

COM GE SLO Mapping 2016: Area C

Humanities AREA C SLOs:	GE	Recognize, analyze, and reflect on significant cultural works.	Foster a greater understanding of aesthetic, intellectual, linguistic, political, and religious dimensions of various cultures.
ARCH 100		<p>1. Identify the name, date, architect, and significance of specific works and also define terms from architectural history such as entasis, colonnade, and entablature.</p> <p>4. Arrange major architectural movements in chronological order and describe how these movements may have influenced one another over time. For example, they will be able to trace the development of Egyptian architecture from early burial practices in Upper and Lower Egypt to the rock cut tombs of the New Kingdom.</p>	<p>3. Analyze how the ideas of a particular culture were expressed in its architecture. For example, students will be able to trace developments in ancient Greek democracy, philosophy, theater, and art, and analyze their concurrent expression in architecture</p>

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<p>ARCH 101</p>	<p>1. Identify the name, date, architect, and significance of specific works and also define terms from architectural history such as flying buttress, arcade, rib vault.</p> <p>3. Arrange major architectural developments in chronological order and describe how these may have influenced one another over time. For example, they will be able to trace how the new technology of the nineteenth century set the stage for an explosion of new ideas that are still being explored.</p>	<p>2. Analyze how the ideas of a particular culture were expressed in its architecture. For example, students will be able to track the development of Islamic architecture and its influence on Europe.</p>
<p>ARCH 102</p>	<p>1. Identify the name, date, architect, and significance of specific works and also define terms from architectural history such as prairie style, Bauhaus, and Postmodern.</p> <p>3. Arrange major architectural developments in chronological order and describe how these may have influenced one another over time. For example, they will be able to trace how technological developments at the end of the Nineteenth Century, such as the use of the steel frame, set the stage for new thinking about architecture.</p>	<p>2. Analyze how the ideas of a particular culture were expressed in its architecture. For example, students will be able to track the relationships between avant-garde art and the emerging International Style in architecture in the early 1900s.</p> <p>4. Collect and sort information from a variety of sources that is relevant to an architectural history topic. Formulate larger concepts from the data and refine them into a complete and defensible thesis.</p>

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ART 101	3. demonstrate abilities to analyze artworks on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues	2. demonstrate an understanding of the relationship between art and its socio-historical context
ART 102	3. demonstrate abilities to analyze artworks on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues	2. demonstrate an understanding of the relationship b/w the art-work and its socio-historical context
ART 103	3. demonstrate abilities to analyze artworks on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues	2. demonstrate an understanding of the relationship between art and its socio-historical context
ART 104	2. demonstrate an understanding of the relationship between art and its socio-historical context 3. demonstrate abilities to analyze artworks on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues	2. demonstrate an understanding of the relationship between art and its socio-historical context

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ART 105	<p>2. demonstrate an understanding of the relationship between art and its socio-historical context</p> <p>3. demonstrate abilities to analyze artworks on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues</p>	<p>2. demonstrate an understanding of the relationship between art and its socio-historical context</p>
ART 106	<p>3. demonstrate abilities to analyze artworks on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues</p>	<p>2. demonstrate an understanding of the relationship between art and its socio-historical context</p>
ART 107		<p>demonstrate an understanding of the relationship between the art-work and its socio-historical context</p>
ART 108	<p>Compare and contrast a variety of visual expressions from cultures in the Americas.</p>	<p>Compare and contrast a variety of visual expressions from cultures in the Americas. Demonstrate an understanding of the relationship between the art-work and its socio-historical context</p>

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ART 110	<ol style="list-style-type: none"> 1. interpret the various ways in which works of Islamic art have been used as vehicles of expression 2. demonstrate an understanding of the relationship between Islamic art and its socio-historical context 3. demonstrate abilities to analyze diverse works of Islamic art on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues 	<ol style="list-style-type: none"> 1. interpret the various ways in which works of Islamic art have been used as vehicles of expression 2. demonstrate an understanding of the relationship between Islamic art and its socio-historical context 3. demonstrate abilities to analyze diverse works of Islamic art on the basis of artistic, social, cultural, political, economic and/or ethnic and gender contexts and issues
ASL 101		~Demonstrate understanding of information concerning the Deaf Community, its behaviors, values and issues, and explain specific cultural and social values unique to the American Deaf Culture.
ASL 102		
ASL 110		
ASL 203		
ASL 204		
BIOL 145		
CHIN 101	Recognize 250-300 Chinese characters, and write at least 100 characters. Appreciate the richness of the Chinese culture through a study of its tradition and through the characters	

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CHIN 102		Continue to study China's role in the global community, and delve into the politics of mainland China, Taiwan, Hong Kong, and the Chinese community within USA. Compare and contrast categories of expression in Mandarin and English, including their idioms. Appreciate the richness of the Chinese culture through a study of its tradition.
COMM 108D		
COMM 108I		
COMM 108T		
COMM 110		Demonstrate how mass media influences major cultural practices and social formations.
COMM 160		5. Distinguish among the basic functions of media in society and their relationships to the construction of racial and gender stereotypes. 6. Integrate understanding of the history of racial and gender stereotyping in American media into critical analyses of contemporary media images. 7. Deconstruct mass media representations, particularly in relation to gender, race, and class in American culture.

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DANC 108	<ol style="list-style-type: none"> 1. Examine how dance functions in society as an emblem of cultural identity. 2. Examine dance in society as an expression of social order, power and cultural mores. 3. Analyze dance as a classical art. 4. Identify ways in which dance serves as a medium of cultural fusion. 5. Examine ways the individual, creative choreographers revolutionized dance in the 20th century. 	<ol style="list-style-type: none"> 5. Examine ways the individual, creative choreographers revolutionized dance in the 20th century.
DRAM 110		
DRAM 116	<ol style="list-style-type: none"> 2. Discern the major contributions to theatrical literature from a variety of historical playwrights. 	<ol style="list-style-type: none"> 1. Distinguish the historical developments of theatre from its origins to the present. 3. Delineate the aesthetic nature of theatre that has endured throughout the historical periods.
DRAM 117	<ol style="list-style-type: none"> 1. Identify specific historical contributions to the art form of Shakespearean theatre and describe how those contributions have been integrated into our contemporary theatre experience. 2. Understand the structure and poetic conventions of Shakespeare's text. 3. Outline and explain the aesthetic elements of historical and contemporary production of a Shakespearean play. 	
ENGL 151	Identify and analyze how literary elements, criticism, historical contexts, and logical fallacies relate to texts	

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ENGL 208	Upon completion of this course students will be able to apply traditional literary devices to evaluate, analyze and interpret works of short fiction, and compare and contrast authors themes and styles in different historical and cultural contexts.	
ENGL 212		
ENGL 214	Upon completion of the course, students will be able to analyze works of literature, critically compare and contrast novels to film adaptations, and examine the dynamics of American life reflected in the literature.	Upon completion of the course, students will be able to analyze works of literature, critically compare and contrast novels to film adaptations, and examine the dynamics of American life reflected in the literature.
ENGL 218	~Analyze major themes and issues in representative American fiction from the 19th and 20th centuries.	~Articulate an understanding and appreciation of American literary tradition through discussion and assignments.
ENGL 219		
ENGL 220		
ENGL 221A	<ol style="list-style-type: none"> 1. Identify how social and philosophical trends shaped American Literature up to the Civil War. 2. Identify and evaluate the influence early American writers have had in shaping our culture and our ethics. 3. Describe American literature and culture as an amalgam of diverse subcultures. 4. Describe how the "silent" voices of America relate to the dominant ones. 	<ol style="list-style-type: none"> 1. Identify how social and philosophical trends shaped American Literature up to the Civil War. 2. Identify and evaluate the influence early American writers have had in shaping our culture and our ethics. 3. Describe American literature and culture as an amalgam of diverse subcultures. 4. Describe how the "silent" voices of America relate to the dominant ones.

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ENGL 221B	<p>1. Identify how social and philosophical trends have shaped American Literature in the late 19th, 20th, and 21st centuries.</p> <p>2. Identify and evaluate the influence American writers have had in shaping our culture and our ethics since the Civil War.</p> <p>3. Describe American literature and culture since the Civil War as an amalgam of diverse subcultures.</p> <p>4. Describe how the "silent" voices of America relate to the dominant ones since the Civil War.</p>	<p>1. Identify how social and philosophical trends have shaped American Literature in the late 19th, 20th, and 21st centuries.</p> <p>2. Identify and evaluate the influence American writers have had in shaping our culture and our ethics since the Civil War.</p> <p>3. Describe American literature and culture since the Civil War as an amalgam of diverse subcultures.</p> <p>4. Describe how the "silent" voices of America relate to the dominant ones since the Civil War.</p>
ENGL 222		
ENGL 223		
ENGL 224	<p>➢ To recognize the chief traits of literary works from each period covered.</p> <p>➢ To analyze a literary work in terms of its depiction of the hero and the values he or she represents or in terms of motifs characteristic of its period.</p>	<p>➢ To recognize the chief traits of literary works from each period covered.</p> <p>➢ To analyze a literary work in terms of its depiction of the hero and the values he or she represents or in terms of motifs characteristic of its period.</p> <p>➢ To comprehend the broad archetypal currents which make it possible to speak of single world literature.</p>

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ENGL 225	<p>To recognize the chief traits of literary works from each period covered.</p> <p>To analyze a literary work in terms of its depiction of the hero and the values he or she represents or in terms of motifs characteristic of its period.</p> <p>To read and understand a broad selection of authors during the timeframe of the course.</p>	<p>To recognize the chief traits of literary works from each period covered.</p> <p>To appreciate the literature of a culture, customs and rituals, different from their own.</p> <p>To comprehend the broad archetypal currents which make it possible to speak of single world literature.</p>
ENGL 230	<p>Recognize Shakespeare's plays and poetry in context of his place in Western Literature</p> <p>Apply literary criticism to Shakespeare's plays</p>	<p>Identify historical, social and religious themes in Shakespeare's plays; compare and contrast such themes with those of contemporary society</p>

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ENGL 235		<p>Identify the relationships between literature written by women and its historical and cultural contexts</p> <p>-Explain and analyze the ways in which women writers have challenged the established majority literary traditions and the social codes of their time and context</p> <p>-Demonstrate an understanding of the diversity of American cultures and of the contributions women have made globally to the cultures to which they belong</p> <p>-Analyze their own biases and prejudices in comparison to those explored in literature by women</p>
ENGL 237		4. Examine the diversity of American culture through its literature and how this literature from specific social and ethnic groups relates to the literary canon.
ENGL 240		>identify cultural and political influences in children's literature.

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ENGL 242	<p>2. Apply literary criticism and historical research to selected texts.</p>	<p>3. Compare and contrast their own cultural perspectives and values in relation to those of different religions, histories, and social arrangements from around the globe.</p> <p>4. Describe the richness and variety of the many cultural perspectives that compose our contemporary globalized world.</p>
ETST 108	<p>Demonstrate an understanding of the relationship between the art-work and its socio-historical context</p>	<p>Compare and contrast a variety of visual expressions from cultures in the Americas.</p> <p>Analyze painting, architecture, sculpture, ceramics and other art works in terms of subject matter, form and content.</p>
ETST 154	<p>1) Critically appraise selected contemporary Native American authors.</p> <p>2) Demonstrate in written work and orally in classroom discussions an understanding of 48 characteristics of traditional Native American cultures and recognize these in literature.</p>	
FILM 109A		
FILM 109B		
FREN 101		<p>4. Demonstrate a broad awareness of the culture, values and customs of the Francophone world, and appreciate the rich cultural diversity of the French-speaking world.</p>

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FREN 102		4. Acquire a broad awareness of the culture, values and customs of the Francophone world. Appreciate the rich cultural diversity of the French-speaking word, including the major conventions of social interaction, and understand better their own culture by contrast.
FREN 108A		
FREN 108B		~ analyze, contrast, and compare cultural and traditional values in the French-speaking world through ideas presented in socio-political history and selected films.
FREN 203		6. Demonstrate a broad awareness of the culture, values, customs, and diversity of the Francophone world.
FREN 204		6. Demonstrate a broad awareness of the culture, values, customs, and diversity of the Francophone world.
FREN 225	~Interpret original sources in French about the history, literature and culture of the French-speaking world.	~Analyze the culture, values and customs of the French-speaking world and appreciate the rich cultural diversity of the French-speaking world.
FREN 226	~Interpret original sources in French about the history, literature and culture of the French-speaking world.	~Analyze the culture, values and customs of the French-speaking world and appreciate the rich cultural diversity of the French-speaking world
GEOL 145		
HUM 100A		5. Discuss the major artistic, literary, architectural and philosophical works in the history of the West.
HUM 100B		5. Discuss the major artistic, literary, architectural and philosophical works in the history of the West.
HUM 107		

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HUM 108	Demonstrate an understanding of the relationship between the art-work and its socio-historical context. Compare and contrast a variety of visual expressions from cultures in the Americas.	
HUM 109A		Analyze how pre-World War II film movements, genres and tendencies reflected the sociopolitical cultures of their times and places of origination Distinguish what may be uniquely American about the culture of American film, and what other national cinemas reveal about the cultures from which they emerge
HUM 109B		
HUM 114		
HUM 118		3. Compare and contrast the arguments, perspectives and viewpoints of the religious traditions studied.
HUM 125	1. Explain a variety of myths and folklore from both the East and the West.	2. Discuss the cultural significance of myth and folklore. 4. Discuss the role that myth and folklore plays in various cultures, including our own.
HUM 242		4. Describe the richness and variety of the many cultural perspectives that compose our contemporary globalized world.
ITAL 101		Acquire a broad awareness of the cultures, values, and customs of Italy and appreciate its rich cultural diversity.

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ITAL 102		Articulate a broad awareness of the culture, values, and customs of the Italian world and be able to discuss them.
ITAL 203		~Acquire a broader awareness of the Italian culture, values and customs.
ITAL 204		4.Acquire a broad awareness of the culture, values and customs of the Italian world and be able to discuss them.
ITAL 225	2.Read original sources in Italian about the history, literature and culture of Italy.	2.Read original sources in Italian about the history, literature and culture of Italy. 3.Write longer essays and research reports on the history and culture of Italy. 4.Understand Italian spoken by the instructor, other students, and native Italian speakers in films, lectures and songs. 5.Acquire a broader awareness of the culture, values and customs of Italy.
ITAL 226	2.Read original sources in Italian about the history, literature and culture of Italy.	2.Read original sources in Italian about the history, literature and culture of Italy. 3.Write longer essays and research reports on the history and culture of Italy. 4.Understand Italian spoken by the instructor, other students, and native Italian speakers in films, lectures and songs. 5.Acquire a broader awareness of the culture, values and customs of Italy.
ITAL 228	Analyze, contrast, and compare the cultural content of a selection of Italian films.	

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JOUN 110		
JOUN 160		
JPNS 101		
JPNS 102		2) write a short story or a short essay to compare and contrast Japanese and American cultures using Hiragana and Katakana characters along with approximately 75 Kanji writing characters
JPNS 108	1) Identify and discuss Japanese historical movies staged in War era when Japan was isolated from the outside world and Edo era when Western culture started coming in; and animation movies staged in the modern era.	2) compare and contrast the way of thinking, the way of living, the value of people's lives in historical movies and animation movies.
JPNS 203		1) read and comprehend Japanese literature with historical, social and cultural contexts
JPNS 204		3) demonstrate an understanding of Japanese geographical, cultural, and historical background through literature.
MUS 101		
MUS 102		4. Compare and contrast how musical elements are used in different musical styles and periods.

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MUS 105		<ol style="list-style-type: none"> 1. Identify and explain the evolution of U.S. popular musics as influenced by African-American, European-American, and Latin-American traditions, including the ability to recognize the cultural context of the music presented. 2. Identify and discuss the various styles and forms that comprise American music styles, including blues, early country and folk, jazz, rhythm and blues, rock and roll, pop, mambo, salsa, bossa nova, samba, hip hop and hybrid forms. 4. Identify the cultural and historical context of the music and artists.
MUS 106		
PHIL 110		<ol style="list-style-type: none"> 2. Explain the divergences and convergences between philosophy and other fields, such as science, religion, art and myth.
PHIL 111		<ol style="list-style-type: none"> 2. Explain the similarities and differences between Eastern and Western perspectives on ethical issues.
PHIL 112		
PHIL 115	<ol style="list-style-type: none"> 4. Compare and explain the arguments, perspectives and viewpoints of the philosophers studied. 	<ol style="list-style-type: none"> 2. Explain how science, religion, art and myth played roles in the development of ancient philosophy. 3. Analyze and synthesize the issues and topics dealt with in ancient philosophy.

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PHIL 116	4. Be able to compare and explain the arguments, perspectives and viewpoints of the philosophers studied.	<ol style="list-style-type: none"> 1. Be able to explain the history, methods and major issues in Medieval philosophical thought. 2. Be able to explain the divergences and convergences between Medieval philosophical thought and other fields of thought such as science, religion, art and myth. 3. Be able to analyze and synthesize the issues and topics dealt with in Medieval philosophy.
PHIL 117		<ol style="list-style-type: none"> 1. Identify the main arguments, issues, themes and figures that have played a role in the development of the western philosophical tradition. 3. Appreciate the role that philosophy plays in all areas of culture, including art, science and religion.
SPAN 101		
SPAN 102		~ articulate a broader awareness of the histories and customs of the Hispanic world as well as appreciate the rich cultural diversity of the Spanish-speaking world
SPAN 203		
SPAN 203HB		~Demonstrate a broader awareness of the culture, values and customs of the Hispanic world and appreciate the rich cultural diversity of the Spanish-speaking world.
SPAN 204		

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SPAN 225	<p>~Interpret original sources in Spanish about the history, literature and culture of the Spanish-speaking world.</p>	<p>~Demonstrate complex thoughts in Spanish while discussing the history and culture of the Hispanic world.</p> <p>~Communicate advanced ideas through longer essays and research reports on the history and culture of Spanish America and Spain.</p> <p>~Comprehend Spanish spoken by the instructor, other students, and native speakers of Spanish in films, lectures and songs.</p> <p>~Analyze the culture, values and customs of the Hispanic world and appreciate the rich cultural diversity of the Spanish-speaking world</p>
SPAN 226	<p>~Interpret original sources in Spanish about the history, literature and culture of the Spanish-speaking world.</p>	<p>~Demonstrate complex thoughts in Spanish while discussing the history and culture of the Hispanic world.</p> <p>~Communicate advanced ideas through longer essays and research reports on the history and culture of Spanish America and Spain.</p> <p>~Comprehend Spanish spoken by the instructor, other students, and native speakers of Spanish in films, lectures and songs.</p> <p>~Analyze the culture, values and customs of the Hispanic world and appreciate the rich cultural diversity of the Spanish-speaking world</p>
SPAN 228C		<p>3. Be able to identify selected films within their historic, cultural and political context in Spanish speaking countries.</p>

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SPAN 230A	<ol style="list-style-type: none">1. Discuss and write responses from textual material on Hispanic culture and civilization2. Demonstrate a global awareness through the understanding of the cultural values, socio-political values, holidays and celebration, cuisine, fine and performing arts, history and civilization of the Spanish-speaking world.3. Evaluate and contrast linguistic, cultural and personal similarities and differences between Spanish, Anglo and other cultures that come to light in the classroom.4. Express common rules of etiquette and other cultural practices and traditions of the Spanish-speaking world.	<ol style="list-style-type: none">5. Discover a broad awareness of the culture, values and customs of the Hispanic world. Students will identify and evaluate the rich cultural diversity of the many countries that comprise the Spanish-speaking world.
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SPAN 230B		<ol style="list-style-type: none">1. Discuss and write responses based on textual materials on Hispanic culture and civilization2. Demonstrate a global awareness through the understanding of cultural values, socio-political values, films, holidays and celebration, cuisine, fine and performing arts, history and civilization of the Spanish-speaking world.3. Evaluate and contrast linguistic, cultural and personal similarities and differences4. Express common rules of etiquette and other cultural practices and traditions of the Spanish-speaking world.5. Recognize and evaluate the culture, values and customs of the Hispanic world. Students will identify the rich cultural diversity of the many countries that comprise the Spanish-speaking world.
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SPAN 230C	<p>1. Students will analyze information needed for discussion and written responses from textual material on Spanish culture and civilization.</p>	<p>2. Students will demonstrate global awareness through the understanding of cultural values, socio-political values, film, holidays and celebration, cuisine, fine and performing arts, history and civilization of Spain and the Spanish-speaking world.</p> <p>3. Students will evaluate and contrast linguistic, cultural and personal similarities and differences between Spanish, Anglo and other cultures that come to light in the classroom.</p> <p>4. Students will express common rules of etiquette and other cultural practices and traditions of the Spanish-speaking world.</p> <p>5. Students will recognize an understanding of the culture, history, tradition, values and customs of Spain.</p>
SPCH 128		<p>2. Recognize and begin to become more aware of the influence of their own cultural group on intercultural communication interactions as evidenced through oral and written discussions.</p> <p>3. Describe orally and in writing communication obstacles to competent intercultural communication between culturally heterogeneous individuals.</p> <p>4. Explain orally and in writing how various cultural patterns, verbal codes, and nonverbal codes may affect behavior and perception.</p> <p>5. Recognize and begin to integrate the roles of history and social variance in intercultural relationships and analyses.</p>
SPCH 140		

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