



# CURRICULUM COMMITTEE | AGENDA

Wednesday, October 3, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

**Members:**

Guido Davis Del Piccolo, <i>Chair</i>	Pat Halliday	Estela Narrie	Jeffery Shimizu
Georgia Lorenz, <i>Vice Chair</i>	Randal Lawson	James Pacchioli	David Shirinyan
Brenda Antrim	Emily Lodmer	Elaine Roque	Gary Taka
Ellen Cutler	Walt Louie	Josh Sanseri	Van Tran
Keith Fiddmont	Walter Meyer	Deborah Schwyster	Toni Trives
Roberto Gonzalez			Julie Yarrish

**Interested Parties:**

Maria Bonin	Mary Colavito	Mitra Moassessi	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Katharine Muller	Chris Young
Jonathan Cohanne			

**Ex-Officio Members:**

Janet Harclerode	Parker Jean
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## AGENDA

*(Items for action are listed alphabetically; items for information are listed numerically)*

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes.....3
- IV. Chair’s report
- V. Information items:
  - (Program Review)
    - 1. ESL 10G: Multiple Skills Preparation: Listening, Speaking And Grammar
    - 2. ESL 10W: Multiple Skills Preparation: Reading and Writing
    - 3. ESL 11A: Basic English I
    - 4. ESL 14A: Pronunciation And Spelling: Vowel And Consonant Sounds
    - 5. ESL 21A: English Fundamentals I
    - 6. ESL 21B: English Fundamentals 2

\*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

## VI. Action items:

## (New Courses)

- a. HISTORY 14/ENVIRONMENTAL STUDIES 14: US Environmental History.....5
- b. HISTORY 32/ENVIRONMENTAL STUDIES 32: Global Environmental History.....10

## VII. Discussion items:

## (Old Business)

- 7. Prerequisites

## (New Business)

- 8. AA-T/AS-T (Associate in Arts for Transfer/Associate in Science for Transfer) degrees

## VIII. Adjournment

*(Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting).*



# CURRICULUM COMMITTEE I MINUTES

Wednesday, September 19, 2012 | 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Keith Fiddmont	Walter Meyer	Jeffery Shimizu
Georgia Lorenz, <i>Vice Chair</i>	Roberto Gonzalez	Estela Narrie	David Shirinyan
Brenda Antrim	Pat Halliday	James Pacchioli	Gary Taka
Ellen Cutler	Emily Lodmer	Josh Sanseri	Toni Trives
	Walt Louie	Deborah Schwyter	Julie Yarrish

## Members Absent:

Randal Lawson	Elaine Roque	Van Tran
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## Others Present:

Eduardo Duarte	Parker Jean	Eric Oifer
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## M I N U T E S

*(Items for action are listed alphabetically; items for information are listed numerically)*

### I. Call to order:

The meeting was called to order at 3: 07 p.m.

### II. Public Comments:\*

None.

### III. Approval of Minutes:

The minutes of September 5, 2012 were approved as presented.

### IV. Chair's report:

- The Academic Senate approved the following on September 18, 2012:
  - CIS 70: Social Media Applications (with prerequisite of CIS 50 or GR DES 65)  
(Distance Education)
  - CIS 70: Social Media Applications
- The Chair welcomed Parker Jean, Associated Students President and Eduardo Duarte (student)
  - I. **ASSIST training:** The Chair informed the committee on the availability and usage of ASSIST. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The ASSIST web address and log-in information for faculty members are on the Curriculum website at [www.smc.edu/curriculum](http://www.smc.edu/curriculum) under "Curriculum Resources."

\*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

**V. Information items:****(Course Updates)**

2. ACCTG 15: Individual Income Taxes (distance education course update)
3. ACCTG 16 Taxation of Corporations, Partnerships, Estates and Trusts (distance education course update)

**(Program Review)**

4. NURSNG 20: Introduction To Medical-Surgical Nursing
5. NURSNG 20L: Introduction To Medical-Surgical Nursing Laboratory
6. NURSNG 30: Intermediate Medical-Surgical Nursing

**VI. Action items:****(Consent Agenda)**

- a. **POL SC 22 Environmental Politics And Policies** (request to cross-list as Environmental Studies 22) – presented by Eric Oifer.

Brenda Antrim moved to approve the cross-listing of Political Science 22 as Environmental Studies 22 with the suggested changes to SLOs #3 and #4 to be made to Eric Oifer.

**Motion Made by:** Brenda Antrim      **Seconded By:** Julie Yarrish  
The motion passed unanimously.

**VII. Discussion items:**

7. **Prerequisites:** A discussion took place on the recent changes in Title 5 which grant institutions the ability to approve prerequisites and corequisites based on content review only (without statistical validation). The Chair handed out excerpts of the booklet (Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation) which can be found on the Curriculum Committee website under “Committee Resource Documents”. The Board Policy and corresponding Administrative Regulation (AR) regarding establishment of prerequisites will need revision and the Chair asked the Committee to read the material provided to prepare for the task in the upcoming months.
8. **Repeatability:** There was a brief discussion regarding an upcoming change in the Title 5 section dealing with course repeatability to be implemented in Summer 2013, which will limit students to four experiences within the same activity. The reference material provided by the Chancellor’s office has been posted to the Curriculum Committee website: [www.smc.edu/curriculum](http://www.smc.edu/curriculum) under “Committee Resource Documents.”

**VIII. Adjournment:**

The meeting was adjourned at 4:21 p.m.

# Santa Monica College

## New SMC Course

### Expanded Course Outline for HIST 14 - US Environmental History

Course Cover	
Discipline	HIST-HISTORY
Course Number	14
Full Course Title	US Environmental History
Cross Listed Course	Environmental Studies 14
Catalog Course Description	This course surveys environmental history of the United States from earliest human migration to the present, focusing on the complex and consequential ways people have perceived, relied on, interacted with, and been impacted by the natural world. Topics include diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as the economic, political, social, cultural, technological and global aspects of these patterns.
Rationale	Environmental history is a significant and growing field of historical research, focusing on the human relationship with the natural world. This receives only passing attention in other courses, hence the need for a course that emphasizes this key historical factor.
Proposal Information	
Proposed Start	Year: 2013 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester	54.00

Instructional Hours	
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
<b>Minimum Qualification</b>	
Minimum Qualifications:	History (Masters Required)
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Liberal Art: Social/Behavioral, Group A; Environmental Science, Environmental Studies; Public Policy <b>AA-T Degree</b> -History <b>Certificate of Achievement</b> -same as degree list
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing the perceptions of, reliance on, adaptations to, interaction with and impact of land, water, plants, animals, and energy resources on diverse Americans, including Native Americans, colonial peoples, western settlers and miners.	
2. Describe and discuss, orally and/or in writing the environmental impact of industrialization and the post-industrial economy.	
3. Describe and discuss, orally and/or in writing the environmental changes and issues related to urbanization and suburbanization.	
4. Describe and discuss, orally and/or in writing the political, social, and economic aspects of the twentieth-century emergence of environmental policies and regulations.	
5. Describe and discuss, orally and/or in writing the contemporary global context of human interaction with the environment.	
6. Compare and contrast major events, trends, themes, people, etc. related to the above topics and discuss their historical significance.	
7. Critically examine historical material, including primary sources, attentive to such concepts as historical agency, context, perspective, and multi-causation.	
8. Draw connections between different time periods and regions in United States environmental history, including the present, and discuss the value of historical study for understanding change and continuity over time.	
9. Demonstrate understanding of history as a discipline characterized by the application of critical analysis to factual evidence.	
<b>Course Content</b>	
10%	Defining environmental history
15%	Early land and water use patterns, including hunting-gathering, the domestication of

	plants and animals by Native Americans, Africans, and Europeans prior to 1492
25%	Creating an “American” land & water use pattern, including the impact of the Columbian Exchange, regional differences and peoples from colonial times through western expansion; and dissent and reform voices.
25%	Industrialization, Urbanization and Suburbanization, including energy sources and issues; population density, urban services, environmental issues of growth and suburbanization;
25%	Twentieth-century and contemporary environmental trends and movements, from Progressive regulations through the Depression and wartime, federal regulation of the 1960s and 1970s, deregulatory pressures since the 1980s; emergence of contemporary issues.
Total: 100%	
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 55% - Exams/Tests</li> <li>• 10% - Quizzes</li> <li>• 25% - Written assignments</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	Methods of grading and assignments will vary among instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Projects Service Learning
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Kline, Benjamin. <i>First Along the River: A Brief History of the US Environmental Movement</i> , ed. Rowman & Littlefield, 2011	

2. Merchant, Carolyn. <i>American Environmental History: An Introduction</i> , ed. Columbia UP, 2007
3. Rome, Adam. <i>The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism</i> , ed. Cambridge UP, 2001
4. Steinberg, Theodore. <i>Down to Earth: Nature's Role in American History</i> , ed. Oxford UP, 2008
5. Merchant, Carolyn. <i>Major Problems in American Environmental History</i> , ed. Wadsworth, 2011
6. Walker, Richard. <i>The Country in the City</i> , ed. U of Washington P, 2010

**Assignments**

Sample Assignment

Sample Assignment

- |   |  |
|---|--|
| <p>1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?</p> |  |
| <p>2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.</p>  |  |

**Pre/Corequisites & Advisories**

**Skills Advisory**  
ENGL 21B

**Library**

List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	Yes

Additional Comments/Information

**Student Learning Outcomes**

1. Demonstrate factual and chronologically accurate knowledge of key events, issues, trends, and people of the relevant time period and geographic region, as designated in the Course Outline of Record, specifically the perceptions of, reliance on, adaptations to, interaction with and impact of land, water, plants, animals, and energy resources on diverse Americans, including Native Americans, colonial peoples, western settlers and miners; the environmental impact of industrialization and the post-industrial economy; the environmental changes and issues related to urbanization and suburbanization; the political, social, and economic aspects of the twentieth-century emergence of environmental policies and regulations; and contemporary attention to the



global context of human interaction with the environment.
2. Demonstrate the ability to interpret historical information by applying analytical skills used by historians such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity to the course content, as designated above.
3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.
<b>Transfer/General Ed</b>
CSU/UC Transfer Course
A. Transfers to UC (pending review) B. Transfers to CSU
IGETC Area 3: Arts and Humanities
B: Humanities
IGETC Area 4: Social and Behavioral Sciences
F: History
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
C2 - Humanities
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
D6 - History
Santa Monica General Education Areas
Area IIB: Social Science (Group B)
<b>Comparable Transfer Courses</b>
College Info <b>California Community College</b> Butte College American Environmental History 22

# Santa Monica College

## New SMC Course

### Expanded Course Outline for HIST 32 - Global Environmental History

Course Cover	
Discipline	HIST-HISTORY
Course Number	32
Full Course Title	Global Environmental History
Cross Listed Course	Environmental Studies 32
Catalog Course Description	This course surveys global environmental history from early human evolution to the present, focusing on the complex and consequential ways people have perceived, relied on, interacted with and been impacted by the natural world. Topics include the diverse patterns of interaction with land, water, plants, animals, and energy sources, as well as their economic, political, social, cultural, and technological aspects in the local, regional, and global context.
Rationale	Environmental history is a significant and growing field of historical research, focusing attention on the human relationship with the natural world. This receives only passing attention in other courses, hence the need for a course that emphasizes this key historical factor.
Proposal Information	
Proposed Start	Year: 2013 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Minimum Qualification	
Minimum Qualifications:	History (Masters Required)
Program Applicability	

Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Liberal Art: Social/Behav, Group A; Environ Science, Environ Studies; Public Policy, Global Studies <b>AA-T Degree</b> -History <b>Certificate of Achievement</b> -same as degree list
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Describe and discuss, orally and/or in writing, the historical interaction between humans and nature encompassing early to contemporary societies and civilizations throughout the world and including political, social, economic, and cultural aspects through such themes as: 1) technology (agricultural, urban, and industrial), 2) interaction/use of land, water, plants, animals, and other natural resources, 3) human and other migrations, and 4) climate change.	
2. Compare and contrast major events, trends, themes, people, etc. related to the above topics and discuss their historical significance.	
3. Critically examine historical material, including primary sources, attentive to such concepts as historical agency, context, perspective, and multi-causation.	
4. Draw connections between different time periods and regions in global environmental history, including the present, and discuss the value of historical study for understanding change and continuity over time.	
5. Demonstrate understanding of history as a discipline characterized by the application of critical analysis to factual evidence.	
<b>Course Content</b>	
10%	Defining environmental history & its inter-disciplinary connections
20%	Patterns of human interaction with land, water, and energy sources; plants & animals
20%	Issues of Population Scale: agriculture, urban, and suburban; Climate change
20%	Migrations (human, plants, animals, disease)
20%	Industrialization and globalization
10%	Contemporary debates, policies, and activism
Total: 100%	
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 55% - Exams/Tests minimum of two exams</li> <li>• 10% - Quizzes</li> <li>• 25% - Written assignments</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information	Methods of grading and assignments will vary among

(Optional)	instructors, although all will include an emphasis on written work that demonstrates content knowledge and analytical skills. Generally, frequent quizzes, one or two midterms plus a final exam will be given. These will use a combination of objective questions, short answers/identifications, and extended essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given. The relative weight of exams and assignments will vary by instructor. Generally, exams will count for 66% to 75% of the course grade, with assignments and class participation making up the remainder.
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### Methods of Presentation

Methods	Group Work Lecture and Discussion Projects Service Learning
Other Methods	Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.

### Appropriate Textbooks

Textbooks such as the following are appropriate:	
Formatting Style	MLA
Textbooks	
1. Myllyntaus, Timo. <i>Thinking through the Environment: Green Approaches to Global History</i> , ed. White Horse Press, 2011	
2. McNeill, John R.. <i>Something New Under the Sun: An Environmental History of the Twentieth-Century World</i> , ed. Norton, 2001	
3. Hughes, J. Donald. <i>An Environmental History of the World</i> , ed. Routledge, 2009	
4. Fagan, Brian. <i>The Long Summer: How Climate Changed Civilization</i> , ed. Basic Books, 2004	
5. Radkau, Joachim. <i>Nature and Power: A Global History of the Environment</i> , ed. Cambridge UP, 2008	
6. Williams, Michael. <i>Deforesting the Earth, From PreHistory to Global Crisis</i> , ed. U Chicago P, 2006	
7. Ponting, Clive. <i>A New Green History of the World</i> , ed. Penguin , 2007	

### Assignments

Sample Assignment
Sample Assignment
1. Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each

document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?

2. Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

### Pre/Corequisites & Advisories

**Skills Advisory**  
ENGL 21B

### Library

List of suggested materials has been given to librarian?	Yes
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

### Student Learning Outcomes

1. Demonstrate factual and chronologically accurate knowledge of key events, issues, trends, and people of the relevant time period and geographic region, as designated in the Course Outline of Record, specifically the historical interaction between humans and nature through such themes as technology (agricultural, urban, and industrial), interaction/use of land, water, plants, animals, and other natural resources; human and other migrations; and climate change, encompassing early to contemporary societies and civilizations throughout the world and including political, social, economic, and cultural aspects.

2. Demonstrate the ability to interpret historical information by applying analytical skills used by historians such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity to the course content, as designated in the Course Outline of Record.

3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

### Transfer/General Ed

CSU/UC Transfer Course

A. Transfers to UC (pending review)  
B. Transfers to CSU

IGETC Area 3: Arts and Humanities

B: Humanities

IGETC Area 4: Social and Behavioral Sciences

F: History

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages

C2 - Humanities

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
D6 - History
Santa Monica General Education Areas
Area IIB: Social Science (Group B)
<b>Comparable Transfer Courses</b>
College Info <b>California Community College</b> De Anza College Social Environmental History HIST 28 <b>UC</b> UC Merced Introduction to Environmental History HIST 25