critically with instructor and other students.
6. Explain the importance of the topic to the discipline of history.
7. Use new vocabulary relevant to the field of history and the topic of research.
8. Successfully select research materials appropriate to the topic and to the academic discipline.
9. Produce a ten to fifteen page research paper on the historical topic under discussion

with the quality of description and analysis, as well as writing and documentation skills appropriate for a second year college student.

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

Core Content	Approx % of Course
Overview of historiography	10%
Overview of the historical method of research and writing	5%
Discussion and practical exercises on the basics of historical research and writing	15%
Reading, writing and critical discussion on the chosen historical topic, including primary and secondary source readings and analysis	50%
Guided research and writing of a major research paper on the historical topic under discussion	25%

VI. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS: (check all that apply)

Essay	X	**Class Activity**	X	**Written Assignments**	X
Problem Solving Exercise	X	**Final Exam**	X	**Oral Assignments**	X
Skill Demonstration	X	**Objective**	X	**Quizzes**	X

Other Short essay papers and written research paper

VII. INSTRUCTIONAL METHODOLOGY: (Check all that apply)

Lecture	X	**Discussion**	X	**Demonstration**	X
Audio Visual	X	**Group Activity**	X	**Lab Activity**	
Computer Assisted Instruction	X	**Individual Assistance**	X	**Simulation/ Case Study**	

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit. X

Other

VIII. TEXTBOOK(S) AND SUPPLEMENT(S):

Representative college level texts and supplements which may be utilized by the instructor include, but are not limited to:

Arnold, John H., *History: A Very Short Introduction.* (Oxford University Press, 2000)

Barzun, Jacques and Henry F. Graff, *The Modern Researcher.* 6th ed. (Wadsworth Publishing, 2003)

Berkin, Carol and Betty S. Anderson, *The History Handbook.* (Houghton Mifflin Co.,

2004)

Booth, Wayne C., Joseph M. Williams, and Gregory G. Colomb. *The Craft of Research.* 2nd ed. (University of Chicago Press, 2003)

Frakes, Robert, *Writing for College History.* (Houghton Mifflin, 2003)

Furay, Conal and Michael J. Salevouris, *The Methods and Skills of History, A Practical Guide.* 2nd ed. (Harlan Davidson, Inc., 2000)

Marius, Richard, and Melvin E. Page, *A Short Guide to Writing about History.* 5th ed. (Longman, 2004)

Storey, William Kelleher. *Writing History: A Guide for Students.* 2nd ed. (Oxford University Press, 2003)

Turabian, Kate L., *A Manual for Writers of Term Papers, Theses, and Dissertations.* 6th rev. ed. (University of Chicago Press, 1996)

In addition to the above, instructor will select secondary historical works, monographs, and primary source texts as appropriate to the topic being studied.

Geography courses are currently taught by one full-time geography instructor and one adjunct instructor. The full-time faculty member, who was hired in 2004, is also the first full-time IVC instructor with a Ph.D. in geography. Courses currently taught in IVC classrooms include Cultural Geography 102 and Physical Geography 100. All of the sections of both of these courses have high attendance. Therefore, in 2007, as an additional service to the student body it is anticipated that Cultural Geography will also be offered as an online course. As part of their interaction with students, the geography faculty in 2006 became co-advisors to a student campus club, Students for Political Awareness (SPA). As an existing club, SPA has been very active in community service including candidate forums, Christmas programs for children, and food assistance for needy families. Geography's contribution to SPA will include additional community activities such as "Adopt-a-Highway," recycling activities, and fund-raisers to increase the club's interaction with the Imperial Valley. In addition, SPA's geography faculty is now researching travel activities for students including a trip to San Francisco for a geography conference and an international-education journey. With its involvement in the IVC Liberal Studies program, student activities, and the Imperial Valley community, geography has become a crucial part of Imperial Valley College.

History faculty members are completing the documentation to develop an A.A. degree in history, which will be submitted for approval by December of 2006. To this end, new courses were developed during the 2004-05 and 2005-06 academic years to add depth and breadth to the offerings in history. Some of these newly developed courses include Mexican-American history, East Asian history, the Middle East since Islam history, and American Women's history. These elective courses will be offered to prospective history major students on a two-year rotating basis. The A.A. degree in history is targeted primarily at transfer students who may wish to teach history at the high school level, or who may be interested in advanced study in the field. Currently, an A.A. degree in social science is offered to students who are looking for a general degree appropriate for transfer to a social science teaching credential program. It is anticipated that with the development of our history major more full-time and/or adjunct faculty will be needed. Additionally, with the recent change to the American history and institutions requirement for graduation as mandated by the state, which requires all associate degree or transferring students to take an American politics course, additional full-time and adjunct faculty will be needed in political science as well.

Political Science courses are currently taught by two full-time instructors and several adjunct faculty members. Courses regularly offered include: Introduction of American Government, Introduction to Political Science, and American Government and Politics. Comparative Politics, and Introduction to International Relations are offered on a rotating basis. Since American Government and Politics is a required course for all degree applicants and transfer students, all offerings meet or exceed quota. To better serve our students, this course will be offered online beginning in the spring of 2007. As additional full-time faculty members are added to the department, new courses will be developed with the ultimate goal being the development of a political science major. To enhance the student learning experience, the department started a student club, Students for Political Awareness (SPA), during the fall semester of 2004. (http://www.imperial.edu/gaylla.finnell/SPA/Home.htm; see Doc. 2.a.9). The club was named IVC Club of the Year for school years 2004-2005 and 2005-2006 and has approximately 40 active members and 60 e-mail members. Students are given numerous opportunities to experience firsthand the concepts and principles taught in the classroom through political action, community service, and networking with other community organizations. Several club members have become members of the IVC Associated Student Government, assuming active leadership positions in the campus government. This year, the club added additional faculty advisors to meet the needs of the students and has begun including issues related not only to political science, but also to history, geography, geology, environmental science, and administration of justice.

STATE OF CALIFORNIA

DIANE WOODRUFF, CHANCELLOR (INTERIM)

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
http://www.cccco.edu

RECEIVED
MAY 08 2008
By

April 25, 2008

Kathy Berry
Vice President, Academic Services
Imperial Valley College
380 E. Aten Rd.
Imperial, CA 92251-0158

Dear Dr. Berry:

The Chancellor's Office hereby approves Imperial Valley College's Associate in Arts degree in **History**. This program has been entered into the Inventory of Approved and Projected Programs under T.O.P. code 2205.00, with unique program number **18003**.

The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. This program is not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with this new program. If there are any questions about our action, please contact Stephanie Low, Specialist in Academic Planning, at (916) 322-6888, fax (916) 445-6268, or e-mail to lows@cccco.edu.

Sincerely,

Vice Chancellor Carole Bogue-Feinour
California Community Colleges, Chancellor's Office
Academic Affairs Division

Cc: Suzanne Gretz, History
Carol E. Lee, Transfer Center Director/Articulation Officer
LeBaron Woodyard
Stephanie Low

Linda Amidon

From: Carol Lee
Sent: Thursday, May 24, 2007 7:41 AM
To: Linda Amidon
Cc: Gary Rodgers
Subject: RE: History Degree Follow-Up - Imperial Valley College

I'm trying but I think 05/31/07 is pushing it. She only wants the outlines electronically so unless I get them today or tomorrow from Suzanne – I can't get them off until next Tuesday. Again, IF if get the documents from Suzanne.

From: Linda Amidon
Sent: Wednesday, May 23, 2007 5:14 PM
To: Carol Lee
Cc: Gary Rodgers
Subject: RE: History Degree Follow-Up - Imperial Valley College

Carol:

I had hoped to get the catalog back to Reprographics this Friday 5/25/07, so that Repro could make the changes and get a draft for final proofing and editing by Wednesday 5/30/07, with the final going to the printer by Friday 6/1/07. However, I think that's wishful thinking considering the number of corrections that need to be made, and the length of time it took to generate the initial draft of the catalog. At the absolute latest, I would like to have the catalog back from the printer by Monday 6/25/07. So that means that Repro would a have to submit the final catalog to the printer by Monday 6/18/07. If I can get the first draft with corrections to Repro by Friday 6/1/07, give them until Wednesday 6/6/07 to get a second draft to me – thoroughly proofed by Jaime and John, and assuming that corrections are minimal, we should be able to get the final draft of the catalog to the printer by 6/18/07, with a few days' wiggle room in between.

Is it possible you'll get an answer from Kathryn by 5/31/07?

Linda

From: Carol Lee
Sent: Wednesday, May 23, 2007 3:51 PM
To: Low, Stephanie
Subject: RE: History Degree Follow-Up - Imperial Valley College

Stephanie,

I just spoke with Kathryn Barth from CSU, Chico and she indicated that if I could submit the course outlines electronically to her next week that she would get them out to the respective department for review as soon as possible. Is this okay?

Carol

From: Low, Stephanie [mailto:lows@CCCCO.edu]
Sent: Wednesday, May 23, 2007 3:37 PM
To: Carol Lee
Subject: RE: History Degree Follow-Up - Imperial Valley College

It's acceptable to put in a "pending Chancellor approval" disclaimer. I have a feeling that we can work it out in time. If we can get something from Chico, then at least I can give you approval for a limited duration (1 year) in order to get other agreements.

Let me know when your schedule is better and we'll exchange some ideas.

Stephanie Low
Specialist, Academic Planning & Development
Chancellor's Office, California Community Colleges
(916) 322-6888
fax (916) 445-6268

From: Carol Lee [mailto:carol.lee@imperial.edu]
Sent: Wednesday, May 23, 2007 3:31 PM
To: Low, Stephanie
Subject: RE: History Degree Follow-Up - Imperial Valley College
Importance: High

Stephanie,

Your input please. Do you think IVC should put the history major in our catalog for 07-08 with a disclaimer pending Chancellor's office review? Or, hold it out completely? We're trying to go to press in the next week or so. I just need to know if we should pull it while the articulations are being worked on or leave it in with the disclaimer. Thanks.

Carol

From: Low, Stephanie [mailto:lows@CCCCO.edu]
Sent: Wednesday, May 23, 2007 3:03 PM
To: Carol Lee
Cc: Suzanne Gretz
Subject: RE: History Degree Follow-Up - Imperial Valley College

OK. Let me know what you find out when you have more time.

Stephanie Low
Specialist, Academic Planning & Development
Chancellor's Office, California Community Colleges
(916) 322-6888
fax (916) 445-6268

From: Carol Lee [mailto:carol.lee@imperial.edu]
Sent: Wednesday, May 23, 2007 3:03 PM
To: Low, Stephanie
Cc: Suzanne Gretz
Subject: RE: History Degree Follow-Up - Imperial Valley College

Stephanie,

Takes all summer to get the articulations with the UC's. CSU Chico should be a little bit faster. I'm working on this as fast as I can but I doing HS outreach this week. Will be working on this next week.

Carol

From: Low, Stephanie [mailto:lows@CCCCO.edu]
Sent: Wednesday, May 23, 2007 11:33 AM

To: Carol Lee
Cc: Suzanne Gretz
Subject: RE: History Degree Follow-Up - Imperial Valley College

Thanks, Carol.

Unfortunately, there don't appear to be any existing articulation that fulfill a majority of the proposed requirements. It does look as if a sufficient majority may be articulated with Chico, UCB and UCD if they agree to the requests that your are submitting this summer.

What is your expectation on getting these agreements? How long does it normally take?

Stephanie Low
Specialist, Academic Planning & Development
Chancellor's Office, California Community Colleges
(916) 322-6888
fax (916) 445-6268

From: Carol Lee [mailto:carol.lee@imperial.edu]
Sent: Tuesday, May 22, 2007 4:29 PM
To: Low, Stephanie
Cc: suzanne.gretz@imperial.edu
Subject: History Degree Follow-Up - Imperial Valley College
Importance: High

Stephanie,

Suzanne Gretz, passed me your email with comments. I believe the attached chart I have created on our "existing" and prospective History articulations should answer any of your concerns with regards to transfer. Reflects all CSU's and UC articulations for History.

If this doesn't address your concern please give Suzanne or myself another heads up on this.

Carol E. Lee