



Catalog Description

MATH C2210 - Calculus I: Early Transcendentals

Transfer Status: CSU/UC

Prerequisite: Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.

Unit(s): 5.00

Lecture: 85.00 Contact hours/170.00 Out of class hours/255.00 Total hours/5.00 Unit(s)

Course Description:

A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. (C-ID MATH 210).

Objectives

Upon successful completion of this course, the student should be able to:

1. Compute the limit of a function and evaluate indeterminate forms using L'Hôpital's Rule.
2. Determine the continuity of a function.
3. Find the derivative of a function as a limit.
4. Find the equation of a tangent line to the graph of a function.
5. Compute derivatives using differentiation formulas.
6. Use differentiation to solve applications such as related rate problems and optimization problems.
7. Use implicit differentiation and find derivatives of transcendental functions.
8. Graph functions using methods of calculus.
9. Evaluate a definite integral as a limit.
10. Evaluate integrals using the Fundamental Theorem of Calculus.
11. Apply integration to find area.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

1. Limits: intuitive and precise definitions; computation using numerical, graphical, and algebraic approaches
2. Continuity and differentiability of functions
3. Derivative as a limit
4. Interpretation of derivatives as slopes of tangent lines and rates of change
5. Differentiation formulas: constants, power rule, product rule, quotient rule, and chain rule
6. Derivatives of transcendental functions including trigonometric, exponential, and logarithmic
7. Implicit differentiation, differentiation of inverse functions, including inverse trigonometric functions
8. Applications of differentiation, including related rates and optimization
9. Higher-order derivatives
10. Indeterminate forms and L'Hôpital's Rule
11. Maximum and minimum values, Extreme Value Theorem
12. Graphing functions using first and second derivatives, concavity, and asymptotes
13. Mean Value Theorem
14. Antiderivatives and indefinite integrals
15. Definite integrals as limits of Riemann sums
16. Interpretation of the integral as area under a curve and net change
17. Basic integration rules and properties of integrals
18. Fundamental Theorem of Calculus
19. Integration by substitution

85.00

Total Hours: 85.00

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion

C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

D. Lecture

Methods of Evaluation

A. Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.

Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the section in the textbook on The Derivative and be able to set up and evaluate the limit that represents the derivative of a given function.
2. Read the section in the textbook on Antiderivatives and Indefinite Integration and be able to use basic integration rules to find an indefinite integral.

Writing Assignments

1. Graph the functions $y = x$, $y = |x|$, and $y = x^{1/3}$, compute the derivatives of each function at the point $(0,0)$, and describe the differentiability of these functions at this point. Assume you are explaining this to a group of students hearing this for the first time and write a detailed explanation discussing your results and why they occurred.
2. If $p(x)$ is a polynomial function, explain why $p(x)$ has exactly one antiderivative whose graph contains the origin. Assume you are explaining this to a classmate having trouble and write a detailed explanation using a general polynomial as well as giving one specific example.

Out-of-Class Assignments

1. Review the section in the textbook on Basic Differentiation and solve the problems assigned by the instructor, showing all steps.
2. Review the section in the textbook on The Fundamental Theorem of Calculus and solve the problems assigned by the instructor, showing each step.

Recommended Materials of Instruction

Briggs, W., et al. (2021). *Calculus: Early Transcendentals*. Pearson, 3rd. 9780134763644.

Hass, J., et al. (2023). *Thomas' Calculus: Early Transcendentals*. Pearson, 15th. 9780137728626.

Stewart, J., et al. (2021). *Calculus: Single Variable Calculus Early Transcendentals*. Cengage, 9th. 9780357022269.

Other Learning Materials

A college-level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course. Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by:



Catalog Description

MATH C2220 - Calculus II: Early Transcendentals

Transfer Status: CSU/UC

Prerequisite: Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. (C-ID MATH 220).

Objectives

Upon successful completion of this course, the student should be able to:

1. Apply integration to find areas and volumes.
2. Evaluate definite and indefinite integrals using a variety of integration formulas and techniques.
3. Use integration to solve applications such as work or length of a curve.
4. Evaluate improper integrals.
5. Determine convergence of sequences and series.
6. Represent functions as power series.
7. Graph, differentiate, and integrate functions in polar and parametric form.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

- | | |
|--|-------|
| 1. Applications of integration to areas between curves and volumes, including volumes of solids of revolution | 68.00 |
| 2. Techniques of integration, including integration by parts, trigonometric substitution, and partial fraction decomposition | |

Total Hours: 68.00

Topics

Lec Hrs

3. Numerical integration, including trapezoidal and Simpson's rules
4. Improper integrals
5. Additional applications of integration, such as work, arc length, area of a surface of revolution, moments and centers of mass, separable differential equations, growth and decay
6. Introduction to sequences and series
7. Multiple tests for convergence of sequences and series
8. Power series, radius of convergence, interval of convergence
9. Differentiation and integration of power series
10. Taylor series expansion of functions
11. Parametric equations and calculus with parametric curves
12. Polar curves and calculus in polar coordinates

Total Hours: 68.00

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture

Methods of Evaluation

A. Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.

Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read section in the textbook on solids of revolution and be able to determine when the disk method or shell method is the appropriate method to use.
2. Read the section in the textbook on improper integrals and be able to distinguish between the two basic types.

Writing Assignments

1. Assume you are explaining the steps to a fellow student who is having trouble and describe the process of finding a Taylor polynomial degree four about $x = 1$ for $f(x) = \ln(x)$.
2. Write down the process you would go through to solve the improper integral of $1/(x+1)$ with a lower limit of -1 and an upper limit of 2 .

Out-of-Class Assignments

1. Review the section in the textbook on partial fractions and solve the problems assigned by the instructor showing all steps.
2. Review the section in the textbook on Work Problems and solve the problems assigned by the instructor showing all work.

Recommended Materials of Instruction

Briggs, W., et al. (2021). *Calculus: Early Transcendentals*. Pearson, 3rd. 9780134763644.

Hass, J., et al. (2023). *Thomas' Calculus: Early Transcendentals*. Pearson, 15th. 9780137728626.

Stewart, J., et al. (2021). *Calculus: Single Variable Calculus Early Transcendentals*. Cengage, 9th. 9780357022269.

Zero Cost Textbook

Strang, G., Herman, E., et al. (2016 & Web 2025). *Calculus Volume 2*. OER: OpenStax.

<https://openstax.org/details/books/calculus-volume-2/>

Other Learning Materials

A college level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course. Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by:



Catalog Description

ANTH C1001 - Introduction to Biological Anthropology

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. (C-ID ANTH 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
2. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology.
3. Identify the biological and cultural factors responsible for human variation.
4. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.
5. Define the scope of anthropology and discuss the role of biological anthropology within the discipline.
6. Evaluate how the forces of evolution produce genetic and phenotypic change over time.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

1. The nature of scientific inquiry and the scientific method
2. The anthropological perspective
3. Development of biological evolutionary thought
4. Molecular, Mendelian, and population genetics

Total Hours: 51.00

Topics

Lec Hrs

5. Mechanisms/forces of evolution
6. Comparative primate taxonomy, anatomy, and behavioral ecology
7. The fossil record, geologic time, and dating methods
8. The fossil, archaeological, and genetic evidence of human evolution
9. Biocultural adaptations and modern human variation
10. Understanding ancestry, racism, and the invalidity of biological race in humans

Total Hours: 51.00

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Multimedia Presentations

Methods of Evaluation

- A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: assignments, quizzes, exams, projects, and academic writing.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the article from the Annual Edition: Physical Anthropology that focuses on the "Lumper/Splitter" debate. Be prepared to discuss this debate in light of how these two perspectives influence taxonomic categorization of early human groups.
2. Read the section in Chapter 10 of your text book (Essentials of Physical Anthropology) that deals with the Neanderthal controversy. Be prepared to discuss this controversy in light of recent lines of evidence, as outlined in your text (e.g. DNA, blood type, and physical morphology). Be prepared to discuss in class how these new lines of evidence have changed our views of Neanderthals.

Writing Assignments

1. Write a short essay (300 words) summarizing different views on evolutionary process. Focus your essay on the "gradualist vs punctuated equilibrium" debate. Cite Stephen Jay Gould and Richard Dawkins. Present your paper in class.
2. Write a short essay (300 words) on the emergence of bipedalism among early members of the human line(s). Focus on the articles by C. Owen Lovejoy and Richard Leakey.

Out-of-Class Assignments

1. Visit the Human Identification Lab at CSU Chico. Be prepared to discuss this experience in class. Keep in mind the following questions: what is the basic function of this lab; what methods are used in carrying out responsibilities associated with human identification; were there any cases being worked on while you were there (if so, describe them)? Alternative options to complete this assignment will be identified in the instructions.
2. Attend this week's Anthropology Forum at CSU Chico. Select a talk given any relevant topic, like Baboon social bonding. Be prepared to discuss in class the main ideas of this talk with the class and show how it relates to the material we have been discussing this semester. Alternative options to complete this assignment will be identified in the instructions.

Recommended Materials of Instruction

Clark, L. (2025). Essentials of Biological Anthropology. *Norton, 6th*. 9781324084013.

Fuentes, A. (2019). Biological Anthropology: Concepts and Connections. *McGraw-Hill, 3rd*. 9781260131550.

Boyd, R. et. al. (2023). How Humans Evolved. *Norton, 10th*. 978-1-324-06174-8.

Zero Cost Textbook

Shook, B. et. al. (Eds.). (2023). Explorations: An Open Invitation to Biological Anthropology. 2nd ed. (OER). <https://pressbooks.calstate.edu/explorationsbioanth2/>

Other Learning Materials

Textbook choice is the discretion of faculty.

Minimum Qualifications

Anthropology (Masters Required)



Catalog Description

ANTH C1001L - Biological Anthropology Lab

Transfer Status: CSU/UC

Corequisite: Successful completion of or concurrent enrollment in ANTH C1001

Unit(s): 1.00

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Course Description:

In this laboratory course, students investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates. Students apply the scientific method and use interactive exercises in this course supplement to the Introduction to Biological Anthropology lecture course.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
2. Describe the principles of human inheritance, genetics, and evolutionary processes.
3. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.
4. Describe the structure and function of DNA and RNA.
5. Evaluate how the forces of evolution produce genetic and phenotypic change over time.
6. Relate classification to morphology and behavior of living primates.
7. Identify the biological and cultural factors responsible for human variation.
8. Describe the biological and behavioral adaptations of the genus Homo.

Course Content

Topic Titles / Suggested Time Topic

Lab

Topics

Lab Hrs

- | | |
|---|-------|
| 1. Application of the scientific method | 51.00 |
| 2. Investigation of cellular biology and DNA | |
| 3. Examination of the inheritance of human traits | |

Total Hours: 51.00

Topics

Lab Hrs

4. Exploration of evolutionary mechanisms
5. Investigation of human osteology and forensic anthropological methods
6. Comparative analysis of anatomical and behavioral traits of non-human primates
7. Comparative analysis of hominin fossils
8. Analysis of evidence for hominin evolution
9. Investigation into human biological variation
10. Molecular, Mendelian and population genetics
11. The nature of the fossil record including dating techniques
12. Examination of human variation around the globe

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Demonstrations
- D. Field Trips
- E. Laboratory Experiments
- F. Problem-Solving Sessions

Methods of Evaluation

A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: laboratory exercises, practica, quizzes, projects, and research demonstrations. Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read Stephen Jay Gould's *Ever Since Darwin*. Apply Gould's understanding of our current views of evolution to human evolution. Use these works to discuss Darwin's contributions to the theory of evolution. Be prepared to discuss in class.
2. Read Katharine Milton's article: *Diet and Primate Evolution (In Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition; Mayfield)*. Be prepared to discuss this article in class in terms of implications for human evolution, especially as related to human cognition.

Writing Assignments

1. Make your way around the room starting at one of the six stations. Using Lab 9: Primate Taxonomy as your guide for each specimen available, fill in the morphological traits listed in the chart. Once you have completed a section in a station, write a 250-word paragraph discussing how each trait is diagnostic of the species you are describing.
2. Lab 10: Forensic Detectives require you to interact with the pelvis, cranium, and femurs of different human specimens. Use the lab instructions to determine the possible age, biological sex, presence or absence of degenerative arthritis, and whether the individual has given birth or experienced a pregnancy. Collect your data, fill in the forms and write a 1-2 page report on your findings.

Out-of-Class Assignments

- None

Recommended Materials of Instruction

Soluri, K. E., & Agarwal, S. C. (2019). *Laboratory Manual and Workbook for Biological Anthropology*. Norton, 2nd. 9780393697476.

Hens, S. (2021). *Method and Practice in Biological Anthropology: A Workbook and Lab Manual for Introductory Courses*. Pearson, 2nd. 9780133825862.

Walker-Pacheco, S. (2022). *Exploring Physical Anthropology: A Lab Manual and Workbook*. Morton, 4th. 978-1640432123.

Zero Cost Textbook

Shook, B. et. al. (Eds.). (2023). *Explorations: An Open Invitation to Biological Anthropology*. 2nd ed. (OER). <https://pressbooks.calstate.edu/explorationsbioanth2/>

Taylor-Hill, L. (2025). *Calculations and Palpations: An Open Invitation to Biological Anthropology Laboratory*. (OER). <https://www.calculationsandpalpations.org/>

Other Learning Materials

Locally developed lab manual.

Minimum Qualifications

Anthropology (Masters Required)

Created/Revised by:



Catalog Description

ARTH C1100 - Survey of Art from Prehistory to the Medieval Era

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions. (C-ID ARTH 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify, examine, and assess representative works of art and architecture from prehistory to the medieval era employing appropriate art historical terminology.
2. Analyze works of art and architecture in terms of aesthetic, socio-political, religious, historical, technological, and cultural contexts in which they were created.
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from prehistory to the medieval era.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

Lec Hrs

51.00

1. Prehistory, visual analysis before writing
2. Mesopotamia
3. Ancient Egypt
4. Ancient Aegean cultures
5. Ancient Greece
6. Etruria
7. Ancient Rome
8. Contextualizing Monotheism
 - a. Judaism
 - b. Early Christianity

Total Hours: 51.00

Topics

Lec Hrs

- c. Early Islam
- 9. Byzantine
- 10. Medieval
- 11. Gothic
- 12. Introduction to the discipline of Art History: terms, concepts, methodology

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments

Methods of Evaluation

- A. Methods of evaluation will include:
 - 1. Written essays and/or research projects
 - 2. Exam with essay component

Methods of evaluation may also include:

- 1. Discussions
- 2. Objective exams
- 3. Projects and presentations
- 4. Quizzes
- 5. Group Assignments
- 6. Museum Assignments

Methods of evaluation are at the discretion of faculty.

Examples of Assignments

Reading Assignments

1. Read Chapter 1 on Prehistoric Art and come to class prepared to discuss the various theories about the possible functions of Upper-Paleolithic art.
2. Access Oxford Art Online, through the Library website, and research the Akkadian "Victory Stele of Naram-Sin". Be prepared to discuss or write on the parallels between this sculpture and the Egyptian "Palette of King Narmer".

Writing Assignments

1. Combining Cultures: In a 1-2-page essay, define "syncretism" and use an example of Early Christian art to demonstrate the usage of the term. Apply historical context and pertinent visual analysis vocabulary to fully explain.
2. Spirit in the Stone: Using examples of art and architecture from Ancient Greece, Rome, and Medieval European Roman Catholicism (Romanesque and Gothic styles), write a 1-2-page essay on the religious uses of material objects and constructed environments. Why did people seem to need tangible concrete objects and structured environments to effectively practice their various spiritual faiths?

Out-of-Class Assignments

1. Explore the art at a local art gallery or museum. Find an artwork of interest to you. Write a 500-word paper in which you describe, interpret, and evaluate the selected artwork. Alternative options to complete this assignment will be identified in the instructions.
2. View a selection of six Roman portrait busts in class, and attempt to infer characteristics of their personalities from the way the sculptors represented them. Then research these individuals, and write a 500-word paper comparing their actual personalities to your initial impressions. How close did the sculptors come to conveying the actual personality of each person?

Recommended Materials of Instruction

Janson, H. W. (2019). *Janson's History of Art: The Western Edition*. Pearson, 8th. 9780135570142.

Stokstad, M. & Cothren, M. (2025). *Art History, Volume 1*. Pearson, 7th. 9780138095468.

Kleiner, F. (2021). *Gardner's Art Through the Ages: The Western Perspective, Volume 1*. Cengage, 16th. 9780357370384.

Kleiner, F. (2020). *Gardner's Art Through the Ages: A Global History, Volume 1*. Cengage, 16th. 9781337696593.

Zero Cost Textbook

Kilroy-Ewbank, L. (editor). (2025). *Reframing Art History*. Smarthistory. (OER). <https://smarthistory.org/reframing-art-history/> Gustlin,

D. & Gustlin, Z. *A World Perspective of Art History*. (OER).

[https://human.libretexts.org/Bookshelves/Art/A_World_Perspective_of_Art_History%3A_1400CE_to_the_21st_Century_\(Gustlin_and_Gustlin\)](https://human.libretexts.org/Bookshelves/Art/A_World_Perspective_of_Art_History%3A_1400CE_to_the_21st_Century_(Gustlin_and_Gustlin))

Other Learning Materials

These are representative texts. Texts used by individual institutions and individual instructors will vary.

Met Heilbrunn Timeline of Art History

Smarthistory's (Khan Academy) materials/books

Smarthistory OER Commons

Minimum Qualifications

Art (Masters Required), or Art History

Created/Revised by:



Catalog Description

ARTH C1200 - Survey of Art from the Renaissance to Contemporary

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region. (C-ID ARTH 120).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify, examine, and assess representative works of art and architecture from the Renaissance to the contemporary period employing appropriate art historical terminology.
2. Analyze works of art and architecture and critique them in terms of aesthetic, sociopolitical, religious, historical, technological, and cultural contexts in which they were created.
3. Develop critical thinking, information literacy, and problem solving through an engagement with art, architecture, artists, and patrons from the Renaissance to the contemporary period.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

This course critically examines the art and architecture of the following periods with an integration of history, theory, aesthetics, and cross-cultural connections:

1. Italian Renaissance and Mannerism
2. Northern Renaissance
3. Baroque and Rococo
4. Neoclassicism, Romanticism, and Realism
5. Major movements of the late 19th Century including Impressionism and Post-Impressionism 51.00
6. Introduction to major Modernist movements of the 20th-century
7. A look towards the future: contemporary global considerations
8. Introduction to the discipline of Art History and Connoisseurship
9. Historical Context: Art before 1300
10. 15th-Century Flemish

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Reading Assignments

Methods of Evaluation

- A. Methods of evaluation will include:
 1. Written essays and/or research projects
 2. Exam with essay component

Methods of evaluation may also include:

1. Discussions
2. Objective exams
3. Projects and presentations
4. Quizzes
5. Group Assignments
6. Museum Assignments

Methods of evaluation are at the discretion of faculty.

Examples of Assignments

Reading Assignments

1. Read Chapter 13 on 14th Century Italian art, and come to class prepared to discuss the representational innovations of the artists Giotto di Bondone, and Duccio di Buoninsegna.
2. Read the introduction to Chapter 27 in Jansen's History of Art, on Modern Art, and come to class prepared to discuss aspects of the social context that influenced artists such as Pablo Picasso, Henri Matisse, and Vasily Kandinsky to push abstraction further than their 19th century predecessors.

Writing Assignments

1. After becoming familiar with the Old Testament story of "Abraham's Sacrifice of Isaac", write a 1-2-page paper describing, comparing, and evaluating two interpretations in bronze of this story by Filippo Brunelleschi and Lorenzo Ghiberti. Which artist deserved to win the prestigious commission for the "Doors of the Florence Baptistery", and why?
2. Compare and contrast the paintings on the subject of "Judith Slaying Holofernes" done by Artemisia Gentileschi and by Michelangelo Merisi (Caravaggio). Write a 500-word essay in which you cover the following questions: 1. Which artists' interpretation do you think is most successful in conveying the story? Why? 2. In what ways do the artists use the depiction of this story as a vehicle for self-expression and self-promotion?

Out-of-Class Assignments

1. Explore the art at a local gallery or museum. Find an artwork of interest to you. Write a 500-word paper in which you describe, interpret, and evaluate the selected artwork. Alternative options to complete this assignment will be identified in the instructions.
2. Listen to the Charlie Rose interview with V.S. Ramachandran (<http://www.charlierose.com/>). Come to class prepared to discuss this question: How do Dr. Ramachandran's ideas about the unique properties of the human brain help explain the power of visual imagery to influence and move us emotionally and intellectually?"

Recommended Materials of Instruction

Stokstad, Marilyn. (2025). Art History, Volume 2'. *Pearson, 7th*. 9780138098377.

Kleiner, Fred S. (2020). Gardner's Art Through the Ages: A Global History, Volume 2. *Cengage, 16th*. 9781337696609.

Kleiner, Fred S. (2021). Gardner's Art Through the Ages: The Western Perspective, Volume 2. *Cengage, 16th*. 9780357370391.

Janson, H. W. (2019). Janson's History of Art: The Western Edition. *Pearson, 8th*. 9780135570142.

Zero Cost Textbook

Kilroy-Ewbank, L. (editor). (2025). Reframing Art History. Smarthistory. (OER). <https://smarthistory.org/reframing-art-history/> Gustlin, D. & Gustlin, Z. A World Perspective of Art History. (OER).

[https://human.libretexts.org/Bookshelves/Art/A_World_Perspective_of_Art_History%3A_1400CE_to_the_21st_Century_\(Gustlin_and_Gustlin\)](https://human.libretexts.org/Bookshelves/Art/A_World_Perspective_of_Art_History%3A_1400CE_to_the_21st_Century_(Gustlin_and_Gustlin))

Other Learning Materials

These are representative texts. Texts used by individual institutions and individual instructors will vary.

HandoutsArt Resource Center

Met Heilbrunn Timeline of Art History

Smarthistory's (Khan Academy) materials/books

Smarthistory OER Commons

Minimum Qualifications

Art (Masters Required), or Art History

Created/Revised by:



Catalog Description

ASTR C1000 - Introduction to Astronomy with Lab

Transfer Status: CSU/UC

Unit(s): 4.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 102.00 Contact hours/102.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos through experiments, observations, and/or simulations and discover what the latest science reveals about the origins and fate of the universe.

Objectives

Upon successful completion of this course, the student should be able to:

1. Apply fundamental theoretical principles and evidence-based reasoning to explain how observations and data inform our current understanding of the universe and everyday phenomena.
2. Distinguish and compare the size, scale, and structure of astronomical objects.
3. Describe the diverse perspectives and contributions that have shaped humanity's understanding of the universe through the field of astronomy.
4. Collect, analyze, and interpret astronomical data to draw and communicate valid scientific conclusions.
5. Describe the basic motion of objects in the sky such as the sun, moon, stars, planets, comets, meteors and meteor showers.
6. Discuss the basic history of astronomy to include Aristotle, Copernicus, Galileo, Kepler and Newton as well as the geocentric versus the heliocentric model.
7. Outline the process of energy production in the sun and the path of travel of this energy to Earth.

Course Content

Topic Titles / Suggested Time Topic

<u>Topics</u>	<u>Lecture</u>	<u>Lec Hrs</u>
1. Scientific method		51.00
	Total Hours:	51.00

Topics**Lec Hrs**

2. Observing the sky
3. History of astronomy across cultures
4. Gravity, motion, and physical laws
5. Light, matter, and spectra
6. Telescopes
7. Analysis of light
8. Earth, Moon, Sun system
9. The Solar System and exoplanets
10. The Sun
11. Stars and stellar evolution
12. The Milky Way
13. Galaxies
14. Cosmology
15. Life in the universe

Total Hours: 51.00**Lab****Topics****Lab Hrs**

1. Celestial sphere
2. Orbits and Kepler's Laws
3. Spectroscopy
4. Lunar properties
5. Telescopes and optics
6. Hertzsprung-Russell Diagram
7. Sun features

51.00

Total Hours: 51.00

Topics

Lab Hrs

8. Deep sky objects
9. Cosmic distance ladder
10. Basic math skills
11. Atmospheres and the kinetic theory of gasses
12. Buoyancy

Total Hours: 51.00

Methods of Instruction

- A. Demonstrations
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Laboratory Experiments
- D. Lecture
- E. Reading Assignments
- F. Laboratory Exercises and Simulations

Methods of Evaluation

- A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, activities, projects, research demonstrations, laboratory activities, laboratory reports, practicums, etc.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the summary of the cosmic distance ladder provided by the instructor and prepare to share with the class the aspects you found most confusing.
2. Read the English translation of Newton's original Laws of Motion in the Principia and prepare to contrast this language with modern language.

Writing Assignments

1. Write a 1-page summary of the historical progression of models of planetary motion beginning with Ptolemy up to our current understanding.
2. Provide a 1-2-page report of the observations and calculations required to determine Earth's distance from Alpha Centauri.

Out-of-Class Assignments

1. Attend a viewing at the observatory in Upper Bidwell Park. Prepare to discuss the experience with the class. Alternative assignments will be provided for students who are unable to attend the required event for this assignment.
2. Watch the documentary on the production of the supermassive black hole visualizations in the movie Interstellar. Prepare to discuss with the class your reflections on the documentary in contrast to the first lecture on black holes.

Recommended Materials of Instruction

Palin, S., & Blumenthal, G. (2021). 21st Century Astronomy. *W.W. Norton and Company, 7th*. 9780393877021.

Seeds, M., & Backman, D. (2026). Foundations of Astronomy. *Cengage, 15th*. 9798214193328.

Bennett, J., Donahue, M., Schneider, N., & Voit, M. (2021). The Essential Cosmic Perspective. *Pearson, 9th*. 9780135795033.

Frank, A. (2019). Astronomy: At Play in the Cosmos. *W. W. Norton and Company, 2nd*. 9781324043324.

Zero Cost Textbook

Fraknoi, A., et al. (2025). Astronomy. 2nd ed. (OER). <https://openstax.org/details/books/astronomy-2e>

Fraknoi, A. (2016 & Web 2021). A Compilation of Free Laboratory Activities for Astronomy 101 Courses. OER: OER Commons. Institute for the Study of Knowledge Management in Education.

<https://www.merlot.org/merlot/viewMaterial.htm?id=1374772> Tuttle, S. (2016 & Web 2024). Distant Nature: Astronomy Exercises. OER: OER Commons. Institute for the Study of Knowledge Management in Education.

<https://oercommons.org/authoring/17181-distant-nature-astronomy-exercises> Simulation Curriculum Corporation. (2024). Starry Night College Astronomy Lab Manual. 8th ed.: Simulation Curriculum Corp.

Other Learning Materials

Texts used by individual institutions and even individual sections will vary.

Fraknoi, A. (2016 & Web 2021). A Compilation of Free Laboratory Activities for Astronomy 101 Courses. OER: OER Commons. Institute for the Study of Knowledge Management in Education.

<https://www.merlot.org/merlot/viewMaterial.htm?id=1374772>

Tuttle, S. (2016 & Web 2024). Distant Nature: Astronomy Exercises. OER: OER Commons. Institute for the Study of Knowledge Management in Education. <https://oercommons.org/authoring/17181-distant-nature-astronomy-exercises>

Simulation Curriculum Corporation. (2024). Starry Night College Astronomy Lab Manual. 8th ed.: Simulation Curriculum Corp.

Locally developed lab manual

Minimum Qualifications

Earth Science (Masters Required), Interdisciplinary Studies (Masters Required), or Physics/Astronomy (Masters Required)

Created/Revised by:



Catalog Description

BIOL C1000 - Introduction to Biology with Lab

Transfer Status: CSU/UC

Unit(s): 4.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 102.00 Contact hours/102.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.

Objectives

Upon successful completion of this course, the student should be able to:

1. Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results.
2. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences.
3. Describe how living things are made of smaller structures that work together to enable the organism to survive.
4. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.
5. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.
6. Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

1. The scientific method and the process of science

51.00

2. Cellular chemistry and biochemistry

a. Atoms and bonding

b. Properties of water

c. Structure and function of biological molecules

3. Cell structure and function

a. Cells, membranes, and organelles

b. Prokaryotes versus eukaryotes

c. Transport across the cell membrane

4. Cellular metabolism

a. Enzyme structure and function

b. Photosynthesis

c. Cellular respiration

d. Fermentation

5. Cellular division

a. Prokaryotic binary fission

b. Eukaryotic cell cycle

c. Eukaryotic asexual reproduction (mitosis)

d. Eukaryotic sexual reproduction (meiosis)

6. DNA structure and function

a. DNA replication

b. Transcription and translation

c. Regulation of gene expression

d. The impact of mutations

Total Hours: 51.00

Topics**Lec Hrs**

- e. The impact of biotechnology
- 7. Principles of heredity
 - a. Mendelian genetics
 - b. Non-Mendelian genetics
 - c. Application to human genetics
- 8. Principles of evolution
 - a. Evolutionary mechanisms
 - b. Evolutionary evidence
 - c. Speciation and classification
 - d. The effect of extinction
 - e. Survey of biodiversity across Domains
- 9. Principles of ecology
 - a. Biosphere and biomes
 - b. Population growth and regulation
 - c. Community interactions
 - d. Flow of energy and matter in ecosystem
 - e. Human interactions with the biosphere
 - f. Conservation biology and sustainability

Total Hours: 51.00**Lab****Topics****Lab Hrs**

- 1. Process of science and experimental design
- 2. Personal protective equipment, care and safe use of laboratory equipment
- 3. Utilization of microscopy to visualize and identify cell structures
- 4. Cellular transport mechanisms
- 5. Energy cycling and metabolism

Total Hours: 51.00

Topics

Lab Hrs

6. Cell division
7. Genetics and inheritance
8. Diversity of life
9. Evolution
10. Ecology

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Field Trips
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Laboratory Experiments
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

A. Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the textbook sections on prokaryotic and eukaryotic cells and then construct a Venn diagram that compares and contrasts bacterial cells, plant cells, and animal cells. Be prepared to discuss in class.
2. Read the textbook section on the biogeochemical cycle of carbon and then construct a diagram that demonstrates the path of carbon through ecosystems. Include at least 3 human activities that impact the carbon cycle.

Writing Assignments

1. In lab this week you calculated your ecological footprint and compared it to the average ecological footprint in several different countries around the world. Watch a few videos on our Resource page in Canvas on climate justice. Write a 500-word personal reflection discussing the contributions to your ecological footprint that you can change, and those that you can't change. In your written reflection, include at least three changes that could be made at the individual, campus, or community level that would lower your ecological footprint. Include an explanation of climate justice in your written reflection. Who is contributing the most to climate change, and who is being disproportionately harmed?
2. Write a 1-2 page description of a current ethical issue in biotechnology. It could be one we've discussed in class (GMOs, gene therapies, vaccines) or one you pick on your own. Describe the pros and cons of this technology and whether you support its use or do not support its use. Be sure to include who may be harmed by using or not using the technology, what the current use of the technology is, and what the future implications of its use could be.

Out-of-Class Assignments

1. Go to the HHMI Virus Explorer and click on "Launch Interactive". Click on a few different viruses to explore the types of information included in this resource. Take notes as you explore these viruses to answer the following questions that we will discuss in class next week:
 - a. What do you notice about these viruses?
 - b. What do you wonder about viruses as you explore this site?
 - c. Choose two viruses to further investigate. What two viruses did you choose to further investigate? Why did you select these viruses? What characteristics do your two viruses have in common? How are they different?
 - d. Look at the labeled structures of each of your viruses. What type of biological molecule is each structure an example of?
 - e. Compare and contrast these viruses with cells. What characteristics do these viruses share with cells? How are these viruses different from cells?
2. The ancestors of land plants lived in water. What challenges did plants face as they moved onto land? What structures allowed plants to overcome these challenges? You can turn in your answer in the form of three written paragraphs, a song, poem, table, audio recording, animation, sketch, or video. Include at least three challenges to living on land, and the structures that allow land plants to overcome each of those challenges.

Recommended Materials of Instruction

Simon, E., Dickey, J., & Reece J. (2019). Campbell Essential Biology. *Pearson, 7th*. 9780134765037.
Hoefnagels, M. (2025). Biology: The Essentials. *McGraw Hill, 4th*. 9781264388950.
Bres, M., & Weisshaar, A. (2019). Thinking About Biology: An Introductory Lab Manual (What's New in Biology). *Pearson, 6th*. 9780134765624.
Melody Schmid. (2025). Biology 1 Lab Manual. *Butte Campus Publishing, 3rd*. 9798331638429.

Zero Cost Textbook

Fowler, S., Wise, J., & Roush, R. (2025). Concepts of Biology. (OER). <https://openstax.org/books/concepts-biology/pages/1-introduction>

Melody Schmid. Biology 1 Lab Guides. Butte Campus Publishing. <https://sites.google.com/view/biol1-lab-guides/home>

Other Learning Materials

Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

Biological Sciences (Masters Required)

Created/Revised by:



Catalog Description

CDEV C1000 - Child Growth and Development

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories. (C-ID CDEV 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify the typical progression of development across all domains.
2. Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture and social interactions.
3. Summarize major theories of child development.
4. Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.
5. Differentiate characteristics of typical and atypical development.

Course Content

Topic Titles / Suggested Time Topic

<u>Topics</u>	<u>Lecture</u>	<u>Lec Hrs</u>
1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.		51.00
2. Influences on Development		
a. Biological factors		
i. Heredity and genetics		
ii. Maturation		
b. Environmental influences		
c. Supporting optimal development in school and at home		
d. Contexts of development		
i. Cultural		
ii. Socio-Economic		
iii. Historical perspectives		

Total Hours: 51.00

- iv. Societal
 - e. Other influences including, but not limited to:
 - i. Family and parenting
 - ii. Schools and teachers
 - iii. Community support and resources
 - iv. Socio-political climate
 - v. Multi-generational impacts
3. Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence
- a. Conception, prenatal development, and birth
 - i. Influences on healthy conception, development, and birth
 - ii. Cultural variations
 - iii. Newborn care
 - b. Physical
 - i. Growth and health
 - ii. Brain development
 - iii. Fine and gross motor
 - iv. Gender and sexuality
 - c. Cognitive
 - i. Learning differences and neurodiversity
 - ii. Value of play
 - iii. Memory
 - iv. Processing skills
 - v. Moral development
 - vi. Language
 - vii. Mono and multilingual learners
 - viii. Literacy development
 - d. Socioemotional
 - i. Temperament
 - ii. Attachment
 - iii. Relationships
 - 1. Peers and Friendships

Topics

Lec Hrs

- 2. Families
 - iv. Role of play
 - v. Self-Concept
 - vi. Self-Esteem
 - vii. Identity
 - viii. Self-Regulation
 - ix. Influence of guidance and discipline
- 4. Risk Factors Including, but not limited to:
 - a. Forms of abuse and neglect
 - b. Trauma
 - c. Housing and food insecurity
 - d. Substance abuse and addictions
 - e. Mental health
- 5. Observing Children: How and why
 - a. Methodology
 - b. Objective and subjective reporting
 - c. Ethical considerations

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Multimedia Presentations
- F. Reading Assignments

Methods of Evaluation

- A. Methods of evaluation are at the discretion of local faculty. Representative samples may include but are not limited to:
 - 1. Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
 - 2. Research papers, essays, and/or group projects that demonstrate students' ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive, and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development.
 - 3. Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

Examples of Assignments

Reading Assignments

1. Select a major child development theorist and complete a 1-2-page scholarly literature review.
2. Locate two scholarly articles on attachment theory. Read the articles and write a 1-2-paper on attachment theory.

Writing Assignments

1. Select a major theorist in child development and summarize the theorist in a 1-2-paper using APA format.
2. After reading multiple scholarly articles on attachment theory, summarize the scholarly articles in a two-page paper using APA format.

Out-of-Class Assignments

1. Visit a local preschool or elementary school to observe children at play. During your observation, identify and document examples of play using Parten's categories of social play and/or Piaget's cognitive play categories. Note when each type of play occurs, observe any differences across children, and pay attention to how children do or do not appear to be learning from one another. Alternative options to complete this assignment will be identified in the instructions.
2. Interview children using a set of Piagetian questions about the physical world. Record each child's responses and synthesize the findings.

Recommended Materials of Instruction

Berk, L. (2022). *Infants, Children, and Adolescents*. Sage Publications, 9th. 978-1071895061.

Fuligni, A. S., Fuligni, A. J., & Bayne, J. (2024). *Scientific American: Child and Adolescent Development*. Worth, 1st. 978-1319537012.

Arnett, J., & Maynard, A. (2019). *Child Development: A Cultural Approach*. Pearson Education, Inc, 2nd. 9780136636656.

Berger, K. (2023). *The Developing Person Through Childhood and Adolescence*. Worth Publishers, 13th. 978-1319541088.

Rathus, S. (2022). *Childhood and Adolescence: Voyages in Development*. Cengage, 7th. 9780357374108.

Santrock, John W. (2024). *Children*. McGraw-Hill, 15th. 9781264925377.

Zero Cost Textbook

Paris, J., et al. (2024). *Child Growth and Development*. (OER).

[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Child_Growth_and_Development_\(Paris_Ricardo_Rymond_and_Johnson\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson))

Other Learning Materials

Texts used by individual institutions and even individual sections will vary.

Canvas Commons: Child Development and Development OER Resources

<https://lor.instructure.com/resources/f8337e8772314b1b953e2c06d8fc050a>

Minimum Qualifications

Child Dev/Early Childhood Ed

Created/Revised by:



Catalog Description

COMM C1004 - Interpersonal Communication

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations. Students will examine how communication influences and is influenced by social identities and institutions (e.g. family roles, workplace contexts, etc.). (C-ID COMM 130).

Objectives

Upon successful completion of this course, the student should be able to:

1. Evaluate and apply research methods and theories of interpersonal communication.
2. Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.
3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.
5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.
6. Explain research methods (e.g. quantitative, qualitative and rhetorical) and theoretical models (e.g. transaction model) used in the study of interpersonal communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

1. Foundational theories, models, and research in interpersonal communication.
2. Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.
3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.

Total Hours: 51.00

Topics

Lec Hrs

4. Symbolic and linguistic attributes with respect to language in interpersonal communication.
5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.
6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.
7. Listening; processes, styles, types, challenges, and responses.
8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.
9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.
10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.
11. Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.
12. Research methods (e.g. quantitative, qualitative and rhetorical) used in the study of interpersonal communication.

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Multimedia Presentations
- F. Reading Assignments

Methods of Evaluation

- A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, written assignments, journals, projects, research, oral presentations, etc.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the Pew Research article "Concerns about the future of people's well-being", which presents various views on the connection between digital communication behaviors and personal and social well-being. Draft a one-page position paper defending your stance on whether emotional intelligence – specifically the interpersonal intelligence component – will or will not be damaged by the age of smartphones and social media. Include specific examples from your own experience and/or observations as support. Come to class prepared to debate.
2. Read the Hollywood Diversity Report published by UCLA, focusing on racial/ethnic disparities in lead character mass media entertainment roles. Take notes about how you think those statistics relate to the textbook section on how stereotypes affect our perception and behavior. Come to class prepared to discuss in groups.

Writing Assignments

1. Review the textbook and lecture material on the "dimensions of cultural difference," and identify which dimensions best fit one of your own primary socialization groups (e.g. parental figures, siblings, etc.). Then compare your results to our class discussion of mainstream U.S. culture. Draft a one-page paper explaining the results of this comparison in terms of your early childhood socialization.
2. Read the textbook section on "facework", and then research to find an example of a public figure who has faced a "face threat", meaning a threat to their desired public image (we will brainstorm in class). Write a two-page analysis identifying the type of face threat(s) in play, explaining what they did to repair their public image, and evaluating whether that facework was effective. Conclude your paper with a paragraph exploring how you think this example might show up in the workplace (use your desired career).

Out-of-Class Assignments

1. Watch the excerpt provided from the documentary "God Grew Tired of Us". Analyze the behavior of the Pittsburg residents and the Sudanese youth, focusing on examples of how ethnocentrism and cultural humility affected the social behavior of both groups. Come to class prepared to discuss whether one group expressed more ethnocentrism than cultural humility, or if both groups expressed both.
2. Read the assigned article about the "crisis of belonging" and the textbooks section discussing "need to belong" theory. Then, analyze a social environment you spend substantial time in, such as your home or workplace, and identify specific ways that environment provides meaningful connections. Next, brainstorm other ways meaningful connections could be built into that environment to help meet the inhabitants' need to belong. Come to class prepared to discuss your ideas with peers.

Recommended Materials of Instruction

Adler, R., & Proctor, R. (2023). *Interplay: The Process of Interpersonal Communication*. Oxford University Press, 16th. 9780197666128.

Guerrero, A. et al. (2020). *Close Encounters: Communication in Relationships*. Sage Publications, Inc, 6th. 9781544349220.

Wood, J. (2026). *Interpersonal Communication: Everyday Encounters*. Cengage, 10th. 9798214157481.

Adler, R., & Manning, J. (2023). *Looking Out, Looking In*. Cengage, 16th. 9780357033944.

Zero Cost Textbook

Usera, D. (2021). *Communication to Connect: Interpersonal Communication for Today*. (OER). Department of Communication Studies, Austin Community College. <https://sites.google.com/austincc.edu/interpersonaloer/about-this-text?authuser=0>

Leonard, V. (2025). Interpersonal Communication Textbook. (OER). College of the Canyons.

[https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_246%3A_Interpersonal_Communication_\(Leonard\)](https://socialsci.libretexts.org/Courses/College_of_the_Canyons/COMS_246%3A_Interpersonal_Communication_(Leonard))

Wrench, J., Punyanunt-Carter, N., & Thweatt, K. (2025). Interpersonal Communication: A Mindful Approach to Relationships. (OER). State University of New York.

[https://socialsci.libretexts.org/Bookshelves/Communication/Interpersonal_Communication/Interpersonal_Communication_-_A_Mindful_Approach_to_Relationships_\(Wrench_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Communication/Interpersonal_Communication/Interpersonal_Communication_-_A_Mindful_Approach_to_Relationships_(Wrench_et_al.))

Other Learning Materials

Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:

Other Learning Materials

Textbook choice is at the discretion of faculty.

Minimum Qualifications

Communication Studies

Created/Revised by:



Catalog Description

ECON C2001 - Principles of Microeconomics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies. Market equilibrium will also be discussed. (C-ID ECON 201).

Objectives

Upon successful completion of this course, the student should be able to:

1. Perform and interpret microeconomic calculations.
2. Apply microeconomic models to analyze market outcomes, including market failures and government policies.
3. Model how consumers and firms make decisions under a variety of market structures.
4. Utilize the concept of scarcity to explain economic trade-offs, opportunity costs, and rational behavior.
5. Explain how firms analyze production and costs.

Course Content

Topic Titles / Suggested Time Topic

<u>Topics</u>	<u>Lecture</u>	<u>Lec Hrs</u>
1. Fundamentals of economic thinking		51.00
a. Scarcity/opportunity costs		
b. Factors of production/production possibilities		
c. Specialization and gains from trade		
d. Marginal analysis		
	Total Hours:	51.00

Topics

Lec Hrs

- e. Rational behavior
- f. Economic models and research methodology
2. How markets operate
 - a. Definition of a market
 - b. Supply and demand model
 - c. Producer/consumer surplus and efficiency
 - d. Government intervention
3. Elasticity
4. Consumer theory/demand
5. Producer theory
 - a. Production and costs
 - b. Accounting/economic profit
 - c. Short- and long-run production decisions
 - d. Industry structure
6. Market structures
 - a. Perfect competition
 - b. Monopoly
 - c. Monopolistic competition
 - d. Oligopoly and game theory
7. Labor markets
8. Market failure and public policy
 - a. Externalities
 - b. Public goods
 - c. Imperfect competition
 - d. Efficiency vs. equity

Total Hours: 51.00

Topics

Lec Hrs

9. Additional Topics

- a. Positive v. normative distinction
- b. Factors of production
- c. Price mechanisms
- d. Introduction to factor markets

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

A. Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the textbook chapter and supplemental articles on Economics and Economic Reasoning. Be able to explain how to make decisions by comparing marginal costs and marginal benefits. Define opportunity costs and explain its relationship to economic reasoning
2. Read the textbook chapter and supplemental articles on Economics and Economic Reasoning. Be able to distinguish between shifts in demand from movements in demand. Be able to explain how the law of demand and the law of supply interact to bring about equilibrium and also state the limitations of demand and supply analysis.

Writing Assignments

1. Complete the assigned reading from the text and assigned articles and compose a 5–6-page essay which addresses the following: the importance of substitution in determining elasticity of supply and demand, the five elasticity terms that are used to differentiate varying degrees of responsiveness, and relate price elasticity of demand to total revenue.
2. Complete the assigned reading from the text and assigned articles and compose a 5–6-page essay which addresses the following issues of Perfect Competition: why producing an output at which marginal costs equals price maximizes total profit, why the marginal cost curve is the supply curve for a perfectly competitive firm, and determining the output and profit of a perfect competitor graphically and numerically.

Out-of-Class Assignments

1. Complete the assigned reading from the text, assigned articles and lecture notes and complete the online chapter quiz for Production and Cost Analysis.
2. Complete the assigned reading from the text, assigned articles and lecture notes and complete the online chapter quiz for the Oligopoly Market Structure.

Recommended Materials of Instruction

Tucker, I. (2023). *Economics for Today. Cengage, 11th.* 9780357720936.

Stevenson, B. & Wolfers, J. (2023). *Principles of Economics. Mcmillan, 2nd.* 9781319419899.

Schneider, G. (2024). *Microeconomic Principles and Problems: A Pluralist Introduction. Routledge, 2nd.* 9781032436920.

Rittenberg, L., & Tregarthen, T. (2023). *Principles of Economics. Flat World Knowledge, 1st.* 9781453341292.

Parkin, M. (2023). *Economics. Pearson, 14th.* 978013765062.

McConnell, C., et al. (2019). Economics: Principles, problems and policies. *McGraw-Hill, Brief*. 9781260324914.
Mankiw, N. G. (2024). Principles of Economics. *Cengage Learning, 10th*. 9780357722718.
Krugman, P. & Wells, R. (2024). Economics. *Macmillan, 7th*. 9781319480806.
Hubbard, R. G., & O'Brien, A. P. (2025). Economics. *Pearson, 9th*. 9780138300036.
Frank, R. (2024). Principles of Economics. *McGraw-Hill, Evergreen*. 9781265459314.
Cowen, T., & Tabarrok, A. (2024). Modern Principles of Economics. *Macmill, 6th*. 9781319482589.
Coppock, L. & Mateer. (2026). Principles of Economics. *Norton, 5th*. 9781324115076.
Colander, D. (2025). Economics. *McGraw-Hill, 12th*. 9781266468438.
Arnold, R., et al. (2023). Economics. *Cengage, 14th*. 9780357720370.

Zero Cost Textbook

The CORE Econ Team. (2025). The Economy 2.0. CORE Econ. (OER). <https://books.core-econ.org/the-economy/index.html#ebook-features>

Greenlaw, S., Shapiro, D., & MacDonald, D. (2025). Principles of Economics 3e. (OER).
<https://openstax.org/details/books/principles-economics-3e>

Other Learning Materials

These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.

Minimum Qualifications

Economics (Masters Required)

Created/Revised by:



Catalog Description

ECON C2002 - Principles of Macroeconomics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies. (C-ID ECON 202).

Objectives

Upon successful completion of this course, the student should be able to:

1. Interpret and analyze domestic and international macroeconomic data.
2. Apply macroeconomic models to explain economic issues and outcomes.
3. Analyze the effects of macroeconomic policies.
4. Explain the function of the central bank and the banking system.

Course Content

Topic Titles / Suggested Time Topic

Topics	<u>Lecture</u>	<u>Lec Hrs</u>
1. Fundamentals of economic thinking		51.00
a. Scarcity/opportunity costs		
b. Factors of production		
c. Production possibilities		
d. Specialization and gains from trade		
e. Economic models and research methodology		
	Total Hours:	51.00

Topics

Lec Hrs

2. How markets operate
 - a. Definition of a market
 - b. Supply and demand model
3. Measuring the economy
 - a. National output and productivity
 - b. Economic growth
 - c. Price level (inflation)
 - d. Business cycle
 - e. Unemployment
 - f. Inequality and Poverty
4. Aggregate Demand/Aggregate Supply model
5. Financial system
 - a. Saving, investment, and interest rates
 - b. Money creation and banking
 - c. Role and function of central banks
 - d. Monetary policy
6. The role of the government in the macro economy
 - a. Government budget
 - b. Fiscal policy
 - c. Social policy
7. International economics
 - a. Balance of payments
 - b. Exchange rates
 - c. International trade

8. Additional Topics

Total Hours: 51.00

Topics

Lec Hrs

- a. Money demand and velocity
- b. Stabilization policy
- c. Deficit and debt
- d. Modeling the business cycle

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

A. Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards

- Essay questions on exams
- Term papers

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the textbook chapter on Monetary Policy to gain an understanding of the Federal Reserve System. Be able to explain how monetary policy works in the AS/AD model as well as describe how the Fed changes the supply of money through open market operations. In addition, understand the yield curve and explain how its shape reflects the limit of the Fed's ability to control the economy.
2. Read the textbook chapter on Measuring the Aggregate Economy. Be able to describe GDP and identify the expenditure components of aggregate output. Learn how to distinguish between "net" and "gross" and between "national" and "domestic." Explain how profit is the key to the equality between aggregate income and aggregate production.

Writing Assignments

1. Complete the assigned reading from the text and assigned articles and compose a 5–6-page essay which addresses the following: the difference between the long-run framework and the short-run framework, and relevant statistics about growth, business cycles, unemployment and inflation. Relate the target rate of unemployment to potential income.
2. Complete the assigned reading from the text and assigned articles and compose a 5–6 page essay which addresses the following: the historical development of macroeconomics, and the shape of the aggregate demand curve and what factors cause it to shift. Explain how dynamic feedback effects can destabilize the economy and discuss the limitations of the macro policy model.

Out-of-Class Assignments

1. Complete the assigned reading from the text, assigned articles and lecture notes and complete the chapter quiz for the Production Possibility Model, Trade and Globalization.
2. Complete the assigned reading from the text, assigned articles and lecture notes and complete the chapter quiz for The Multiplier Model.

Recommended Materials of Instruction

Tucker, I. (2023). *Economics for Today. Cengage, 11th.* 9780357720936.

Stevenson, B. & Wolfers, J. (2023). *Principles of Economics. Macmillan, 2nd.* 9781319419899.

Schneider, G. (2023). *Macroeconomic Principles and Problems: A Pluralist Introduction. Routledge, 1st.* 9780367024819.

Rittenberg, L., & Tregarthen, T. (2023). *Principles of economics. Flat World Knowledge, 1st.* 9781453341292.

Parkin, M. (2023). *Economics. Pearson, 14th.* 978013765062.

McConnell, C., et al. (2019). *Economics: Principles, Problems and Policies. McGraw-Hill, Brief.* 9781260324914.

Mankiw, N. G. (2024). *Principles of Economics. Cengage Learning, 10th.* 9780357722718.

Krugman, P. & Wells, R. (2024). Economics. *Macmillan*, 7th. 9781319480806.
Hubbard, R. G., & O'Brien, A. P. (2025). Economics. *Pearson*, 9th. 9780138300036.
Frank, R. (2024). Principles of Economics. *McGraw-Hill, Evergreen*. 9781265459314.
Cowen, T., & Tabarrok, A. (2024). Modern Principles of Economics. *Macmillan*, 6th. 9781319482589.
Coppock, L. & Mateer. (2026). Principles of Economics. *Norton*, 5th. 9781324115076.
Colander, D. (2025). Economics. *McGraw-Hill*, 12th. 9781266468438.
Arnold, R., et al. (2023). Economics. *Cengage*, 14th. 9780357720370.

Zero Cost Textbook

Greenlaw, S., Shapiro, D., & MacDonald, D. (2025). Principles of Economics 3e. (OER).

<https://openstax.org/details/books/principles-economics-3e>

The CORE Econ Team. (2025). The Economy 2.0. CORE Econ. (OER). <https://books.core-econ.org/the-economy/index.html#ebook-features>

Other Learning Materials

These are representative texts. Texts used by individual institutions and even individual sections will vary.

These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Macroeconomics is acceptable as is any other equivalent textbook, including an OER textbook.

Minimum Qualifications

Economics (Masters Required)

Created/Revised by:



Catalog Description

ENGL C1002 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. (C-ID ENGL 120).

Objectives

Upon successful completion of this course, the student should be able to:

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
3. Define common literary terms and apply them to the analysis of specific texts.
4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

- A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.

51.00

Total Hours: 51.00

- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.
- The research paper, use of the library, and investigative techniques
 - How to generate our own ideas
 - How to use the ideas of other scholars
 - Using MLA style
 - How to search library catalogues and databases and identify useful sources
- Reflecting human diversity: The literary achievements of minorities and women all over the world
 - The literary canon: Diversity and Controversy
 - The Western Canon and the shift to literature as world literature, emphasizing cultural diversity within each culture, the work of women authors and of ethnic, religious, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) minorities in those cultures
- Literary terms
 - Tone and mood
 - Literal and non-critical statement
 - Explicit and implicit statement
 - Purpose, attitude, meaning
 - Connotation, irony, satire, sarcasm, humor
 - Diction, figurative language and symbol and their influences on theme and audience
- Critical approaches to literature
 - Political and socio-economic approaches
 - Feminist and Queer
 - Geographical
 - Ethnic and Cultural
 - Historical
 - Ecological
 - Psychoanalytical
 - Postcolonial
 - Biographical
 - Mythological

Topics

Lec Hrs

- Structuralism and Poststructuralism
- The history, themes, context and elements of various modalities of literature, such as:
 - Short stories
 - Drama
 - Novels
 - Poetry
 - Film

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture

Methods of Evaluation

A. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Examples of Assignments

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form in a minimum 300-word short writing.
2. Read Toni Morrison's *Beloved*, and find as many possible symbols as you can. Choose the three uses of symbol that you found most compelling, and try to interpret them in multiple ways, relating each interpretation back to what you've identified as a major theme in the novel. Bring these notes on the symbols and possible interpretations to our next class.

Writing Assignments

1. In a short essay (4-6 pages) compare at least two of the assigned poems. Your paper should define, discuss, and analyze the basis for comparison (form/style, motifs/theme, figurative language), the relevance of the comparison, and the insight we gain by seeing these poems in relation to one another rather than separately.
2. Read Lu Xun's "Preface to a Call to Arms" and "Diary of a Madman" and write an online discussion post of at least 100 words that identifies at least two major uses of irony in each text. Begin by formulating Lu Xun's broader purpose in both pieces for your reader, then analyze the possible functions of two different examples and explain how these ironies relate to his broader purpose. Once you've completed your post, choose one of your classmates' posts, and, using specific examples from that post, analyze and evaluate your classmate's arguments.

Out-of-Class Assignments

1. Attend one of the suggested literary events (a reading or performance) and write a short response (1-2 pages) that critiques the work(s) presented using appropriate literary terminology.
2. Choose one novel from the list of suggested novels, and choose one of the critical frameworks we've discussed. Find an example of an analysis of some aspect of this novel that uses this same framework. This example should give you an idea of how that writer defines the scope of her/his project. Then decide on the limits of your scope, your own topic, and use your chosen framework to write a minimum two page analysis of your novel that you will present to the class on your assigned day. Be sure that your topic is not the same as the topic in the example that you found, and you must submit both your written analysis and a copy of your example on the day of your presentation.

Recommended Materials of Instruction

Meyer, M. (2024). *The Compact Bedford Introduction to Literature*. Macmillan, 13th. 9781319331825.

Barnet, Sylvan, et al. (2010). *An Introduction to Literature*. Longman, 16th. 978-0205633098.

Mays, K. (2024). *The Norton Introduction to Literature*. Norton, 15th. 9781324085898.

DiYanni, R. (2007). *Literature, Approaches to Fiction, Poetry, and Drama*. McGraw-Hill, 6th. 978-0077974916.

Gardner, Janet E. (2025). *Reading and Writing About Literature*. Macmillan, 6th. 9781319474072.

Harmon, W. (2012). *A Handbook to Literature*. Pearson, 12th. 9780205024018.

Kennedy, X. et al. (2019). *Backpack Literature*. Pearson, 6th. 9780134756790.

Hacker, D. & Sommers, N. (2024). *A Writer's Reference*. MacMillan, 11th. 978-1319413002.

Modern Language Association of America. (2021). *The Modern Language Association*. 9th, 9th. 978-1603293518.

Other Learning Materials

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Full-length novels or other separately published works.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

English (Masters Required)

Created/Revised by: ~



Catalog Description

HIST C1001 - United States History to 1877

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. The course encompasses important economic, political, cultural and social developments. (C-ID HIST 130).

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Early American History to the present day.
5. Recognize the diversity of historical experiences and the contributions of major social and ethnic groups.
6. Explain historical events and developments in chronological and contextual relation to one another.
7. Explain major economic, technological and scientific developments and their historical significance.
8. Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
9. Explain major cultural and social developments, their causes and effects, and their historical significance.
10. Discuss America's growth in a global context.
11. Employ knowledge of the past and ability to analyze information to think critically about self, society, and the world.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
 2. Indigenous peoples, cultures, and lands.
 3. European colonization.
 4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems.
 5. Establishment and maturation of diverse colonial settlements and populations.
 6. Colonial policies and imperial rivalries in North America and their implication for settlements.
 7. The American Revolution.
 8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights. 51.00
 9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion.
 10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America.
 11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy.
 12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms.
 13. Crisis of the 1850s and the coming of the Civil War.
 14. The Civil War.
 15. Reconstruction.
- Total Hours: 51.00**

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work

C. Guest Speakers

D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

E. Lecture

F. Homework: A major part of that time will be spent reading both primary and secondary sources, including but not limited to monographs, articles, course readers, textbooks, literature and/or websites.

Methods of Evaluation

A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Examples of Assignments

Reading Assignments

1. Read the essay, "Why Study History," by Peter Stearns. Rank the six reasons that he provides, with the reason you find most convincing first and descending to the reason you find least compelling. Arrive in class prepared to discuss the reading and your thoughts.
2. Read the excerpt from the book, *Until Justice Be Done*. Arrive in class ready to discuss author Kate Masur's thoughts on why the antebellum civil rights movement has received relatively little attention in textbooks and classrooms, the achievements of the movement, and her approach to exploring the topic.

Writing Assignments

1. Compose a 750-1000 word essay in response to the question: Should John Brown's raid at Harpers Ferry be considered the act of a freedom fighter determined to liberate slaves? Or was the raid the act of a terrorist aiming to spread panic throughout the South? The essay should include specific references to primary sources. It should also reflect accurate knowledge of John Brown and the issues/circumstances surrounding the raid.
2. The writing of the Constitution was a balancing act by the authors. In creating a new system of government, the founders strove to balance conflicting concerns. A central challenge was to create a national government that is powerful enough to be effective, while protecting against governmental tyranny. A second challenge was to create a government of and for the people, while protecting against popular tyranny. In a 750-1000 word essay, describe how the Constitution's overall structure and specific provisions reflect this balancing act.

Out-of-Class Assignments

1. Go to the "How to Use Primary Sources" page of the *Primary Source Village* website. Read through each page of the tutorial, examining the examples as you read. Then search online for a primary source on something specific that you encountered in this week's assigned reading.
 - a. Write a full description of your primary source, following the steps outlined in the tutorial.
 - b. Briefly describe how the primary source adds to your understanding of the topic.
 - c. Provide a source citation for where you found the primary source, as well as citations for any other materials used to complete the assignment.
2. From the *History Skills* website, read through the tutorial on "Motives and Historical Empathy." Then, listen to the "Why They Fought" episode of the *Backstory* podcast. In a 500-word essay, explain how the segment reflects an approach that uses historical empathy. Be precise, providing specific details from the podcast.

Recommended Materials of Instruction

Gonzales, Manuel G. (2019). *Mexicanos: A History of Mexicans in the United States*. Indiana University Press, 3rd. 978-0253041722.

Ling, H. (2023). *Asian American History*. Rutgers University Press, 1st. 978-1978826236.

Choy, C., et al. (2023). *Asian American Histories of the United States*. Beacon Press, 1st. 978-0807012710.

Kendi, I., et al. (2017). *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. *Bold Type Books, 1st*. 978-1568584645.

White, D., et al. (2020). *Freedom on My Mind: A History of African Americans, with Documents*. *Macmillan, 3rd*. 9781319210151.

DuBois, E., & Lynn D. (2024). *Through Women's Eyes, Combined Volume: An American History with Documents*. *Macmillan, 6th*. 9781319244569.

Brown, L., et al. (2017). *U.S. Women's History: Untangling the Threads of Sisterhood*. *Rutgers University Press, 1st*. 978-0813575841.

Calloway, C. (2024). *First Peoples: A Documentary Survey of Native American History*. *Macmillan, 6th*. 9781319244576.

Shi, D. (2022). *America: A Narrative History*. *W.W. Norton & Company, 13th*. 9781324084280.

Roark, J., et al. (2022). *The American Promise*. *Macmillan, 1st*. 9781319329914.

Nash, G., et al. (2019). *The American People: Creating a Nation and a Society*. *Pearson, 8th*. 9780135571019.

Murrin, J., et al. (2020). *Liberty, Equality, Power: A History of the American People*. *Cengage, 7th*. 9781305492899.

Kennedy, D., et al. (2025). *The American Pageant*. *Cengage, 18th*. 9780357898864.

Kamensky, Jane., et al. (2019). *A People and a Nation: A History of the United States*. *Cengage, 11th*. 9781337402712.

Goldfield, D., et al. (2019). *The American Journey: A History of the United States*. *Pearson, 8th*. 9780135496794.

Foner, E., et al. (2025). *Give Me Liberty!*. *W.W. Norton Company, 8th*. 9781324103943.

Faragher, J., et al. (2021). *Out of Many: A History of the American People*. *Pearson, 9th*. 9780135179550.

Carnes, M. C. and Garraty, J. A. (2021). *The American Nation*. *Pearson, 15th*. 9780135570791.

Zero Cost Textbook

Corbett, P., et al. (2025). *U.S. History*. (OER). <https://openstax.org/details/books/us-history>.

Locke, J. and Wright, B. (2019). *American Yawp*. Stanford University Press, 1st ed.
https://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V1.pdf.

Other Learning Materials

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Minimum Qualifications

History (Masters Required)

Created/Revised by:



Catalog Description

HIST C1002 - United States History since 1865

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. The course encompasses important economic, political, cultural and social developments.(C-ID HIST 140).

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Modern American History to the present day.
5. Recognize the diversity of historical experiences and the contributions of major social and ethnic groups.
6. Explain historical events and developments in chronological and contextual relation to one another.
7. Explain major economic, technological and scientific developments and their historical significance.
8. Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
9. Explain major cultural and social developments, their causes and effects, and their historical significance.
10. Discuss America's growth in a global context.
11. Employ knowledge of the past and ability to analyze information to think critically about self, society, and the world.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South.
3. Immigration, industrialization, and urbanization in the Gilded Age.
4. Closing of the frontier and Resistance of Indigenous Peoples.
5. Progressive Era Reform Movements.
6. Imperialist expansion and emergence of the United States as a world power.
7. World War I.
8. Post-War America and the 1920s.
9. The Great Depression and the New Deal. 51.00
10. World War II and Its Aftermath.
11. Cold War Era.
12. Civil Rights Movements.
13. Vietnam, the Great Society, and the Transformation of America.
14. From Nixon to Reagan.
15. Entering the New Millennium.
16. Twenty-first century and the recent past.
17. Gilded Age Reform: Civil Service, Populism, and the Labor Movement.
18. Globalization.

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work

C. Guest Speakers

D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

E. Lecture

F. Homework: A major part of that time will be spent reading both primary and secondary sources, including but not limited to monographs, articles, course readers, textbooks, literature and/or websites.

Methods of Evaluation

A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Examples of Assignments

Reading Assignments

1. Read the essay, "Why Study History," by Peter Stearns. Rank the six reasons that he provides, with the reason you find most convincing first and descending to the reason you find least compelling. Arrive in class prepared to discuss the reading and your thoughts.
2. Read Chapter 5 in *Going to the Source*. As you read, make a list of both the advantages and disadvantages of using advertisements as evidence of the past. Arrive in class ready to hand in your list, and to participate in an activity analyzing historical advertisements.

Writing Assignments

1. Compose a 750-1000 word essay in response to the question: Was the decision to use atomic bombs against Japan the right one? Or, should the U. S. have pursued some other course of action to end the war? The essay should include specific references to primary sources. It should also reflect accurate knowledge of the issues/circumstances surrounding the bombings.
2. The article, "The Bakke Case" asks, "Is Affirmative Action Necessary and Legal, or does it violate the U. S. Constitution?" Write a 750-1000 word essay on the article in which you summarize key arguments presented by supporters of affirmative action and key arguments presented by critics of affirmative action. This should be an informative/descriptive history essay written in a scholarly tone. The overarching question will then be considered in classroom discussion.

Out-of-Class Assignments

1. Go to the "How to Use Primary Sources" page of the *Primary Source Village* website. Read through each page of the tutorial, examining the examples as you read. Then search online for a primary source on something specific that you encountered in this week's assigned reading.
 1. Write a full description of your primary source, following the steps outlined in the tutorial.
 2. Briefly describe how the primary source adds to your understanding of the topic.
 3. Provide a source citation for where you found the primary source, as well as citations for any other materials used to complete the assignment.
2. From the *History Skills* website, study the tutorial on "The Difference Between Opinion and Perspective." Then, read the *Newsweek* opinion piece, "Why the Supreme Court Has Nine Judges." In a 500-word essay, identify the author and his perspective, and explain his key ideas regarding the number of Supreme Court justices.

Recommended Materials of Instruction

- Gonzales, Manuel G. (2019). *Mexicanos, Third Edition: A History of Mexicans in the United States*. *Indiana University Press, 3rd*. 978-0253041722.
- Ling, H. (2023). *Asian American History*. *Rutgers University Press, 1st*. 978-1978826236.
- Choy, C., et al. (2023). *Asian American Histories of the United States*. *Beacon Press, 1st*. 978-0807012710.
- Kendi, I., et al. (2017). *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. *Bold Type Books, 1st*. 978-1568584645.
- White, D., et al. (2020). *Freedom on My Mind: A History of African Americans, with Documents*. *Macmillan, 3rd*. 9781319210151.

DuBois, E., & Lynn D. (2024). *Through Women's Eyes, Combined Volume: An American History with Documents. Macmillan, 6th.* 9781319244569.

Brown, L., et al. (2017). *U.S. Women's History: Untangling the Threads of Sisterhood. Rutgers University Press, 1st.* 978-0813575841.

Calloway, C. (2024). *First Peoples: A Documentary Survey of Native American History. Macmillan, 6th.* 9781319244576.

Shi, D. (2022). *America: A Narrative History. W. W. Norton & Company, 13th.* 9781324084280.

Roark, J., et al. (2022). *The American Promise. Macmillan, 1st.* 9781319329914.

Nash, G., et al. (2019). *The American People: Creating a Nation and a Society. Pearson, 8th.* 9780135571019.

Murrin, J., et al. (2020). *Liberty, Equality, Power: A History of the American People. Cengage, 7th.* 9781305492899.

Kennedy, D., et al. (2025). *The American Pageant. Cengage, 18th.* 9780357898864.

Kamensky, Jane., et al. (2019). *A People and a Nation: A History of the United States. Cengage, 11th.* 9781337402712.

Goldfield, D., et al. (2019). *The American Journey: A History of the United States. Pearson, 8th.* 9780135496794.

Foner, E., et al. (2025). *Give Me Liberty!. W. W. Norton Company, 8th.* 9781324103943.

Faragher, J., et al. (2021). *Out of Many: A History of the American People. Pearson, 9th.* 9780135179550.

Carnes, M. C. and Garraty, J. A. (2021). *The American Nation. Pearson, 15th.* 9780135570791.

Zero Cost Textbook

Corbett, P., et al. (2025). *U.S. History. (OER).* <https://openstax.org/details/books/us-history>

Locke, J. and Wright, B. (2019). *American Yawp.* Stanford University Press, 1st ed.
https://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V1.pdf

Other Learning Materials

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Minimum Qualifications

History (Masters Required)

Created/Revised by:



Catalog Description

MATH C2210E - Calculus I: Early Transcendentals – Embedded Support

Transfer Status: CSU/UC

Prerequisite: Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.

Unit(s): 5.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Activity: 68.00 Contact hours/34.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Course Description:

A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. This course includes embedded support. This support takes the form of in-class activities and applications to help students better grasp key concepts.

Objectives

Upon successful completion of this course, the student should be able to:

1. Compute the limit of a function and evaluate indeterminate forms using L'Hôpital's Rule.
2. Determine the continuity of a function.
3. Find the derivative of a function as a limit.
4. Find the equation of a tangent line to the graph of a function.
5. Compute derivatives using differentiation formulas.
6. Use differentiation to solve applications such as related rate problems and optimization problems.
7. Use implicit differentiation and find derivatives of transcendental functions.
8. Graph functions using methods of calculus.
9. Evaluate a definite integral as a limit.
10. Evaluate integrals using the Fundamental Theorem of Calculus.
11. Apply integration to find area.

Course Content

Topic Titles / Suggested Time Topic

Lecture/Activity

Topics

Lec Hrs Act Hrs

1. Limits: intuitive and precise definitions; computation using numerical, graphical, and algebraic approaches		
2. Continuity and differentiability of functions		
3. Derivative as a limit		
4. Interpretation of derivatives as slopes of tangent lines and rates of change		
5. Differentiation formulas: constants, power rule, product rule, quotient rule, and chain rule		
6. Derivatives of transcendental functions including trigonometric, exponential, and logarithmic		
7. Implicit differentiation, differentiation of inverse functions, including inverse trigonometric functions		
8. Applications of differentiation, including related rates and optimization		
9. Higher-order derivatives		
10. Indeterminate forms and L'Hôpital's Rule	51.00	68.00
11. Maximum and minimum values, Extreme Value Theorem		
12. Graphing functions using first and second derivatives, concavity, and asymptotes		
13. Mean Value Theorem		
14. Antiderivatives and indefinite integrals		
15. Definite integrals as limits of Riemann sums		
16. Interpretation of the integral as area under a curve and net change		
17. Basic integration rules and properties of integrals		
18. Fundamental Theorem of Calculus		
19. Integration by substitution		
	Total Hours:	51.00 68.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work

C. Discussion

D. Homework: Students are required to complete one hour of outside-of-class homework for every two hours of activity

E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

F. Lecture

Methods of Evaluation

A. Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.

Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the section in the textbook on The Derivative and be able to set up and evaluate the limit that represents the derivative of a given function.
2. Read the section in the textbook on Antiderivatives and Indefinite Integration and be able to use basic integration rules to find an indefinite integral.

Writing Assignments

1. Graph the functions $y = x$, $y = |x|$, and $y = x^{1/3}$, compute the derivatives of each function at the point $(0,0)$, and describe the differentiability of these functions at this point. In your 1-2 page paper, assume you are explaining this to a group of students hearing this for the first time and write a detailed explanation discussing your results and why they occurred.
2. If $p(x)$ is a polynomial function, explain why $p(x)$ has exactly one antiderivative whose graph contains the origin. In your 1-2 page paper, assume you are explaining this to a classmate having trouble and write a detailed explanation using a general polynomial as well as giving one specific example.

Out-of-Class Assignments

1. Review the section in the textbook on Basic Differentiation and solve the problems assigned by the instructor, showing all steps.
2. Review the section in the textbook on The Fundamental Theorem of Calculus and solve the problems assigned by the instructor, showing each step.

Recommended Materials of Instruction

Briggs, W., et al. (2021). *Calculus: Early Transcendentals*. Pearson, 3rd. 9780134763644.

Hass, J., et al. (2023). *Thomas' Calculus: Early Transcendentals*. Pearson, 15th. 9780137728626.

Stewart, J., et al. (2021). Calculus: Single Variable Calculus Early Transcendentals. *Cengage, 9th*. 9780357022269.

Zero Cost Textbook

Strang, G., Herman, E., et al. (2025). Calculus Volume 1. (OER) OpenStax.
<https://openstax.org/details/books/calculus-volume-1/>

Other Learning Materials

A college level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course. Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by:



Catalog Description

SOCI C1000 - Introduction to Sociology

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society. (C-ID SOCI 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Define and apply the sociological imagination to everyday life.
2. Compare a variety of major sociological theories and concepts and apply them to socially-constructed dynamics.
3. Explain what makes sociology a social/behavioral science and the methods sociologists use to ethically conduct research.
4. Analyze the origins and processes of social inequality, systemic oppression, and social change using an intersectional approach.
5. Identify and evaluate the social forces and structures that shape, guide, and influence individual and group behaviors in society.
6. Outline and critically annotate the historical development of sociology as a separate discipline.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

- | | <u>Lec Hrs</u> |
|--|-----------------------|
| 1. The Sociological Imagination | 51.00 |
| 2. Sociological Theories and Paradigms | |

Total Hours: 51.00

Topics

Lec Hrs

- a. Classical Theories including Structural Functionalism, Conflict Theory, and Symbolic Interactionism
- b. Contemporary Theories (such as Feminist Theory, Intersectionality, Queer Theory, Racial Formation Theory, and Social Exchange Theory)
3. Sociological Research
 - a. Qualitative Methods
 - b. Quantitative Methods
 - c. Ethical Considerations
4. Society and Culture
5. Socialization and the Self
6. Social Structure: Groups and Organizations
7. Conformity, Deviance, and Social Control
8. Stratification, such as:
 - a. Class and Socioeconomic Status
 - b. Race and Ethnicity
 - c. Sex, Gender, and Sexuality
 - d. Age
 - e. Disability
 - f. Global
9. Social Institutions, such as:
 - a. Family
 - b. Education
 - c. Mass Media
 - d. Religion
 - e. Health and Medicine
 - f. Economy and Work

Total Hours: 51.00

Topics

Lec Hrs

- g. Politics and Government
 - h. Criminal Justice System
10. Social Dynamics, such as:
- a. Population
 - b. Urbanization
 - c. Globalization
 - d. Environment
 - e. Science and Technology
11. Social Movements and Change
12. The Historical Development of Sociology

Total Hours: 51.00

Methods of Instruction

- A. Discussion
- B. Group Discussions
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

A. Methods of formative and summative evaluation used to assess course outcomes and objectives may include, but are not limited to, academic writing and analysis, reflections, participation and discussion, service learning, project-based learning, research, presentations, field journals, quizzes, and/or exams.

Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read William Rees' article "Is Humanity Fatally Successful" and critically evaluate the differences between the biological and the cultural causes of planetary resource depletion by human societies and come prepared for discussion in class.
2. Read C. Wright Mills "The Sociological Imagination" and explain the distinction he makes between "Private Troubles" and "Public Issues" and be prepared to explain the distinction in class.

Writing Assignments

1. Analyze and write a 2-page paper about the differences between 'discrimination' and 'prejudice' and how each manifests in society.
2. Write a 2-page list of the differences between 'symbolic' and 'material' culture in the context of the evolution of knowledge and technology in human civilization. Incorporate this in your Discussion assignment.

Out-of-Class Assignments

1. Conduct an Ecological Footprint Analysis of your household. Analyze your findings in a way that will allow members of your household to scale back their footprint. What types of behavioral and lifestyle changes can you and members of your household make to reduce your overall footprint, and what impact will those changes have on your consumption habits. Write a 1-page assessment and be prepared to discuss your personal footprint with your colleagues.
2. Interview 8 of your closest friends about their expectations for the U.S. economy in the coming 10 years. Record their critiques of the economy and their thoughts about their own future economic prospects in terms of finding gainful employment and achieving an acceptable overall standard of living. Make a scale that illustrates these attitudes/opinions of your colleagues on a 10 point scale between 'Extremely Optimistic' and 'Extremely Pessimistic'. Bring your scale to class to share and compare with everyone else's scale.

Recommended Materials of Instruction

Khan, S., et al. (2025). A Sociology Experiment. *CritReview*, 3rd. 9798987326732.

Henslin, J. (2024). Sociology: A Down-to-Earth Approach. *Pearson*, 15th. 9780137874927.

Wade, L. (2025). Terrible Magnificent Sociology. *Norton*, 2nd. 9781324101574.

Macionis, J. (2023). Society: The Basics. *Pearson*, 16th. 9780137873111.

Giddens, A. et al. (2024). Introduction to Sociology. *W. W. Norton Publishing*, 13th. 9781324062226.

Ferris, K. & Stein, J. (2026). The Real World: An Introduction to Sociology. *W.W. Norton Publishing*, 10th. 9781324116059.

Ritzer, G. & Weidenhoff Murphy, W. (2019). Introduction to Sociology. *Sage*, 5th. 9781544355184.

Zero Cost Textbook

Conerly, T. et al. (2025). Introduction to Sociology 3e. Open Stax. (OER).

<https://openstax.org/details/books/introduction-sociology-3e>

Other Learning Materials

Textbook choice is at the discretion of faculty. Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. May also include supplementary materials such as primary sources or readers.

Minimum Qualifications

Sociology (Masters Required)

Created/Revised by: