

COM GE SLO Mapping 2016: Area G

Cross-Cultural Studies GE AREA G SLOs:	organizations, movements, and roles of a broad range of ethnic and racial groups in America through history.	Evaluate misconceptions and stereotypes about cultural groups in America and recognize the influence of their own cultural group.
ANTH 204	<p>concepts and terms used in the study of culture and apply them to the Native North American groups.</p> <p>2) Assess data from archaeology, physical anthropology, linguistics, and Native North American oral history to explain the origin of Native North Americans.</p>	<p>3) Evaluate the effects of European and Euro-American colonization on traditional Native North American cultures.</p>
ANTH 215	<p>prehistory and history of Native California cultural patterns.</p> <p>2. Assess data from archaeology, physical anthropology, linguistics, and Native American oral history to explain the origin of Indigenous California groups.</p> <p>4. Identify and apply appropriate terms, symbols, concepts, and beliefs found in Native California</p>	<p>3. Evaluate the effects of European and Euro-American colonization on traditional Native California cultures.</p>
ART 108	Demonstrate an understanding of the relationship between the art-work and its socio-historical context	

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ASL 110	<p>historic overview of the American Deaf Culture</p> <ul style="list-style-type: none"> - Recognize minority group dynamics of the Deaf community with comparison with other American minorities - Demonstrate knowledge of the normative system of laws in American Deaf Community - Understand the poetry and theater 	<ul style="list-style-type: none"> - Identify basic anthropological approaches toward the examination and study of minority groups - Recognize basic theoretical approaches in the sociological study of minority group - Express the importance of studying a culture in an historical context Culture
COMM 160	<p>6. Integrate understanding of the history of racial and gender stereotyping in American media into critical analyses of contemporary media images.</p>	<p>beliefs) and "hegemony" or dominance/subordinate relationships in basic-level analyses of media</p> <p>5. Distinguish among the basic functions of media in society and their relationships to the construction of racial and gender stereotypes.</p>
ENGL 235	<p>historical and cultural contexts</p> <ul style="list-style-type: none"> -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 -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>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> <ul style="list-style-type: none"> -Analyze their own biases and prejudices in comparison to those explored in literature by women
ENGL 237	<p>historical research to selected texts.</p> <p>3. Identify and compare social, historical, and cultural themes in selected texts.</p> <p>4. Examine the diversity of American culture through its literature and how this literature from specific social and ethnic groups relates to</p>	

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ETST 108	<p>Compare and contrast a variety of visual expressions from cultures in the Americas.</p> <p>Demonstrate an understanding of the relationship between the art-work and its socio-historical context</p>	
ETST 110	<p>1) Illustrate and apply important interdisciplinary concepts that reflect the unique voice of various ethnic and cultural groups.</p> <p>2) Analyze organizations and movements of ethnic minorities, and evaluate the effectiveness of ethnic minority social movements and organizations at causing change in the context of the American experience.</p>	<p>3) Examine the relationships between the racial, cultural, and gender structures of American society and minority ethnic identities.</p> <p>4) Assess the impact of ethnicity and appraise its impact on minority ethnic economic, historical, political, psychological, and cultural mobility and progress.</p> <p>5) Demonstrate greater mutual understanding of inter-racial group relations, immigration-migration, and cooperation in multi-ethnic settings.</p>
ETST 111	<p>oral and written formats the socio-cultural history of Africa in terms of religion, social structures, and political systems.</p> <p>3. demonstrate a political and historical understanding of the histories of Africans and their descendants in the United States.</p> <p>6. illustrate an understanding of Black Nationalism.</p> <p>7. provide a written and oral appraisal of the historical evolution of African American independent institutions.</p> <p>8. critically appraise and evaluate the African Diaspora.</p> <p>9. question and debate, in writing, the African American experience in</p>	<p>4. interpret the myths and stereotypes that have developed in reference to the African continent and African Americans</p> <p>5. examine the roles of race and color in defining the African American experience.</p> <p>10. document in a final paper/essay the foundations of racial exclusion, discrimination, and racism.</p>

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ETST 112	<p>and written formats the socio-cultural history of African Americans in terms</p> <p>of religion, social structures, and political systems.</p> <p>2. demonstrate via written analysis, a political and historical understanding of the key themes of the African American experiences.</p> <p>4. illustrate an understanding of Black Nationalism, its roots, and 21st century manifestations.</p> <p>5. provide a written and oral appraisal of the historical evolution of African American independent institutions.</p> <p>6. express and identify the key elements of the civil rights movement.</p> <p>7. evaluate and critique the role of United States government agencies in the implementation of civil rights legislation.</p> <p>8. provide written critical analysis of the relationship between</p>	<p>3. examine and quantify the roles of race in color in defining the African American experience.</p>
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ETST 121	<p>Aztec, Mayan, and North American indigenous cultures.</p> <p>2. Demonstrate an understanding of the causes of the war with Mexico in terms of the westward expansion of the United States in the 19th century.</p> <p>3. Define the main features of the Mexican-American societies of Texas, Arizona, New Mexico, and California in the late 19th and 20th centuries.</p> <p>4. Identify and compare European and Latino migrations to the United States in the 19th and 20th centuries.</p> <p>5. Recognize the main</p>	
ETST 151	<p>the history and evolution of various Native American tribes;</p> <p>2. Identify the differences between Native American cultures and mainstream Euro-American cultures in a historical context;</p> <p>3. Interpret historical events from a Native American perspective;</p> <p>4. Analyze the diversity and development of Native American cultures in the context of American</p>	

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ETST 154	<p>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> <p>3) Analyze and explicate a work of Native American literature as empathetic observer/participants (i.e. with "an insider's point of view" from knowledge of the cultural characteristics and from their own</p>	<p>4) Demonstrate a respect for cultural diversity and pluralism in written work and classroom interactions.</p>
HIST 109	<p>problems and challenges as well as possibilities;</p> <p>-Define major trends,significant individuals and personalities, and specific political, economic, social, and environmental issues;</p>	<p>Evaluate the roles played by social, racial, and ethnic groups in Californias history and relate the states past to larger national and global trends and developments.</p>
HIST 211	<p>diverse experiences of American women.</p> <p>2. Use gender as a tool of analysis of the history and politics of the United States.</p> <p>3. Explain the goals and strategies of the women's rights movement, and be able to compare the successes and failures of that</p>	
HUM 108	<p>visual expressions from cultures in the Americas.</p> <p>Demonstrate an understanding of the relationship between the art-work and its socio-historical context</p>	
JOUN 160		

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MUS 105	<p>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.</p> <p>3. Offer informed criticism of music by referring to basic elements of music (melody, harmony, rhythm, text, texture) and increasing familiarity with the tools for the scholarly understanding of music.</p> <p>4. Identify the cultural and historical</p>	
POLS 211	<p>diverse experiences of American women.</p> <p>2. Use gender as a tool of analysis of the history and politics of the United States.</p> <p>3. Explain the goals and strategies of the women's rights movement, and be able to compare the successes and failures of</p>	
SPCH 128	<p>understanding of the relationship between culture and communication by using the vocabulary and concepts introduced during the course.</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</p>	<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>6. Become more willing, self-reflexive, flexible and open to communication in intercultural interactions as evidenced through written and oral analyses of one's own behavior.</p>

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