General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: _____________________________

**Breadth Criteria:**
At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

**B1. Communication** (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
**B2. Computation** (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
**B3. Creative, critical, and analytical thinking** (reasoning, questioning, problem solving, and consideration of consequence).
**B4. Community and global consciousness and responsibility** (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
**B5. Information competency** (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

**Depth Criteria for Area VI - United States Cultures & Communities:**
United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities must include **all of the following** student learning outcomes:
**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
**U3.** Develop and articulate an awareness of one’s own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities must include at least **three** of the following student learning outcomes:
**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;
**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
**U7.** Explain culture as a concept and how it can unite or divide people into various groups;
**U8.** Apply information about groups presented in the class to contemporary social and cultural relations;
**U9.** Analyze and interpret how culture shapes human development and behavior.

Form Revision 2/20/18