MOUNT TAMALPAIS COLLEGE GENERAL CATALOG 2020-2021

Mount Tamalpais College
Post Office Box 492
San Quentin, CA 94964
415-455-8088
www.mttamcollege.org

August 2019

TABLE OF CONTENTS

GENERAL INFORMATION

MISSION STATEMENT AND GOALS

Our Mission
The mission of Mount Tamalpais College is to provide an intellectually rigorous, inclusive Associate of Arts degree program and college preparatory program, free of charge, to people at San Quentin State Prison; to expand access to quality higher education for incarcerated people; and to foster the values of equity, civic engagement, independence of thought, and freedom of expression.

Our Goals
The central goals of Mount Tamalpais College are to educate and challenge students intellectually; to prepare them to lead thoughtful and productive lives inside and outside of prison; to provide them with skills needed to obtain meaningful employment and economic stability post-release; and to prepare them to become leaders and engaged citizens in their communities.

Through courses and other opportunities on campus, as well as other education and outreach activities, Mount Tamalpais College also aims to challenge popular myths and stereotypes about people in prison; to publicly raise fundamental questions about the practice of incarceration; and to incubate and disseminate alternative concepts of justice, both within and beyond the academy.

Nondiscrimination
Mount Tamalpais College does not condone discrimination with regard to race, color, national origin, religion, sex, sexual orientation, age, disability or veteran status in enrollment or employment, nor in the educational programs or activities which it operates.

ACCREDITATION

From the time of our founding in 1996, through 2019, the College Program at San Quentin operated an extension site of Patten University—our accredited university partner. Students enrolled in credit courses were registered at, and ultimately received their degrees from, Patten. In turn, our program was responsible for day-to-day program administration at the San Quentin extension site, along with teacher recruitment, training and supervision.

Mount Tamalpais College is now a Candidate for Accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.

Candidacy for Accreditation is a status of preliminary affiliation with the Commission that is initially awarded for two years. Candidacy does not assure eventual accreditation.

ADMINISTRATIVE STAFF

Executive
Jody Lewen, Executive Director
Wendy Quezada, Executive Assistant

College Program
Amy Jamgochian, Chief Academic Officer
Deirdre Judge, College Preparatory Writing Program Coordinator
Allison Lopez, Learning Specialist
Marvin Mutch, Program Assistant
David Durand, Director of Student Affairs
Derrius Jones, Student Affairs Assistant
Arthur Jackson, Clerk
Corey McNeil, Clerk

Operations
Reed Goertler, Chief Operations Officer
David Cowan, Operations Manager
Dmitriy Orlov, Office Manager

Development
Lauren Hall, Development Director
Sharyl McGrew, Grants Officer
Jared Rothenberg, Development Associate

PROGRAM LEARNING OUTCOMES

Written and Oral Communication: Students will be able to communicate clearly and effectively in written and oral forms in a broad array of social, professional, academic, and civic contexts.

Quantitative Reasoning: Students will be able to use a variety of quantitative methods, including arithmetical, algebraic, geometric and statistical methods, to understand and solve problems.

Research and Information Competency: Students will be able to locate, evaluate, analyze, interpret, and synthesize a broad range of source materials.

Critical Thinking: Students will be able to think independently and creatively, to develop self- and other-awareness, including the ability to see the world through multiple perspectives, and to integrate these skills into daily life.

Values: Students will be able to articulate and to critically reflect upon their own values and the values of others. They will be able to identify ethical concepts and principles, and to use them in reasoning.

Global Awareness: Students will be able to demonstrate an awareness of a complex and interdependent world beyond their own surroundings and communities, and an understanding of their identities and actions as part of and related to that world.

REQUIRED COURSES FOR THE ASSOCIATE OF ARTS IN GENERAL STUDIES

There are 20 courses required for a total of 61 units. All courses are worth 3 units with the exception of science with lab, which is worth 4 units. However, most students start in non-credit English and/or math classes before moving on to the credit courses required for the degree:

The non-credit college preparatory courses are:

- ENG 99A: Developmental English I
- ENG 99B: Developmental English II
- MTH 50A: Developmental Math I
- MTH 50B: Developmental Math II
- MTH 99: Elementary Algebra

The required credit courses for the degree are:

English

Course:	Prerequisite:
ENG 101A: Reading and Composition	By placement or ENG 99B
ENG 101B: Critical Thinking, Reading, and Writing	ENG 101A
ENG 102: Introduction to Literature	ENG 101B
ENG 204: Interdisciplinary Reading, Writing, and Research	ENG 101B
COM 146: Communication	ENG 101B

Math/Science

Course:	Prerequisite:
MTH 115: Intermediate Algebra	By placement or MTH 99
Science with Lab (e.g. Biology, Chemistry, Physics)	MTH 115 and ENG 101B
Non-lab science (e.g. Neuroscience, Public Health)	MTH 115 and ENG 101B

History/Social Sciences

Course:	Prerequisite:
US History (e.g. U.S. History I, U.S. History II)	ENG 204
POL 241: American Government	ENG 204
SOC 230: Sociology	ENG 204
Psychology (e.g. General Psychology, Social Psychology)	ENG 204

Humanities

Course:	Prerequisite:
SSC 202: Comparative Religion	ENG 204
PHL 270: Ethics	ENG 204
Art History and Appreciation (e.g. Introduction to Film, Theatre Improvisation)	ENG 204
PHL 271: Introduction to Philosophy	ENG 204

Electives

Students are required to take four elective courses in addition to the courses required for the core curriculum. The following courses are encouraged because they allow students to fulfill requirements for transfer to UC and Cal State schools:

Course:	Prerequisite:
SPA 101: Elementary Spanish I	ENG 101A
SPA 102: Elementary Spanish II	SPA 101
MTH: 135: Statistics	MTH 115
MTH 220: Pre-Calculus I	MTH 115
MTH 221: Pre-Calculus II	MTH 220
COM 210: Journalism	ENG 204

Other possible electives are courses that students haven't taken before that fulfill a requirement they have already fulfilled. For example, if a student has already taken Introduction to Psychology to fulfill the Psychology requirement, Child Growth and Development counts as an elective.

REQUIRED COURSES FOR JUNIOR-TRANSFER ELIGIBILITY TO A 4-YEAR STATE UNIVERSITY

The credits students earn by gaining an Associate of Arts degree do not fulfill all of the requirements for transfer eligibility to a UC or Cal State Bachelor of Arts program. The following is a list of courses that students must take in addition to the core requirements of the Associate of Arts degree in order to fulfill the requirements of transfer eligibility.

NOTE: Students must earn a "C" or better in any course in order to transfer credit.

All courses required for the A.A. degree plus:

Math/Science:	**Humanities:**
MTH 135: Statistics	SPA 101 (Elementary Spanish I)
MTH 220: Pre-Calculus I	SPA 102 (Elementary Spanish II)
MTH 221: Pre-Calculus II	

COLLEGE PREPARATORY PROGRAM

The majority of students begin the program by taking college preparatory math and writing courses to develop or brush up on their basic skills before taking for-credit courses. The college prep courses also help new students to adjust to the class schedule and workload without having to worry about receiving a grade. After attending the New Student Orientation, all prospective students are required to take both a math and a writing assessment. While some students do place directly into for-credit courses, the majority begin in the college prep classes and as a result tend to do better in their studies later on.

The college prep courses do not count as credit towards the A.A. degree. All students who fully participate in the courses receive an institutional note of recognition for participation, and a written evaluation from their instructor that informs them whether they have passed the course or will have to repeat.

ACADEMIC ADVISING

College administrators hold academic advising sessions with students at two points as they progress through the degree: while students are in English 204 and when students have completed at least 34 units. Students are also invited to request academic advising conferences as needed. Students preparing to parole are particularly encouraged to conference with an MTC administrator.

STUDENT SUPPORT

Any student seeking learning support may access the following resources:

- Mount Tamalpais College's library, from which students may borrow books and request materials;
- research materials from research databases through the Article Request Form available from the College Clerks;
- weekly designated tutors in study hall for College Preparatory Math and English courses, as well as for Intermediate Algebra, English 101 A & B, English 204 (Research), and other credit courses;

- math study groups in Study Hall;
- conferencing with the Learning Specialist, Allison Lopez, who provides intensive, individualized support;
- on-demand conferences with Program Team staff to help students with strategies for learning and studying, concerns about coursework or attendance, and planning for future terms and graduation;
- regular workshops on writing, grades, study skills, reading strategies, and time-management;
- access to student Teaching Assistants in some classes, who can offer peer tutoring and support to students outside of class;
- individualized student accommodations, including specialized materials, extended time on tests, and one-on-one proctoring.

STUDY HALL

Study hall is offered six times per week when courses are in session: 6-8PM on Sundays, Mondays, Wednesdays, Thursdays, and Fridays and 9:15AM-12PM on Fridays. Study hall begins one week after the start of each semester. Students can sign up for study hall during the first week of classes, or at any point over the course of the semester. Students may use the space to study on their own or can sign up to meet with a math and/or writing tutor. Tutoring is offered on a drop-in, first-come, first-served basis. Students are highly encouraged to take advantage of study hall.

ENROLLMENT AND REGISTRATION

COURSE CALENDAR

Mount Tamalpais College runs three thirteen-week terms per year, starting in January, May, and September. Holidays accord to California state holidays, as observed by the Department of Corrections and Rehabilitation. Semesters are 13 weeks long, but Mount Tamalpais College reserves 15 weeks in case classes need to be rescheduled due to institutional interruptions.

ADMISSIONS

All mainline San Quentin inmates with a GED or high school diploma are admitted to the college. We enroll new students at the beginning of each semester. If prospective students are interested in enrolling, they should speak with an MTC administrator in Education. Alternatively, they may send a note with their name and CDC# to "Mount Tamalpais College, Education Dept." Once we receive a prospective student's information, we will add the student to our waitlist send a letter indicating that the student has been added. When we have space to enroll the student in classes, we will invite the student to attend a New Student Orientation, in the order of waitlist signup.

NEW STUDENT ORIENTATION

All new students must attend a New Student Orientation, where they will be introduced to the history, policies, expectations, and offerings of the college, and assisted in completing enrollment paperwork. All students must complete an **Application for Admission** and a **GED Transcript or High School Diploma Request Form**.

ASSESSMENTS

All new students are required to take math and English assessments after attending an orientation. These assessments are not graded, but rather are a means for students to show their skills so that they are placed in the class that best addresses their needs. Please note that students are required to take both assessments. Students will be notified of the results of their assessments by mail.

REGISTRATION PROCEDURES AND INFORMATION

REGISTRATION FORMS
All students <u>must complete and submit a registration form</u> by the registration deadline every semester they wish to participate in courses.

EARNING CREDITS
Academic credit is awarded based on the Carnegie unit. To receive one trimester unit of credit, a student spends fifteen hours in class during a term. For each hour of time in class, students are expected to complete approximately two hours of out-of-class work related to classroom learning (e.g., homework).

REQUESTING TO AUDIT
Students may elect to "audit" a course, meaning that they must comply with the attendance regulation of the instructor, but are relieved of completing written work (assignments, tests, and examinations) associated with the course. To audit a course, complete the registration form by writing "audit" in the section marked "credits." Audited courses cannot be used to satisfy graduation requirements and do not appear on transcripts. *Note that requests to audit courses are dependent on enrollment numbers, and priority will be given to students taking the course for credit.*

ADD/DROP PERIOD
There is an "add/drop" period at the beginning of each semester. Courses dropped during the "add/drop" period will not appear on the student's transcript. Students must submit a completed add/drop form in the Education office by the add/drop deadline in order to successfully drop a course.

COURSE WITHDRAWAL
Students may withdraw from a course after the "add/drop" period is over. They must complete and submit the withdrawal form in the Education office by the withdrawal deadline in order to officially withdraw. A grade of "W" will be recorded on the student's transcript. Please note that students are highly encouraged to consult with instructors and/or MTC administrators prior to withdrawing from a course.

ADMINISTRATIVE DROPS

In rare cases, a course may be removed from a student's record after the add/drop period if the student is unable to attend. Administrative drops are given when a student is prevented from attending classes for institutional reasons beyond the student's control. Reasons for removal include involuntary transfer away from San Quentin, parole, segregation for safety or discipline, and quarantine or lockdown of students' housing unit for a significant period during the semester.

INCOMPLETES

An "I" may be given to a student doing acceptable work who has been unable to complete course requirements on time due to extreme illness or a verifiable interruption such as going to ad-seg, surgery, or being out at court. Students are only eligible for an incomplete in a course in which they have five or fewer absences and have successfully completed 80% of the work required for the course. An "incomplete" incurred in any semester MUST be made up within 45 days of the last day of the semester, though an extension may be granted on the original 45-day period for justifiable reasons. Arrangements for an "incomplete" grade are made between the faculty member and the student. A form must be submitted to MTC administrators at the time final grades are due. An "incomplete" not made up within the allotted time will be automatically converted to a final grade of "F."

REPEATING COURSES

Students may repeat a course previously taken in an attempt to improve a grade if the grade is lower than a "C." All grades, including the grade for the repeated course, will appear on the student's transcripts. No additional credit may be earned if the previous grade was a "C" or better.

PETITIONING FOR A GRADE CHANGE

Students should submit a note in writing to program administrators as soon as possible if there is concern about a grade received.

TRANSFERRING CREDITS

Students may transfer a *maximum of 5 classes* from accredited colleges and universities that fulfill comparable degree requirements for Mount Tamalpais College's AA degree. However, students are required to complete the core English and math courses and science with lab through Mount Tamalpais College, so cannot fulfill those requirements with transfer credits. Students may request to transfer credits after completing English 204.

Students who have earned credit from a college or university attended previously and wish to transfer credits to Mount Tamalpais College should complete and submit a "**Transcript Request Form**," which is available in the office in Education. On the basis of an evaluation of the transcripts, appropriate transfer credit will be awarded. Full transfer credit will be given for courses that carry a grade of "C" or above and are comparable to courses in Mount Tamalpais College's catalog. Transfer grades are not placed on the Mount Tamalpais College transcript.

REQUESTING TRANSCRIPTS OR LETTERS CONFIRMING ENROLLMENT

Students who completed credits through Patten University at San Quentin between the dates of 1996 and January 17, 2020 and who have left San Quentin may obtain transcripts via Parchment. Instructions for ordering transcripts can be found here.

As long as students are at San Quentin, they may continue to rely on MTC staff for any Patten University transcript requests.

Students requesting to have their transcripts within Mount Tamalpais College sent out or students requesting a letter confirming their enrollment in Mount Tamalpais College must fill out a "**Student Request Form**," which can be obtained from an MTC administrator or clerk. The form should be submitted at least 6 weeks prior to the date when the requested materials are needed.

PETITIONING TO GRADUATE

Once a student has completed all coursework required for graduation, the student must fill out a "**Diploma Request Form**," which can be obtained from an MTC administrator. *Once the paperwork is completed and submitted, it can take up to three months for the diploma to arrive and be presented to the student.*

PROGRAM POLICIES AND EXPECTATIONS

ATTENDANCE AND TARDINESS

Students are expected to attend every class meeting offered in the given semester. Students will be informed in writing of the instructor's attendance and tardiness policies and the role attendance plays in grading policy at the start of classes and will be required to adhere to those guidelines. Students are not permitted to enroll in courses with conflicting class meetings. Students will receive an F in any course in which they miss more than 20% of course hours, regardless of the reason. For instance, for classes that meet twice a week, students who miss more than 5 class meetings will fail the class.

In the event of a lockdown, quarantine, or other event that restricts student attendance, Mount Tamalpais College staff will attempt to bring assignments to students, who will be expected to complete assignments by the time they return to class. Otherwise, all due dates and tests will be pushed back to accommodate for the interruption, and students will not be penalized for work missed. Mount Tamalpais College will make every effort to reschedule cancelled classes.

GRADING

Faculty members have the right and responsibility to judge and grade the academic performance of students. Students have the right to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in cases of cheating or plagiarism.

All course syllabi detail upon precisely what basis students' work will be evaluated, and how grades will be calculated.

For English 101A, 101B and 204 AND Intermediate Algebra, Mount Tamalpais College requires a student to earn a minimum final grade of C- if the course is to count toward graduation requirements. In addition, because students who earn a final grade lower than a C have generally not mastered the course content, we strongly recommend that such students be directed to retake the course.

TEXTBOOKS AND COURSE MATERIALS

All textbooks supplied to students are donated by publishers or purchased using MTC funds. They are loaned to students, and must be returned at the end of each semester.

Mount Tamalpais College pays $50.00 on average for each textbook. Please respect all course materials and return books in good condition at the end of the semester.

ACADEMIC HONESTY POLICY

Academic dishonesty is a serious offense that undermines the bonds of trust between members of the community and betrays those who depend upon the community's standard of integrity and academic excellence.

Any work that a student produces as part of progress toward a degree or certificate must be the student's own, unless the given instructor specifies otherwise. Such work includes examinations, whether oral or written; papers, oral presentations or reports; weekly homework assignments; research papers; and other written work. In all work other than examinations, students must clearly indicate the sources of information, ideas, opinions, and quotations that are not their own. While instructors should specify (and teach) the citation format they require, the minimum citation required should be a statement in parenthesis of Author, Title, and Page or Line Number, for any and all cited information.

The most common forms of academic dishonesty are cheating and plagiarism. To cheat means deliberately to use or to attempt to use deception or dishonesty in the completion of any type of academic endeavor or exercise, for example, homework, quizzes, examinations, or written assignments.

To plagiarize is to knowingly represent as one's own work another person's ideas, data, or language in any academic endeavor without specific and proper acknowledgment. Thus, in order to avoid plagiarism one must always specifically acknowledge one's indebtedness to the words, ideas or data of another, whether these are quoted, paraphrased, summarized, or otherwise borrowed.

Procedures for a charge of academic dishonesty

If an instructor suspects a student of engaging in an act of academic dishonesty, the instructor will promptly bring the matter to the attention of the MTC administration. If the instructor and administrator agree that an act of academic dishonesty may have occurred, the instructor will meet with the student, explain the problem, and listen to the student's explanation. When the matter has been resolved, a disposition form describing the resolution is filed in the student's file with Mount Tamalpais College and *not with San Quentin*; it does not go on the student's prison record.

Penalties

Possible penalties for academic dishonesty are: that the student retake the exam or re-submit the paper; failure on the assignment or test; failure in the course; and suspension from Mount Tamalpais College. Penalties will be decided on the basis of severity of the incident and/or repetition of incidences. Students suspended from MTC may be welcomed back at a later date, but may be asked to repeat courses or retake placement exams.

CODE OF CONDUCT

Mount Tamalpais College is committed to creating and maintaining an intellectual community in the prison in which all persons who participate in college programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Each member of the university community should be aware that Mount Tamalpais College is strongly opposed to harassment and that such behavior is prohibited by law and by MTC policy. This code of conduct is independent of and separate from any rules of San Quentin Prison, while acknowledging those rules and the rules of Mount Tamalpais College.

Any behavior that is disruptive of learning is prohibited and may result in temporary or permanent suspension from Mount Tamalpais College. Examples of such non-academic misconduct include, but are not limited to: theft, misuse or destruction of college property; or any behavior towards a student, faculty, staff, or other community member that violates the personal boundaries of that person (e.g., threats or intimidation, unwelcome physical contact; or sexual comments, jokes, innuendos, or advances.) In order to safeguard the stability of Mount Tamalpais College and the welfare of the college community, any other behavior that violates the prisons' rules (e.g., related to unauthorized communication, contraband, proper attire, or movement within the institution) is also grounds for removal from MTC.

Faculty have the authority to define appropriate conduct in their classes. After a warning for violating standards set by the faculty, the faculty may remove a student from class.

STUDENT COMPLAINTS

Mount Tamalpais College is committed to providing a prompt and equitable means of resolving student complaints. Accordingly, MTC maintains procedures for student complaints about policies and procedures and grades. Whenever possible, we address complaints with the goal of restoring relationships, repairing harm, and strengthening our community. *Please speak with an MTC administrator if you have any questions about how to proceed with a complaint.*

Complaints about College Policies and Procedures

Students who are dissatisfied with a campus policy or procedure, or with the conduct of MTC staff are entitled to file a complaint. Students may file complaints against actions by MTC employees in areas including, but not limited to, the exercise of rights of free expression, violation of published MTC rules, or violation of administrative regulations. There will be no consequences for your status in MTC if you file a complaint.

*For complaints about college policies and procedures, students should fill out the **Policies and Procedures Complaint Form**.*

Complaints about Grades

MTC is committed to fairness and transparency in grading practices and takes student concerns very seriously. Students are entitled to advocate for clarity on grades and reconsideration of any grade given. There will be no consequences for students' grades or status in MTC if they choose to request further review of a grade.

*For complaints about grades, students should fill out the **Grade Appeal Form**.*

Complaints to External Bodies

Most complaints should be resolved through our internal complaint review and resolution process (which is initiated when a student fills out one of the complaint forms listed above). If your complaint is not resolved through this process and you would like to pursue it further, you may submit a complaint to the Accrediting Commission for Community and Junior Colleges (ACCJC) or to the California Department of Corrections and Rehabilitation (CDCR).

ACADEMIC FREEDOM

Because Mount Tamalpais College is dedicated to free and open inquiry in all matters, it is committed to the broadest possible latitude to speak, write, listen, challenge, and learn among all members of the college community. Except insofar as limitations on that freedom are necessary to the functioning of Mount Tamalpais College, Mount Tamalpais College fully respects and supports the freedom of all members of the college community "to discuss any problem that presents itself."

Of course, the ideas of different members of the college community will often and quite naturally conflict. But it is not the proper role of Mount Tamalpais College to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although Mount Tamalpais College greatly values civility, and although all members of the college community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. Mount Tamalpais College may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of Mount Tamalpais College. In addition, Mount Tamalpais College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of Mount Tamalpais College. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with Mount Tamalpais College's commitment to a completely free and open discussion of ideas.

In a word, Mount Tamalpais College's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the college community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the college community, not for Mount Tamalpais College as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the college community to engage in such debate and deliberation

in an effective and responsible manner is an essential part of Mount Tamalpais College's educational mission.

As a corollary to Mount Tamalpais College's commitment to protect and promote free expression, members of the college community must also act in conformity with the principle of free expression. Although members of the college community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, Mount Tamalpais College has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

This resolution is adapted and excerpted from the "Report of the Committee on Freedom of Expression" at the University of Chicago, and approved by the Mount Tamalpais College Board of Directors. The original report is available in full at https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf

COURSES

Course Numbers and Titles

ANT 220	Cultural Anthropology (SOC)
ART 117A	Introduction to Dramatic Arts (ART)
ART 117B	Theatre Improvisation (ART)
ART 210	History of Photography (ART)
ART 211	Art History & Appreciation (ART)
ART 220	Introduction to Film (ART)
AST 217	Astronomy (Non-lab SCI)
BIO 141	Anatomy and Physiology w/Lab (SCI)
BIO 151	Biology I (Non-Lab SCI)
BIO 152	Biology I w/Lab (SCI)
BIO 153	Anatomy and Physiology w/Lab (SCI)
BIO 206	Neuroscience (Non-Lab SCI)
BUS 101	Introduction to Business (ELECT)
BUS 220	Microeconomics (ELECT)
BUS 221	Macroeconomics (ELECT)
CHM 111	General Chemistry w/Lab (SCI)
COM 110	Introduction to Mass Communication (COMM)
COM 146	Communication (COMM)
COM 201	Journalism (ELECT)
CIS 101	Computer Literacy (ELECT)
ENG 098	Strategies for College Reading (Non-credit)
ENG 099A	Developmental English I (Non-credit)
ENG 099B	Developmental English II (Non-credit)
ENG 101A	Reading and Composition (COMP)
ENG 101B	Critical Thinking, Reading, and Writing (CRIT THINK)
ENG 102	Introduction to Literature (LIT)
ENG 110	Introduction to Screenwriting (LIT)
ENG 204	Interdisciplinary Reading, Writing and Research (COMP)
ENG 210	Creative Writing (ELECT)
ENG 211	Creative Writing: The Personal Essay (ELECT)
ENG 220	Modern World Literature (LIT)
ENG 234	Genres of Short Fiction (LIT)
ENG 243	Critical Thinking (CRIT THINK)
ENG 248	Modern American Literature (LIT)
ENG 249	American Literature: Romanticism to the 20th Century (LIT)
ENG 251	Chicano Literature (LIT)
ENG 273	Shakespeare (LIT)

ENG 284	Multicultural Literature (LIT)
EST 204	Environmental Science (Non-lab SCI)
GEO 215	Geology (Non-lab SCI)
HED 220	Introduction to Public Health (Non-lab SCI)
HIS 101	U.S. History I (HIS)
HIS 102	U.S. History II (HIS)
HIS 103	European History (HIS)
HIS 127	Latin American History (HIS)
HIS 130	Modern African History (HIS)
HIS 131	South African History (HIS)
HIS 213	Human Civilization I (HIS)
HIS 214	Human Civilization II (HIS)
HIS 220	California History (HIS)
HIS 224	Asian History (HIS)
HIS 225	The American Experience (HIS)
HIS 226	Ancient African History (HIS)
HIS 227	Ancient World History (HIS)
HIS 228	Mexican History (HIS)
HIS 229	History of India: 19th & 20th Centuries (HIS)
HIS 230	Early Latin American History (HIS)
HIS 233	African-American History (HIS)
HIS 240	World History (HIS)
MTH 050A	Developmental Math I (Non-credit)
MTH 050B	Developmental Math II (Non-credit)
MTH 099	Elementary Algebra (Non-credit)
MTH 110	Business Math (MTH)
MTH 115	Intermediate Algebra (MTH)
MTH 125	Geometry (MTH)
MTH 135	Statistics (MTH)
MTH 220	Pre-Calculus I (MTH)
MTH 221	Pre-Calculus II (MTH)
MTH 226	Pre-Calculus w/Analytical Geometry (MTH)
MTH 230	Calculus I (MTH)
MTH 231	Calculus II (MTH)
MTH 232	Calculus III (MTH)
MTH 243	Calculus IV (MTH)
MTH 252	Discrete Mathematics (MTH)
MTH 260	Differential Equations (MTH)
MTH 287	Linear Algebra (MTH)
MUS 212	Music Appreciation (ART)
PHL 270	Ethics
PHL 271	Introduction to Philosophy (PHIL)
PHL 274	Introduction to Eastern Philosophy and Buddhism (PHIL)

PHY 154	Physics I w/Lab (SCI)
POL 241	American Government (AM GOV)
PSY 121	Social Psychology (PSY)
PSY 122	Psychology of Family (PSY)
PSY 211	Abnormal Psychology (PSY)
PSY 221	General Psychology (PSY)
PSY 255	Child Growth and Development (PSY)
REL 280	Religion in America
SOC 230	Sociology (SOC)
SPA 101	Elementary Spanish I (ELECT)
SPA 102	Elementary Spanish II (ELECT)
SPA 211	Intermediate Spanish I (ELECT)
SPA 212	Intermediate Spanish II (ELECT)
SPA 221	Introduction to Spanish Literature (ELECT)
SSC 202	Comparative Religion (REL)

Course Descriptions and Student Learning Outcomes

ANT 220 Cultural Anthropology (3)
This course aims to demonstrate how the basic concepts and techniques developed by cultural anthropologists help us to understand diverse societies, including our own. We will consider topics such as language and symbols, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Major goals are an increased awareness of the social and cultural dimensions of human experience: the diversity and flexibility of human cultures; and processes of intercultural communication and conflict.

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain how anthropologists study the native point of view (emic) but also construct an analytical view (etic) of other cultures;
2. Understand the nature of culture: that it is adaptive, learned, differentially shared, transmitted through language, a system of interdependent parts, and gives meaning to reality;
3. Critically evaluate their own culture using the tools of cultural relativism and holism and their knowledge of the concept of culture;
4. Understand the broad correlations between a culture's subsistence practices and

other aspects of culture, including economic, social, political organization; status and gender relations; level of conflict; and belief systems.

ART 117A Introduction to Dramatic Arts (3)

An introduction to the basics of the craft of acting. The focus of this course is on the aesthetic, communicative, collaborative, and performative elements of the theatrical process.

Student Learning Outcomes

Students who complete the course will be able to:

1. Effectively communicate using the terminology of acting and the language of theatre;
2. Demonstrate the fundamental skills necessary to analyze and perform a scene.

ART 117B Introduction to Theatre Improvisation (3)

This class teaches the fundamentals of creative exploration, group collaboration and problem solving in the context of improvisational theatre and the creative arts.

Student Learning Outcomes
Students who complete the course will be able to:
1. Move and perform pantomime theatre scenes with confidence
2. Understand the fundamentals of theatrical performance
3. Form a complete story with conflict, resolution and characters

ART 210 History of Photography

This course is an overview of the history of photography from its origins to the present day with an emphasis on major photographers and their work. It focuses on the development and history of photography as an art form and the impact this medium has had on art, culture and society.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate their historical knowledge and critical understanding of the significance of photography;
2. Analyze and think critically about photography;
3. Identify and connect important social and personal themes explored through photography;
4. Discuss and interpret images and other work, both verbally and in writing.

ART 211 Art History and Appreciation (3)

This course provides students with conceptual knowledge and fundamental experience with the elements and principles of design in the visual arts. It also provides a selective overview of the arts from different cultures and periods, and focuses on the vocabulary and various medias of art.

Student Learning Outcomes
Students who complete the course will be able to:
1. Define art history as a discipline;
2. Observe and analyze the visual elements of works of art and visual culture, incorporating the vocabulary used in arts communities;
3. Compare and contrast a variety of visual expressions;
4. Demonstrate an understanding of the relationship between the art-work and its socio-historical context;
5. Express their own ideas in response to works of art in verbal and written form.

ART 220 Introduction to Film (3)

This course is designed to acquaint students with the history and the theories of film within the larger context of visual culture in the 20th century. It introduces students to the study of film not only in terms of its artistic and entertainment purposes, but also in its capacity to shape how a community, a region, a nation or a culture may be visualized, represented, or constructed, and thus to make our social, political, and cultural lives.

Student Learning Outcomes
Students who complete the course will be able to:
1. Outline the history of cinema and the major technological advancements in film;
2. Differentiate the defining characteristics of common film genres;
3. Analyze films using selected critical methodologies;
4. Discuss changes in the socio-political significance of film throughout history.

AST 217 Astronomy (3)

This course offers an introduction to the science of astronomy. Subjects include the intellectual history of astronomy, the solar system; the search for life in the universe; the birth, life, and death of stars; Einstein's special and general theories of relativity; black holes; the structure of the Milky Way; the properties of galaxies; the expanding universe; and big bang cosmology and the future fate of the universe.

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain why the Earth experiences seasons;
2. Demonstrate knowledge of the concept of why the Moon shows phases and how its phase is related to where the Moon is in its orbit and where the observer is on Earth;
3. Interpret the measurable physical characteristics of a star (temperature, radius, luminosity, absolute magnitude, etc.) based on its position on the H-R diagram and determine where the Sun is located on the diagram.

BIO 141 Anatomy & Physiology with Lab

This course adopts an integrative approach to human anatomy and physiology. The relations of cells and tissues to organ systems are dealt with in detail. Medical language is introduced and current research and advances are discussed. Laboratory includes histological and gross anatomical studies of mammalian examples compared to human models, and simple physiological experiments. Laboratory participation is a requirement.

Student Learning Outcomes
Students who complete the course will be able to:
1. Use anatomical terms to describe various parts of the human body;
2. Describe the characteristics of different types of tissues that make up the organ systems;
3. Explain the functions carried out be each body system;
4. Describe how the malfunctions of any single body system can have detrimental effects on the whole body;
5. Discuss some clinical cases associated with body system malfunctioning.

BIO 151 Biology I – No Lab (3)^

An introductory course in scientific thinking, classification, and explanations of natural processes of life on earth, including those of cells, organisms, plants, animals, ecosystems and the biosphere. Provides students with a broad perspective of the field of biology and establishes a background for further study in advanced biology courses.

Student Learning Outcomes
Students who complete the course will be able to:
1. Recognize and explain the nature of life and the basic body plan of animals, plants, and microorganisms;
2. Demonstrate understanding of the principles of genetics and identify the major structure and function of DNA, RNA, and protein;
3. Demonstrate the major functions carried out in the representative groups or organisms and how each organism depends on other organisms for existence;
4. Explain the significance of environment for the survival of all living organisms and demonstrate the way to protect our environment.

BIO 152 Biology I w/Lab (4)

An introductory course in scientific thinking, classification, and explanations of natural processes of life on earth, including those of cells, organisms, plants, animals, ecosystems and the biosphere. Provides students with a broad perspective of the field of biology and establishes a background for further study in advanced biology courses. Lab required.

Student Learning Outcomes
Students who complete the course will be able to:
1. Understand key concepts of evolution, genetics, and molecular & cell biology;
2. Recognize and explain the nature of life and the basic body plan of animals, plants, and microorganisms;
3. Possess basic knowledge of organ systems, particularly the brain and nervous system;
4. Demonstrate understanding of the principles of genetics and identify the major structure and function of DNA, RNA, and protein;
5. Develop scientific hypotheses and design experiments to test their validity;
6. Communicate the results of an experiment in a formal lab report.

BIO 153 Anatomy & Physiology with Lab (4)

In this course "form underlying function" is emphasized through an integrative approach to human anatomy and physiology. The relations of cells and tissues to organ systems are dealt with in detail. Medical language is introduced and current research and advances are discussed when applicable. Laboratory includes histological and gross anatomical studies of mammalian examples compared to human models, and simple physiological experiments. Laboratory participation is a requirement.

Student Learning Outcomes
Students who complete the course will be able to:
1. Use anatomical terms to describe various parts of the human body;
2. Describe the characteristics of different types of tissues that make up the organ systems;
3. Explain the functions carried out be each body system;
4. Describe how the malfunctions of any single body system can have detrimental effects on the whole body;
5. Discuss some clinical cases associated with body system malfunctioning.

BIO 206 Neuroscience (3)

This course is an introductory level course in neuroscience, with an emphasis on how brain structure, function and physiology relates to human behavior. The brain and nervous system mediates many complex behaviors such as decision-making, emotion, attention, and learning and memory. We will examine these behaviors from the perspectives of systems neuroscience (how different regions of the brain interact), molecular and cellular neuroscience (the underlying biology of brain function) and cognitive science (explores higher-level brain function as it relates to systems, molecular and cellular neuroscience).

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain the organization of the nervous system and how these organizational schema underlie the structure and function of the human nervous system;
2. Interpret everyday phenomena such as learning, sensation, motor activity, etc. using a neuroscientific framework;
3. Critically assess the importance of key experiments and scientific observations in the development of the modern field of neuroscience;
4. Describe the cellular and chemical basis underlying nervous system function and be able to assess deviations from these in the setting of nervous system dysfunction.

BUS 101 Introduction to Business (3)
This course is a comprehensive study and analysis of the principles of business. The course introduces students to contemporary business principles, practices, and terminology. Students will gain an understanding and appreciation of the private enterprise system, and how the functional areas of business work and interrelate.

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain the concepts, principles, and operation of the private enterprise system or capitalism, as an economic system and then compare and contrast it to other economic systems;
2. Compare and analyze the legal forms of business ownership and evaluate their implications in terms of risk and capital formation;
3. Analyze and evaluate concepts and processes involved in business operations, including production, marketing, human resources, finance, and accounting;
4. Evaluate or judge the importance of human, capital, and physical resources in a business and the manager's role in selection, placement, development, and utilization of these resources.

BUS 220 Microeconomics (3)
General introduction to microeconomic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, market structure(s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, national resource economics, and public policy.

Student Learning Outcomes
Students who complete the course will be able to:
1. Define microeconomic terms and concepts;
2. Assess the outcomes of supply and demand forces from a microeconomic

perspective;
3. Analyze the market outcomes of essential microeconomic indicators;
4. Evaluate consumer behavior in terms of utility maximization.

BUS 221 Macroeconomics (3)

This course is an introduction to economic theory and analysis with emphasis on monetary and fiscal policy. Topics include: gross domestic product, business cycles, inflation, recession, the Keysian model on unemployment, on money and the Federal Reserve System. In this broad introductory survey, special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is placed on examining the functioning of the economy and on dealing with such matters as unemployment, inflation and recession.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of basic economic concepts such as: scarcity, resources, production possibilities, circular flow, supply and demand, gross domestic product, unemployment, and inflation;
2. Understand and explain the essential differences that separate and distinguish the Classical and Keynesian Schools in macroeconomics;
3. Understand and explain the concepts, tools, and implementation of fiscal policy;
4. Interpret, evaluate, or assess the health of the current US economy based on current macroeconomic statistics.

CHM 111 General Chemistry I w/Lab (4)

The basic tools of chemistry; atoms, molecules and ions; introduction to chemical reactions; stoichiometry, thermochemistry; gases and their behavior; the structure of the atom; atomic electron configurations; chemical periodicity.

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain the macroscopic physical and chemical properties of a substance in terms of its atomic-level structure;
2. Develop solutions to complex chemistry problems using quantitative and qualitative techniques, and articulate the answers;
3. Obtain and record careful laboratory measurements and observations, carry out qualitative and quantitative analyses of these data, and present the results in a formal laboratory report.

COM 110 Introduction to Mass Communication (3)

An overview of the role of print and electronic media in the dissemination of information to a mass audience.

Student Learning Outcomes
Students who complete the course will be able to:
1. Critically assess the history, structure, and function of dominant mass media forms;
2. Demonstrate oral and written competence of the evolution of mass media as a result of emerging technologies, cultural conditions, and human ingenuity;
3. Trace the influences of mass media forms on major cultural practices and social formations;
4. Identify examples of the ways mass media affect contemporary social, political, and cultural climates.

COM 146 Communication (3)

A course designed to help students communicate more effectively through a study of the terms, concepts and current theories in the field of communication. Several levels of communication are examined: intrapersonal, interpersonal, nonverbal, small group, intercultural and mass media. Through speech and writing assignments, students have an opportunity to develop their verbal and written communication skills.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of the fundamental principles of effective communication;
2. Understand ethical obligations in the communication process;
3. Present organized ideas in a systematic outline form;
4. Design various types of speeches (e.g., to inform, to persuade).

COM 201 Journalism (3)

This course teaches the theory and practice of writing news stories for the media. The student learns effective writing and interviewing strategies, common story structures, grammar and style rules, libel, and privacy laws.

Student Learning Outcomes
Students who complete the course will be able to:
1. Conduct reporting and prepare it for presentation;
2. Recognize the differences between fact-based and opinion-based media style;
3. Conduct in-depth interviews with sources;
4. Analyze the legal and ethical dilemmas faced by professionals in mass media.

CIS 101 Computer Literacy (3)

Introduction to basic computer theory, basic word processing, spreadsheets, and databases.

Student Learning Outcomes
Students who complete the course will be able to:
1. Apply basic computer concepts and terms;
2. Understand theory of internet browsers;
3. Create documents, spreadsheets, and databases using desktop software;
4. Integrate data between desktop applications;
5. Demonstrate safe and ethical use of electronic materials.

ENG 098 Strategies for College Reading (non-credit)

This is a non-credit course designed to give students added practice in reading, thinking, and writing in a fun and low pressure environment. Reading ease and comprehension are vital for college success, and different readers require different strategies. This course offers the chance to read texts similar to those encountered later in college and learn different ways of approaching them and thinking about them. Strategies will be introduced and built upon each week. Topics include pre-reading, active reading, guided annotation, note-taking, using visual structures and graphic organizers, question generation, self-assessment, oral reading, and close reading for analysis.

Student Learning Outcomes
Students who complete the course will be able to:
1. Read with improved concentration, vocabulary, and comprehension.
2. Reading with purpose and plan their own guided annotation.
3. Extract useful information from the text as they plan for discussion.
4. Refer back to the text during discussions to support the point they are making.

ENG 099A Developmental English I (Non credit)

The purpose of this course is to develop effective study habits as well as critical reading, writing, and thinking skills to use in the college program and beyond. Texts include literacy narratives, longform journalism, and interdisciplinary texts for students to practice reflecting and analyzing different genres of writing. Writing assignments include short reading responses, free-writes, mechanics and conventions exercises, and two formal essays. Students also reflect on the benefits and drawbacks of the five-paragraph structure.

Student Learning Outcomes
Students who complete the course will be able to:
1. Apply active reading and note-taking strategies in and out of class;
2. Identify differences between formal and informal language registers;
3. Compose sentences and paragraphs with clear syntax and standard conventions;
4. Demonstrate reading comprehension through homework responses and formal essays;
5. Draft an essay responding to a text through the following stages: outline, rough draft, instructor revision, peer review, and final draft.

ENG 99B Developmental English II (Non credit)

The purpose of this course is to build critical reading, writing, and thinking skills through discussions and analytical writing assignments. Texts include longform journalism, speeches and letters, poetry and short fiction, and other interdisciplinary texts. The course helps students develop their thinking and writing process through thesis development and evidence-gathering activities and by drafting through all stages three formal essays with different purposes. The writing assignments in this class require students to move beyond the five-paragraph structure and to develop essay structures that reflect the organization of their argument.

Student Learning Outcomes
Students who complete the course will be able to:
1. Write coherent and concise sentences in a register appropriate for the audience using standard conventions;
2. Develop an argument an analysis in response to a prompt that includes a well-reasoned thesis supported with relevant evidence and examples;
3. Determine essay structure based on the argument organization with focused and purposeful paragraphs;
4. Observe and describe the purpose, intended audience, and literary elements of story and style in a text.
5. Analyze the significance of author choices and literary elements as they connect to and affect the overall meaning of a text.

ENG 101A Reading and Composition (3)

This course focuses on reading and analyzing a variety of narrative and expository texts including academic essays, fiction and journalism. Students compose a sequence of expository essays. Instruction emphasizes reading and writing, with a focus on thesis formation, sentence and paragraph structure, and essay development.

Student Learning Outcomes
Students who complete the course will be able to:
1. Write organized, coherent, and grammatically correct multi-paragraph essays with a developed thesis statement;

2. Apply the recursive writing process (planning, outlining, drafting, writing, revision);
3. Demonstrate critical reading and thinking skills with an array of text genres;
4. Articulate and deconstruct logical arguments.

ENG 101B Critical Thinking, Reading, and Writing (3)

Reading and writing to analyze, evaluate and form rational arguments. This course develops the skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking.

Student Learning Outcomes
Students who complete the course will be able to:
1. Read analytically, identifying the thesis, chief claims, support and evidence set forth by a writer;
2. Assess the validity of a writer's argument, specifically demonstrating an awareness of the writer's assumptions;
3. Respond to a written piece of writing, setting forth their reactions, questions, objections, and conclusions;
4. Compose argumentative thesis-based essays, with attention to the formulation of supporting reasons, based on evidence from textual analysis.

ENG 102 Introduction to Literature (3)

This course provides an introduction to the four major genres of literature: novel, short story, drama, and poetry.

Student Learning Outcomes
Students who complete the course will be able to:
1. Critically analyze works of literature;
2. Develop a strong, clear thesis related to a literature text;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic, using appropriate terminology.

ENG 110 Introduction to Screenwriting (3)

This course is an introduction to and overview of the elements of structure, theme, plot, character, and dialogue in writing for film. Students will critically analyze professional scripts, view model examples of film writing, and work on their own screenplay. Students will have the opportunity to read and critique one another's screenplays in a workshop setting.
Student Learning Outcomes
Students who complete the course will be able to:
1. Understand the differences of visual and prose storytelling;

2. Develop workable short script premises with clear, vivid, dimensional and active characters;
3. Learn 3-part story structure (set-up, rising action, resolution) while crafting effective loglines and write outlines;
4. Build scenes into sequences using conflict and tension;
5. Write dialogue with a strong point of view and larger thematic purpose;
6. Give and receive constructive, targeted feedback for revising and clarifying.

ENG 204 Interdisciplinary Reading, Writing and Research (3)
This course is a portal course to upper division coursework, designed to refine skills in reading, writing and critical thinking and to develop new skills in research across the disciplines.

Student Learning Outcomes
Students who complete the course will be able to:
1. Design and organize a sophisticated research paper in their chosen academic field;
2. Effectively present their research to others both orally and in writing;
3. Research evidence and locate and cite academic sources;
4. Develop, substantiate, and deconstruct analytical arguments.

ENG 210 Creative Writing (3)
This course explores literature from the writer's point of view, attending to the ways in which each author develops voice, music, character, story, and situation. We will study and experiment in writing in a variety of genres, including poetry, drama, fiction, and memoir.

Student Learning Outcomes
Students who complete the course will be able to:
1. Understand and use a range of literary tools and techniques, including rhyme, metaphor, allusion, conflict, dialogue, theme, flashback, foreshadowing, and point of view;
2. Draft paragraphs, scenes, stories in response to instructor- and student-generated prompts;
3. Read and respond critically to peer work;
4. Comfortably submit stories for publication.

ENG 211 Creative Writing: The Personal Essay (3)
This course teaches students techniques for developing narrative essays that reflect personal points of view, experiences, inquiries and analyses.

Student Learning Outcomes
Students who complete the course will be able to:
1. Compose a personal essay that communicates clearly and effectively to their audience;
2. Identify and use the vocabulary of creative writing critique.
3. Participate effectively in writing workshops in which they both present their own work to their peers, and provide feedback to others on their work.

ENG 220 Modern World Literature (3)

This course is a comparative introductory study of literature from a variety of genres, cultures, societies, and traditions across the 19th-, 20th- and 21st- centuries.

Student Learning Outcomes
Students who complete the course will be able to:
1. Analyze works of literature using literary critical concepts;
2. Actively participate in classroom discussions focused on the close reading of literary texts;
3. Write a well-organized, grammatically correct essay with a clear, focused thesis on a literary topic.

ENG 234 Genres of Short Fiction (3)

This course offers an introduction to the distinctive literary forms of the short story. Literary works read are by authors of diverse cultures.

Student Learning Outcomes
Students who complete the course will be able to:
1. Analyze works of literature using literary critical concepts;
2. Actively participate in classroom discussions focused on the close reading of short literary texts;
3. Write a well-organized, grammatically correct essay with a clear, focused thesis on a literary topic.

ENG 243 Critical Thinking (3)

This course strengthens students' ability to understand and evaluate arguments – both stated and implied. Through reading and critically analyzing an array of texts, students learn to identify buried assumptions in their own and others' writing; recognize, evaluate, make and support inferences; and master the elements of strong written argument: accurate, clear, coherent and fluent prose.

Student Learning Outcomes
Students who complete the course will be able to:

1. Understand and evaluate arguments, including both what is stated and what is implied;
2. Examine ideas as social constructs rather than absolute truths;
3. Identify buried assumptions in their own writing and in the writing of others;
4. Demonstrate mastery of the elements of written argument, that is, of accurate, clear, coherent, and fluent prose.

ENG 248 Modern American Literature (3)

A seminar on works of selected American authors of the 20th century.

Student Learning Outcomes
Students who complete the course will be able to:
1. Become familiar with significant modern American literary texts;
2. Critically analyze works of literature from the field of modern American literature;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic related to modern American literature.

ENG 249 American Literature: Romanticism to the 20th Century (3)

An in-depth examination of selected literary works of American authors from the late nineteenth century through the twentieth century. Through an array of writing assignments of varying lengths, students will further develop their skills in literary interpretation and critical analysis, as well as essay writing and revision.

Student Learning Outcomes
Students who complete the course will be able to:
1. Become familiar with significant American literary texts of this period;
2. Critically analyze works of literature from the field;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic related to American literature.

ENG 251 Chicano Literature (3)

This course is an introduction to contemporary and traditional literature created by Chicanas/os, including an exploration of its political, social, cultural, historical, and psychological context.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate knowledge of the field of Chicano literature;
2. Critically analyze works of literature from within this tradition, applying literary

critical concepts;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic.

ENG 273 Shakespeare (3)

This course is an introduction to Shakespearean drama and poetry through a study of representative comedies, histories, tragedies, and sonnets.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of Shakespeare's life and times and evaluate their influence on his works;
2. Demonstrate an understanding of the major elements central to the plays of William Shakespeare studied in the course;
3. Demonstrate knowledge of the dramatic principles of comedy, history, and tragedy in Shakespearean drama.

ENG 284 Multicultural Literature (3)

This course is a study of representative literature by various American multicultural writers.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate knowledge of the literary contributions of multicultural writers in the United States;
2. Demonstrate the ability to analyze themes, styles, and literary conventions of literary works;
3. Write a grammatically correct, well-organized essay with a well-developed argument on a literary-critical topic.

EST 204 Environmental Science (3)

This course is intended to introduce students to the field of environmental science and serve as a survey of current environmental issues. The major topics covered may include: human population, climate change, soil, water and air pollution, energy, environmental law, environmental health, environmental justice, agriculture & the environment, wildlife conservation, and environmental philosophy & ethics.

Student Learning Outcomes
Students who complete the course will be able to:
1. Analyze current environmental issues from science, ethics and policy perspectives;

2. Define the scientific approaches used in dealing with these problems;
3. Discuss the policy, biology and economics surrounding these issues;
4. Articulate their own as well as opposing viewpoints regarding these issues.

GEO 215 Geology (3)
This course provides a study of the composition of the earth and the processes responsible for its present characteristics. Topics covered include plate tectonics, rocks and minerals, volcanism, metamorphism, sedimentation, weathering, erosion, landforms, earthquakes, glaciers, and mineral resources.

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain the characteristics and conditions of formation of the three rock types; igneous, metamorphic, and sedimentary;
2. Explain the rock cycle by differentiating all three rock types in order to identify and describe the various geological processes involved;
3. Explain the Plate Tectonic Theory and identify tectonic features of the world.

HED 220 Introduction to Public Health (3)
This course provides an introduction to public health concepts, issues and current practice through an examination of public health's history, core functions and activities at the community, state and national levels. Themes explored in the course will include health disparities, prevention, social determinants of health, and the social ecological framework and its application within the public health field.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate their understanding of public health disease control and prevention, including primary, secondary and tertiary public health prevention strategies;
2. Discuss and analyze public health issues through the lens of the social ecological framework;
3. Read, extract key information and concepts presented in scientific journal articles about public health issues;
4. Apply critical thinking and writing skills to addressing public health issues.

HIS 101 U.S. History I (3)
United States history from pre-Columbian period to 1865, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

Student Learning Outcomes
Students who complete the course will be able to:
1. Identify and describe significant persons, events, and institutions in American history through 1865;
2. Identify major themes in the development of American culture, society, and politics through 1865;
3. Write a well-organized essay with an original thesis on a significant historical question that draws on multiple primary and/or sources.

HIS 102 U.S. History II (3)

This course is a survey of United States history from 1865 to date, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

Student Learning Outcomes
Students who complete the course will be able to:
1. Identify and describe significant persons, events, and institutions in American history from 1865 to the present;
2. Identify major themes in the development of American culture, society, and politics from 1865 to the present;
3. Write a well-organized essay with an original thesis on a significant historical question that draws on multiple primary and/or sources.

HIS 103 European History (3)

A chronological survey of the development of European civilizations from the pre-history era to the period of European colonialism. The study of historical events and developments are contextualize in changing social, political, economic, religious and geographic developments.

Student Learning Outcomes
Students who complete the course will be able to:
1. Describe broadly the political development of the European continent;
2. Explain the most significant political, economic, and cultural events that have shaped the European continent;
3. Conduct research analyzing both primary and secondary sources related to European history.

HIS 127 Latin American History I (3)

This course covers the heritage and development of Latin America from its indigenous beginnings through European exploration and colonialism to the modern states. The

course emphasizes the economic, social, cultural and political forces that shaped these states.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate a working knowledge of key social, cultural, political and economic developments in Latin American history;
2. Be able to identify the geography of the region including countries, major cities, and important geographic features;
3. Develop well-organized and supported theses and argumentative essays on a topic in Latin American history.

HIS 130 Modern African History (3)

This course will examine pre-colonial African communities and societal organization; African ways of knowing; the Trans-Atlantic Slave Trade; the Berlin Conference and the onset of colonialism; African responses to colonialism; the growth of African nationalism; independence struggles; democracy; structural adjustment; civil society, gender; development; and globalization.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of African social organization, ways of knowing and economic life;
2. Demonstrate knowledge of the major developments, events, themes and systems characterizing the history of Africa;
3. Read analytically, draw conclusions and construct arguments verbally and in writing concerning topics in African History.

HIS 131 South African History (3)

This course will introduce students to the social and political history of South Africa from pre-colonial times to the post-apartheid years, starting with an examination of the region's early African societies, and moving to European contact and subsequent settlement and colonization patterns on the subcontinent.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of key events, figures, places and themes in South African history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of South Africa;

3.   Write a well-organized, cogent essay with an original thesis concerning a topic in South African History.

HIS 213 Human Civilization I (3)
This course examines the political, social, cultural and economic history of human civilization from its beginnings to about 1715. The major focus will be on near Eastern, Mediterranean, and European developments. The student will also be introduced to Asian, African, and pre-Columbian American civilizations.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate a broad general understanding of the sweep of human history and the roles of individuals, peoples, and cultures in establishing civilization as we know it;
2. Describe human events, ideas, and accomplishments generally recognized to be formative and fundamental to the history of civilization;
3. Analyze and discuss representative cultural works that have helped establish idealized relationships of humankind to the divine, to one another, and to nature—and that have attempted to define and explain beauty as necessary to the well being of the individual soul as well as of the larger society.

HIS 214 Human Civilization II (3)
This course examines the political, social, cultural and economic history of human civilization from about the Middle Ages to the present. The major focus will be on social, economic, political, and intellectual developments during the period under consideration. Prerequisite: HIS 213.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate a broad general understanding of the sweep of human history;
2. Describe key human events, ideas, and accomplishments that have been formative and fundamental to the history of civilization;
3. Analyze and discuss representative historical cultural works that are considered fundamental to modern society.

HIS 220 California History (3)
This course examines the social, cultural and historical development of California from before the 16th century to the present.

Student Learning Outcomes
Students who complete the course will be able to:

1. Describe the location and culture of California's indigenous peoples;
2. Compare and contrast the defining characteristics of the Spanish, Mexican, and American geographic exploration, settlement, and governing of California;
3. Analyze and describe California's political, social, and economic impact on the country and the world.

HIS 224 Asian History (3)

This course provides an overview of the geographic, political, economic, religious and social structures of the civilizations of China, Japan and Korea from the Middle Ages to early modern times.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of key events, figures, places and themes in Asian history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of Asia;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Asian History.

HIS 225 The American Experience (3)

This course explores an array of historical, geographical, economic and cultural perspectives on the settling and development of the United States. Includes consideration of native inhabitants and the various communities that have migrated to the North American continent from the time of Columbus to the present.

Student Learning Outcomes
Students who complete the course will be able to:
1. Identify major themes and issues related to the ways Americans have historically expressed, institutionalized and contested identity;
2. Assess how struggles over American identity often cross disciplinary boundaries, simultaneously engaging visual and material culture, literature, history, politics, and popular culture;
3. Appreciate the cultural diversity of the American experience, especially in terms of class, ethnicity, gender, and race.

HIS 226 Ancient African History (3)

This course is intended to convey the range and diversity of people, events, objects and places in Ancient Africa from 2.5 million years ago until the 19th-century. It begins with an investigation of the origins of civilization, the growth of farming and cities, and European interest in Africa, in order to gain an understanding both of the African past

and the way in which African culture has influenced and been influenced by other cultures.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of key events, figures, places and themes in Ancient African history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that shaped the history of Ancient Africa;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Ancient African History.

HIS 227 Ancient World History (3)
This course provides an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures including geography, politics, history, art, literature and religion.

Student Learning Outcomes
Students who complete the course will be able to:
1. Think historically about the world in terms of patterns and trends in human experience;
2. Acquire a broad understanding of the ancient world from a variety of perspectives, including: religion, industry, literature, history, geography, education, customs, law, and philosophy;
3. Appreciate and utilize primary texts (in translation);
4. Write a well-organized, cogent essay with an original thesis concerning a topic in Ancient World History.

HIS 228 Mexican History (3)
This course explores the development of modern Mexico, including the pre-Columbian Native American peoples, Spanish influences, 19th century Mexican independence and 20th century revolution, contemporary issues, relations with the U.S. and Mexican and Mexican-American culture.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of key events, figures, places and themes in Mexican history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of Mexico;
3. Write a well-organized, cogent essay with an original thesis concerning a topic

in Mexican History.

HIS 229 History of India: 19ᵗʰ and 20ᵗʰ Centuries (3)

This course will focus on the history of India during the nineteenth and twentieth centuries. Students will learn, in particular, about British rule in India and the development of Indian nationalism. Some of the broader themes explored in this course are religion and politics, the nature and scope of imperialism in India, and the formation of national identity.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an understanding of key events, figures, places and themes in Indian history;
2. Demonstrate critical knowledge of the major social, cultural, economic and political forces that have shaped the history of India;
3. Write a well-organized, cogent essay with an original thesis concerning a topic in Indian History.

HIS 230 Early Latin American History (3)

This course examines the social, political, economic, and cultural foundations of Latin America from pre-colonial to the Conquest in the fifteenth century to independence in the early nineteenth century.

Student Learning Outcomes
Students who complete the course will be able to:
1. Describe the location and culture of the indigenous people of Mesoamerica and South America;
2. Compare and contrast the social, political, and economic dynamics of colonization based on primary and secondary sources;
3. Analyze and explain the principal forces that contributed to continuity and change in Latin American cultures as a result of conquest and colonization;
4. Describe the issues of race, ethnicity, class, and gender in shaping Latin American cultures.

HIS 233 African-American History (3)

This course provides an analysis of the African American experience in the United States from the Colonial period to the present, including forced migration from Africa, slavery, emancipation, the Jim Crow laws, and the Civil Rights movements. Also studied are the social, economic and political effects brought about by urbanization and the significant political, scientific and cultural contributions of African Americans.

Student Learning Outcomes
Students who complete the course will be able to:
1. Analyze and explain the most significant political, economic, and cultural events that have shaped the lives of African Americans in the United States;
2. Compare and contrast the social and political conditions of African American experience according to gender, occupation, status, and region;
3. Explain the role that African American communities and individuals have played in shaping the United States.

HIS 240 World History (3)

This course is a survey of world history from Medieval to early modern times, tracing the developments of the geographic, religious, political and social, cultural and technological changes during the period AD 300-1789.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate an ability to evaluate interpretations of historical events by analyzing secondary accounts and primary documents;
2. Demonstrate an understanding of the interplay of geographic factors, family patterns, religion, and military organization in the development of larger states in Afro-Eurasia, China, Europe, and India;
3. Describe the impact of the Scientific Revolution and the initial stages of industrialization on social groups;
4. Describe the impact of colonial expansion in the non-industrialized world and the social movements that were created in response to this colonial rule.

MTH 050A Developmental Math I (Non credit)

The purpose of this course is to learn how to do arithmetic and apply it to daily life. Topics include simple arithmetic operations and long multiplication and division of whole numbers, decimals, fractions, order of operations, introduction to exponents and roots, and applications. The course will reinforce multiplication table, number sense, and focus on study habits needed to succeed in mathematics.

Student Learning Outcomes
Students who complete the course will be able to:
1. Students completing the course will be able to perform arithmetic operations on whole numbers;
2. Students completing the course will be able to perform arithmetic operations on fractions and mixed numbers;
3. Students completing the course will be able to perform arithmetic operations on decimals and convert between fractions and decimals;

4. Students completing the course will be able to solve simple word problems.

MTH 050B Developmental Math II (Non credit)

This course will teach important fundamentals of math and cover integers, simplifying expressions, and solving equations. Students will gain confidence in applying these skills to solving real-world problems. The course will build on the foundation of concepts from Math 50A, exploring more advanced topics in math in preparation for Algebra.

The purpose of this course is to learn how to do arithmetic and apply it to daily life. Topics include simple arithmetic operations and long multiplication and division of whole numbers, decimals, fractions, order of operations, introduction to exponents and roots, and applications. The course will reinforce multiplication table, number sense, and focus on study habits needed to succeed in mathematics.

Student Learning Outcomes
Students who complete the course will be able to:
1. Simplify expressions involving integers using order of operations;
2. Simplify algebraic expressions;
3. Solve a linear equation in one variable.

MTH 099   Elementary Algebra (Non credit)

The purpose of this course is to solve linear equations and inequalities, develop and use formulas and algebraic expressions, graph linear functions and inequalities, and apply these equations and expressions to applications that relate to real world situations.

Student Learning Outcomes
Students who complete the course will be able to:
1. Solve linear equations and inequalities in one variable;
2. Graph equations in two variables in the Cartesian coordinate system;
3. Solve systems of linear equations in two or more variables;
4. Simplify and factor expressions involving exponents and polynomials including solving quadratic equations in one variable;
5. Apply algebra skills to real-world problems.

MTH 110 Business Math (3)

Business Math is an introduction to the fundamentals of financial concepts used within business enterprises. The development of skills in measurements by the use of fractions, cash and accrual methodology, taxation, payroll processing, cash controls, as well as understanding of basic business statistics.

Course Learning Outcomes:

Students who complete the course will be able to:

1. Demonstrate an understanding of the appropriate use of financial terminology when describing business processes;
2. Identify with fractions used through its use in equations as it applies to the business enterprises;
3. Define the elements of business financial statements and the proper use as it applies to business entities;
4. Apply the functions of the business math equations in processing payroll, and preparing governmental tax forms;
5. Demonstrate knowledge and understanding of the basic mathematical concepts financial statements functions, and duplicating these in all homework assignments and partner project.

MTH 115 Intermediate Algebra (3)

Topics discussed include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations. This course will teach algebraic manipulation and functional thinking. We will learn about numbers, functions, equations and their graphs. We will gain confidence in graphing and in solving real-world problems using functional representation. We will build on the foundation of concepts from Elementary Algebra, exploring more advanced topics in algebra.

Student Learning Outcomes

Students who complete the course will be able to:

1. Interpret and analyze functions in terms of the mathematical ideas they represent and use them to solve real-world applied problems;
2. Gain confidence in graphing and achieve a deeper understanding of the relationship between equations and their graphs;
3. Master logarithmic and exponential functions and their operations, and develop an understanding of inverse functions more generally;
4. Gain facility and comfort with algebraic manipulation through practice performing operations on algebraic expressions.

MTH 125 Geometry (3)

Addresses basic geometry terms and concepts including: point, line, angles, general polygons, congruency, triangulation, similarity, area, circles, solid geometry, inequities and informal constructs. This course will teach concepts and theorems of Geometry, as the study of size, shape and position of 2-dimensional shapes. We will learn about lines and angles, as well as perimeter, area and volume of common shapes.

Student Learning Outcomes

Students who complete the course will be able to:
1. Use geometric vocabulary accurately to identify and describe geometric objects and relationships;
2. Apply formulas for perimeter, area, volume, and surface area to solve practical geometric problems;
3. Use given information and valid logical reasoning to establish geometric relationships in proofs.

MTH 135 Statistics (3)

An introduction to descriptive and inferential statistical concepts and methods, Topics include grouping of data, measures of central tendency and dispersion, probability concepts, sampling, statistical estimation, and statistical hypothesis testing.

Student Learning Outcomes
Students who complete the course will be able to:
1. Compute statistical measures and interpret the significance of the result.
2. Apply statistical concepts to real-world applications;
3. Summarize methods for organizing, displaying, and interpreting data;
4. Evaluate the functions of different probability distributions, sampling distributions, and populations;
5. Examine normal and exponential continuous probability distributions.

MTH 220 Pre-Calculus I (3)

Preparation for calculus or other courses requiring depth in algebraic background; includes inequalities, theory of equations, sequences and series, matrices, functions and relations, logarithmic and exponential functions.

Student Learning Outcomes
Students who complete the course will be able to:
1. Simplify and perform algebraic operations on polynomial, rational, exponential, logarithmic, and trigonometric functions;
2. Identify, analyze and graph functions;
3. Use mathematics to model and solve real-world problems.

MTH 221 Pre-Calculus II (3)

Advanced algebra with analytic geometry. This course includes topics from college algebra; matrices, vectors, conic sections, transformations of coordinate axes, polar coordinates, lines, and surfaces in space, quadric surfaces.

Student Learning Outcomes

Students who complete the course will be able to:
1. Simplify and perform operations on elementary and transcendental functions, especially trigonometric functions and their inverses;
2. Identify, analyze and graph functions;
3. Use mathematics to model and solve real-world problems.

MTH 226 Pre-Calculus with Analytical Geometry (3)
Advanced algebra with analytic geometry. This course includes topics from college algebra; matrices, vectors, conic sections, transformations of coordinate axes, polar coordinates, lines and surfaces in space, quadric surfaces.

Student Learning Outcomes
Students who complete the course will be able to:
1. Simplify and perform algebraic operations on polynomial, rational, exponential, logarithmic, and trigonometric functions;
2. Identify, analyze and graph functions;
3. Use mathematics to model and solve real-world problems

MTH 230 Calculus I (3)
Differential calculus. This course covers the concepts of limits and continuity; exponential and logarithmic functions; techniques of differentiation and integration; applications of the derivative and the integral. Prerequisite: MTH 115, MTH 220, MTH 221.

Student Learning Outcomes
Students who complete the course will be able to:
1. State and apply basic definition, properties, and theorems of first semester calculus;
2. Calculate limits, derivatives, definite integrals, and indefinite integrals of algebraic and transcendental functions;
3. Model and solve application problems using derivatives and integrals of algebraic and transcendental functions.

MTH 231 Calculus II (3)
Integral calculus. This course covers the concepts of the indefinite integral, area, fundamental theorem of calculus, methods of integration; applications to volume and arc length, and physical problems.
Prerequisite: MTH 230.

Student Learning Outcomes
Students who complete the course will be able to:

1. Describe a region by boundaries or inequalities in x and y, draw a solid revolution, and set up an integral for the volume;
2. Analyze an integral to determine the correct method of integration;
3. Apply theorems to determine if a series converges or diverges.

MTH 232 Calculus III (3)

This course covers the concept and contribution of infinite series to the understanding of limits and thus the theoretical basis of derivatives and integrals. Topics also covered include: calculation of vectors and three-dimensional space, determination of directional derivatives and gradients, use of partial derivatives and the chain rule, comprehension of curves, surfaces, maxima and minima as well as evaluation of multiple integrals.

Student Learning Outcomes
Students who complete the course will be able to:
1. State and apply basic definitions, properties and theorems of multivariable calculus;
2. Compute and apply derivatives and multiple integrals of functions of two or more variables;
3. Compute and apply vector fields, line integrals, and surface integrals;
4. Analyze multivariable functions.

MTH 243 Calculus IV (3)

This course covers the study of line and surface integrals including Stoke's and Green's theorem, point-set theory and the use of the Bolzano – Weierstrass theorem and the Heine – Borel theorem, as well as the fundamental theorems on continuous functions and the Intermediate-value theorem. The course will also include theory of integration including: Riemann's Double integrals, iterated integrals, Improper and Stieltjes Integrals. The later part of the course will involve improper integrals of the second and mixed type, the gamma function, and Stirling's formula, concluding with the study of Fourier series and integrals with emphasis on Fourier's Convergence Theorem and the graphical study of a Fourier Series.

Student Learning Outcomes
Students who complete the course will be able to:
1. Find extreme values of multivariable functions, with or without constraints;
2. Compute and apply double and triple integrals;
3. Change variables in multiple integrals, including changing from rectangular coordinates to polar, cylindrical, or spherical coordinates;
4. Use and compute line and surface integrals;
5. Apply Green's Theorem, Stokes' Theorem and the Divergence Theorem.

MTH 252 Discrete Mathematics (3)

Topics in discrete mathematics. This course covers the study of elementary logic, set theory and relations; methods of proof; induction, enumeration techniques, recurrence relations, trees and graphs; Boolean algebra, algorithm analysis; counting and combinatorics.

Student Learning Outcomes
Students who complete the course will be able to:
1. Apply principles of logic to analyze validity of arguments;
2. Apply mathematical induction to problems in sequences and series;
3. Write and analyze proofs.

MTH 260 Differential Equations (3)

This course will explore various strategies and methods to analyze and solve ordinary differential equations. This course will introduce partial differential equations as well as techniques and some applications of integral and differential calculus, transcendental functions, analytic geometry, sequences, series, and applications of differential equations.

Student Learning Outcomes
Students who complete the course will be able to:
1. Solve various science and engineering application problems using differential equations;
2. Solve non-homogeneous linear differential equations by the method of variation of parameters, and by either undermined coefficients or inverse operators;
3. Solve first order differential equations by a variety of methods.

MTH 287 Linear Algebra (3)

Elementary theory of vector spaces. This course covers the study of linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.

Student Learning Outcomes
Students who complete the course will be able to:
1. Determine the number of solutions to a linear system. If there are an infinite number of solutions, then the student will be able to determine how many arbitrary parameters the solution has;
2. Identify a basis for a vector space;
3. Identify a vector space.

MUS 212 Music Appreciation (3)

A study of great music and great composers from medieval times through the 20th century. Includes basic elements of music and an introduction to the orchestra.

Student Learning Outcomes
Students who complete the course will be able to:
1. Aurally identify stylistic and historical developments in music;
2. Demonstrate an understanding of how the elements of music are based on music theories and structures;
3. Articulate in writing their aesthetic perceptions and responses to the art of music.

PHL 270 Social Ethics (3)

This course is an introduction to the philosophical field of ethics. This involves understanding major philosophers' theories and arguments, some common philosophical terminology, as well as the tools of analysis that philosophers have honed for over two millennia.

Student Learning Outcomes
Students who complete the course will be able to:
1. Read, interpret and understand central methodological theories in ethics;
2. Apply philosophical theories to contemporary moral problems;
3. Understand and critically assess ethical viewpoints and issues;
4. Write critically about classic and contemporary moral issues.

PHL 271 Introduction to Philosophy (3)

This course is an introduction to the field of philosophy, which questions the foundations of thought, knowledge and behavior. Students consider the perspectives and worldviews of the great thinkers of the past, from Socrates to Sartre, including some non-Western voices. From their consideration of these thinkers, students will begin to develop and raise their own questions about the foundational issues of how and what we think, do, and know, and how these impact how we live and believe.

Student Learning Outcomes
Students who complete the course will be able to:
1. Interact with philosophical texts using critical thinking methodology, both in discussion and in writing;
2. Apply philosophic reasoning to modern issues and situations
3. Write a well-organized analytical essay with a strong, original thesis.

PHL 274 Introduction to Eastern Philosophy and Buddhism (3)

This course examines the beliefs and practices of Buddhism in the context of Eastern religious/philosophical traditions. Studies include cultural expressions, history and the place of these traditions in the world.

Student Learning Outcomes
Students who complete the course will be able to:
1. Identify assumptions, concepts, and modes of reasoning found in a variety of Buddhist, Confucian, Daoist, Hindu, and other Eastern texts that utilize carefully crafted lines of argumentation to address philosophical problems such as epistemology, metaphysics, and ethics;
2. Explain how particular lines of inquiry, argumentation, and reasoning have shaped Eastern worldviews and values;
3. Analyze and evaluate the assumptions and teachings found in various Eastern philosophical texts.

PHY 154 Physics I w/Lab (4)

This course is an algebra-based physics class with a lab designed to convey the fundamental physical principles underlying mechanics, waves, fluids and heat. This course will emphasize fundamental concepts and applications, as well as basic data analysis and reporting techniques.

Student Learning Outcomes
Students who complete the course will be able to:
1. Apply the concepts of mechanics, waves, fluids, and heat to real-world problems;
2. Collect, analyze and report scientific data;
3. Approach problem-solving in a systematic manner.

POL 241 American Government (3)

A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state and local governments.

Student Learning Outcomes
Students who complete the course will be able to:
1. Identify essential elements of the United States political system, including the different branches of government and the United States Constitution;
2. Evaluate the key institutions and processes of democracy within the United States;
3. Think and write critically about varying perspectives and ideologies related to American politics.

PSY 121 Social Psychology (3)

The purpose of this course is to introduce students to the field of social psychology, with particular attention to the importance of social conditions in shaping behaviors, identities, beliefs, and perceptions.

Student Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate a solid understanding of basic social psychological principles and methods;
2. Read, critique, and write about empirical research;
3. Design experimental studies to test their own ideas.

PSY 122 Psychology of Family (3)

This course is an overview of developmental and systematic theories of family functioning with emphasis on the impact of family on individual development.

Student Learning Outcomes

Students who complete the course will be able to:

1. Demonstrate familiarity of the major theories, concepts, terminology, and empirical findings involved in personal and family behaviors;
2. Analyze the psychology of the family structure related to marriage patterns, changes, social function, and cross-cultural differences in marriage and family;
3. Demonstrate an understanding of interactions between family relationships and a person's perception, expectations, attitudes, and behaviors.

PSY 211 Abnormal Psychology (3)

This course is an overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. The emphasis of the course is on assessment, treatment and prevention.

Student Learning Outcomes

Students who complete the course will be able to:

1. Apply critical thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes;
2. Demonstrate familiarity with primary symptoms of mental disorders and procedures used to diagnose and evaluate abnormal behavior;
3. Demonstrate familiarity with theoretical models of abnormal behavior and treatments based on these different theoretical orientations;
4. Examine basic research methods and design in abnormal psychology.

PSY 221 General Psychology (3)

Introduction to the principal areas, problems and concepts of psychology: perception, thinking, motivation, personality, and social behavior.

Student Learning Outcomes
Students who complete the course will be able to:
1. Identify basic research methods and ethical considerations in the study of behavior;
2. Distinguish varied theoretical orientations, processes, and concepts on behavior;
3. Examine human development across the lifespan;
4. Identify psychological disorders and treatments;
5. Apply key tenets of psychology to everyday life.

PSY 255 Child Growth and Development (3)

This course is an in-depth study of theory and research concerning the childhood period from conception through pre-adolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children.

Student Learning Outcomes
Students who complete the course will be able to:
1. Demonstrate major concepts, terminology, and empirical findings in the field of child growth and development;
2. Demonstrate familiarity with and critically evaluate major theories and research in child growth and development;
3. Explain the structure and functioning of the brain and nervous system as relates to behavior and mental processes;
4. Demonstrate understanding of the types of development and the environmental influences that affect an individual from birth through adolescence.

REL 280 Religion in America (3)

This course studies the significant religious groups, leaders and trends from colonial times to the present. Attention will be given to the growth of religious liberty, relation of religion to social protest, religion and the courts, religious concerns of various ethnic and national groups. The course will analyze how current religious developments are impacting society.

Student Learning Outcomes
Students who complete the course will be able to:
1. Describe the specific groups, leaders and issues that have contributed

significantly to the character of religion in America including the role of religious freedom, tolerance, and separation of church and state;

2. Articulate the situation and role of religion in American society today
3. Craft a research paper on religion on American that engages both primary and secondary sources.

SOC 230 Sociology (3)
This course provides an introduction to society, culture and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

Student Learning Outcomes
Students who complete the course will be able to:
1. Explain the historical foundations and theoretical concepts of sociology;
2. Identify social trends, policies, and practices using sociological paradigms;
3. Describe the role of the individual within a social system and the impact social institutions have on individuals;
4. Analyze issues of social diversity from a sociological perspective.

SPA 101 Elementary Spanish I (3)
This class introduces students to engaging in basic written and oral interactions, such as asking and answering questions, providing information, and expressing feelings and emotions on basic topics such as family, daily routines and leisure time as well as survival situations, such as ordering meals, buying things, etc.

Student Learning Outcomes
Students who complete the course will be able to:
1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the novice-high to intermediate-low level;
4. Communicate through speaking and listening in the Spanish language at the novice-high to intermediate-low level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 102 Elementary Spanish II (3)
The second semester, first year of Spanish will expand and consolidate control of basic grammatical structures and vocabulary focusing on all four language skills: speaking, listening, reading, and writing.

Student Learning Outcomes
Students who complete the course will be able to:
1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the intermediate-mid level;
4. Communicate through speaking and listening in the Spanish language at the intermediate-mid level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 211 Intermediate Spanish I (3)

Second year Spanish will continue the development of proficiency in the language, expanding vocabulary and grammatical structures, in order to discuss topics from personal interests to current affairs. Functions will include present, past and future narrations, more detailed descriptions, and comparisons. Readings and audiovisual examples of authentic cultural material will lead to a deeper understanding of Hispanic culture.

Student Learning Outcomes
Students who complete the course will be able to:
1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the intermediate-mid to intermediate-high level;
4. Communicate through speaking and listening in the Spanish language at the intermediate-mid to intermediate-high level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 212 Intermediate Spanish II (3)

This class will expand the existing knowledge of the language and the culture, integrating more aspects of traditions, customs, and artistic expressions from Spain and Latin America, with more extensive readings, audiovisual sources, in-class discussions, and compositions.

Student Learning Outcomes
Students who complete the course will be able to:

1. Functionally express themselves using the Spanish language through verbal and written communication;
2. Demonstrate reading comprehension of the Spanish language utilizing relatively short writings of both a formal and an informal nature;
3. Communicate through reading and writing in the Spanish language at the intermediate-high to advanced-low level;
4. Communicate through speaking and listening in the Spanish language at the intermediate-high to advanced-low level;
5. Compare and contrast U.S. culture and culture(s) of the Spanish language.

SPA 221 Introduction to Spanish Literature (3)

This course provides the student with an introduction to Spanish literature, including short stories, plays and poems. It aims to increase the student's ability to read, understand and interpret literature as well as improve written and spoken language skills. The course intends to strengthen the student's general familiarity with literary genres, themes and techniques. In addition, it uses the writings as a window to a range of cultures, histories and perspectives.

Student Learning Outcomes
Students who complete the course will be able to:
1. Understand the development of Spanish literature in its chronological sequence;
2. Discuss from a critical perspective the major literary works, authors and movements that have influenced the literature of Spanish speaking cultures;
3. Write critical essays in Spanish demonstrating skills in literary analysis.

SSC 202 Comparative Religion (3)

Introduction to the psychological and sociological components and functions of religion and examination of common themes found across major religions. Contributions of Weber, Durkheim, Jung, James, Freud, Adler, Allport, Maslow, and Erikson will be considered, together with Eastern philosophical approaches. Our perspective will be one of cultural relativity.

Student Learning Outcomes
Students who complete the course will be able to:
1. Learn the basic principles of the academic study of religion, and how these differ from other approaches (confessional, faith-based, anti-religious, polemical, etc.);
2. Learn about the history, sacred texts, rituals, and contemporary practice of major world religious traditions (Islam, Judaism, Christianity, Hinduism, Buddhism);
3. Develop analytical skills that can be used to learn more about these and other

religious traditions (Shinto, Sikhism, Jainism, Yoruba, atheism, etc.);
4.   Improve critical thinking and writing skills.

COURSE INSTRUCTORS (2016-2019)

<u>2016</u>

Maria Allis, MA Early Childhood Education, Sonoma State University

Anum Azam Glasgow, PhD Bioengineering, UC Berkeley

Jess Bailey, PhD candidate History of Art & Medieval Studies, UC Berkeley

Lauren Baker, MPH Public Health, San Jose State University; MA Linguistics, SF State; current nursing degree student

Allyson Barnett, PhD candidate Agriculture and Resource Economics, UC Berkeley; BS Mathematics, Economics and International Area Studies, University of Pittsburgh

Joshua, Batson, PhD Math, MIT

Balthazar Becker, PhD English Literary Studies, The City University of New York.

Jacqueline Bialostozky, PhD candidate Hispanic Languages and Literatures, UC Berkeley

Will Bondurant, Director, Strategy and Corporate Development, Castlight Health; BA Chemistry and American History, UNC Chapel Hill

Amelia Brasher, MA English, UC Davis

Paco Brito, PhD candidate Comparative Literature, UC Berkeley

Thomas Bruton, PhD candidate Bioengineering, UC Berkeley

Keith Budner, PhD candidate Comparative Literature, UC Berkeley

Sarah Bummer, MA English Composition, San Francisco State University; Instructor, English Department, Hartnell Community College; currently pursuing JD

Russell Carrington, PhD Mechanical Engineering, UC Berkeley

Stephanie Charbonneau, MA Counseling Psychology, Palo Alto University

Emily Chu, PhD Physical Chemistry, UC Berkeley

Eric Clanton, MA Philosophy, San Francisco State University

Kathryn Crim, PhD candidate, Comparative Literature, UC Berkeley

Caroline Damon, Former Teacher, English Language Arts, The Leadership Institute

Kaveh Danesh, MA Statistics, Harvard University

Austin Dannhaus, BA Business Administration, University of Texas at Austin

Tyesha Day, MA Education, CSU Long Beach

Thea de Armond, PhD History, Stanford

Katherine de Kleer, PhD candidate Astrophysics, UC Berkeley

Katherine Ding, PhD candidate, English Literature, UC Berkeley

Patrick Donnelly, PhD candidate, Political Science

David Drabkin, MA Liberal Arts, Stanford; Teacher, Town School for Boys

James Dyett, Chief of Staff, Castlight Health; MA Business Administration, Harvard Business School

Gabriel Englander, PhD candidate Agricultural & Resource Economics, UC Berkeley

Gail Fisher, Retired teacher, SFUSD Early Childhood Education Department; PreK coach, First 5 San Francisco

Melissa Fusco, PhD Philosophy, UC Berkeley

Hillary Galler, JD, UCLA; MSW, USC

Erica Garrecht- Williams, BA Sociology (with Honors), Grinnell College; Tehiyah Day School, After School Teacher; Ecole Bilingue de Berkeley, Substitute Teacher; Grinnell Prison Program, Co-coordinator

Quinn Gibson, PhD candidate Philosophy, UC Berkeley

Justin Gilmore, PhD candidate History of Consciousness, UCSC

Marissa Glidden, MA Urban Education and Policy, Loyola Marymount University

Martha Gould, BA English, Retired Math teacher with SFUSD

Baruch Gould, MDiv, Yale

Katelynn Greer, PhD Aerospace Engineering Sciences, University of Colorado at Boulder

Charles Gross, Emeritus Professor of Psychology, Princeton; PhD Psychology, University of Cambridge

Emily Guinn, Postdoctoral Scholar, California Institute for Quantitative Biosciences, UC Berkeley; PhD Chemistry, University of Wisconsin Madison

Mary Halavais, PhD History, UCSD

Will Harris, MS Biostatistics, UCLA; Statistical Programmer Analyst, Genentech Inc.

Susan Hirsch, MA English, Sonoma State

Holly Hoch, JD candidate, UC Berkeley; BA English and Global Studies, UC Santa Barbara

Katherine Hood, PhD Sociology, UC Berkeley

Leslie Hook, Journalist, The Financial Times (San Francisco Correspondent); AB East Asian Studies, Princeton

Rita Hu, BA Social Welfare and Psychology, UC Berkeley

Christopher, Hurshman, MPhil Comparative Literature, Yale; Upper School English Teacher,

The Harker School; Independent School Teacher, South Kent School

Michael Jacobs, PhD candidate, Physical Chemistry, UC Berkeley

Amy Jamgochian, PhD Rhetoric, UC Berkeley

Zach Johnson, PhD Slavic Languages and Literatures, UC Berkeley

Margaret Jones, PhD candidate Music History & Literature

Julian Jonker, PhD candidate, Philosophy, UC Berkeley

Katie Kadue, PhD candidate Comparative Literature, UC Berkeley

Jeff Kaplan, PhD candidate, Philosophy, UC Berkeley

Lisa Kelly, PhD candidate Policy & Management (Department of Environmental Sciences), UC Berkeley

Preeya Khanna, PhD candidate Bioengineering, UC Berkeley/UCSF

Margaret Kolb, PhD candidate English Literature, UC Berkeley

Mitchell Kosht, MA Master of Theological Studies, Harvard Divinity School

Juleen Lam, PhD Environmental Health Policy, Johns Hopkins

Benjamin Lehmann, Postdoctoral scholar, UC Berkeley; PhD Molecular, Cellular and Developmental Biology, Yale

Debbie Lehmann, MFA Writing, Pacific University

Tomas Leon, PhD Environmental Health Sciences, UC Berkeley

Lanalee Lewis, MA English, Middlebury College Bread Loaf School of English; Ed.M Education, Harvard; Academic Dean, Castilleja School

Cathleen Li, MSc Statistics, University of Chicago

Shion Lim, PhD candidate Molecular and Cellular Biology, UC Berkeley

Andrew Maynard, MFA Nonfiction Writing, USF

Sharyl McGrew, MS Community Development, UC Davis

Cherie McNaulty, English credential in progress, Holy Names University; English credential, Patten University; MA Humanities (emphasis Literature), SFSU

Alestra Menendez, MA Critical Environmental and Global Literacy, New College of California (2006); BA Latin American Studies, UCLA

Stephanie Moore, PhD candidate in English, UC Berkeley

Mauricio Najarro, MA candidate GTU, Philosophy/Theology

Melissa Ng, MA Public Administration, Monterey Institute of International Studies; Volunteer Math and Braille Teacher, St. Peter Clavier School

Jeremy, Nowak, PhD candidate, Chemistry, UC Berkeley

Jacob Olshanksy, PhD Physical Chemistry, UC Berkeley

Sejal Pachisia, Author, Lotus & Ivy: Flourishing Beyond the Indian Education System; BA Economics (Honors), Princeton University

Haley Pollack, PhD candidate US History, University of Wisconsin-Madison

Candida, Pugh, MA English, UC Berkeley; Retired copywriter

Mark Pyzyk, PhD History, Stanford

Marissa Ramirez-Zweiger, PhD candidate Nuclear Engineering, UC Berkeley

Courtney Rein, MA English Literature, Bread Loaf School of English

Sarah Rhee, BA English, Virginia Tech

Kathy Richards, JD Golden Gate University School of Law, retired attorney

Rob Richert, Professor of Film Production, Diablo Valley College; MFA Film (Directing), Columbia University School of the Arts

Brian Rinker, MA candidate Journalism and Public Health, UC Berkeley; Pulliam Journalism Fellow, Arizona Republic, Freelance journalist

Kevin Robbins, PhD Philosophy, University of Notre Dame

Katie Robinson, BS Business Administration and Finance, Sonoma State University

Evan Rose, PhD candidate Economics, UC Berkeley

Kelly Jane Rosenblatt, PhD candidate Comparative Literature, UC Berkeley

Jesse Rothman, MA Theological Studies, Harvard

Jocelyn Saidenberg, PhD candidate, Comparative Literature, UC Berkeley

Jeffrey Sanceri, PhD History, UCSC

Gabriel Sanchez, Fellow, Investigative Reporting Program, UC Berkeley; MJ Journalism, UC Berkeley

Jamie Schwendinger- Schreck, Postdoctoral Researcher, UC Berkeley; PhD, Molecular, Cellular, and Developmental Biology, Yale

Blake Sherwin, PhD Physics, Princeton University

Brian Shott, PhD US History, UC Santa Cruz

Admir Skodo, Postdoctoral Scholar, UC Berkeley, Institute of European Studies; PhD

History and Civilization, European University Institute

Bill Smoot, PhD Philosophy, Northwestern University

Daniel Sullivan, MFA Theatre Arts (Playwriting), University of Iowa

Lena Tahmassian, PhD candidate Iberian and Latin American Cultures, Stanford

Aris Theologis, Director of Strategy and Business Development, Castlight Health; MA Harvard Business School

Samuel Tia, PhD Bioengineering, UC Berkeley

Goolrukh Vakil, PhD Psychology, Sofia University; MA Clinical Psychology, New College of California (2004); LMFT, MS Immunology

Hannah Wagner, MA student (expected May 2016) English Literature, Mills College; Writing Center Fellow, Mills College; Humanities Teacher & Curriculum Coordinator, The Winchendon School; English & Art Teacher Cardigan Mountain School

Laura Wagner, PhD candidate Comparative Literature, UC Berkeley

Daniel Walls, PhD candidate, Chemical Engineering, Stanford

Dan Walls, PhD candidate, Chemical Engineering, Stanford

Carolyn Walsh, PhD candidate in Molecular and Cell Biology, UC Berkeley

Diane Weipert, MFA Creative Writing, San Francisco State University

David Weismann, PhD candidate, Psychology, UCD

Dan Wheeler, MS Computer Science, MIT

Aaron Wiegel, Postdoctoral Researcher, Lawrence Berkeley National Laboratory; PhD Physical Chemistry, UC Berkeley

Adam Williamson, PhD Molecular and Cellular Biology, UC Berkeley

David Wong, BS Statistics, CSU East Bay; Supervisor, Applications and Real Time Monitoring, Chevron

Alex Zobel, PhD English, UCLA

2017

Vellore Adithi, MA Public Policy, UC Berkeley

Ryan Arrendell (Lindsay), Graduate School of Journalism, UC Berkeley; BS Journalism, African-American Studies, Northwestern University

Blayke Barker, MA American Studies, The Pennsylvania State University

Josh Batson, PhD Math, MIT

Balthazar Becker, PhD English Literary Studies, The City University of New York.

David Blazevich, MA Liberal Arts, Stanford

Daniel Bliss, PhD candidate Neuroscience, UC Berkeley

Will Bondurant, Director, Strategy and Corporate Development, Castlight Health; BA Chemistry and American History, UNC Chapel Hill

Noah Bonnheim, PhD candidate, Biomechanical Engineering, UC Berkeley

Paco Brito, PhD candidate Comparative Literature, UC Berkeley

Nic Brody, MA Mathematics, UCSB; Teaching Assistant, UCSB; Math Tutor, UCSB

Chris Cabanski, PhD Statistics and Operations Research, University of North Carolina

at Chapel Hill; Biostatistician at Genentech

Sally Champe, BA Anthropology, UC Berkeley

Stephanie Charbonneau, PhD candidate Clinical Psychology, Palo Alto University; MA Criminal Justice, CSU Stanislaus

Monica Chen, MA Elementary Education, University of New Mexico

Mia Crary, PhD Architectural and Social History, UC Berkeley

Austin Dannhaus, BA Business Administration, University of Texas at Austin

Amanda (Adena) Dennis (Springarn), PhD English, Harvard

Mario Diaz-Perez, PhD student History of Consciousness, UCSC

Katherine Ding, PhD candidate, English Literature, UC Berkeley

Damien Droney, PhD Anthropology, Stanford University

James Dyett, Chief of Staff, Castlight Health; MA Business Administration, Harvard Business School

Gabe Englander, PhD candidate, Agricultural and Resource Economics, UC Berkeley

Ayelet Even-Nur, PhD candidate Near Eastern Studies, UC Berkeley

Marilyn Fabe, PhD English Literature, UC Berkeley

Hiba Fakhri, BS Neurobiology, Physiology, and Behavior, UC Davis

Jennifer Fisher, PhD Philosophy, CUNY Graduate School; Lecturer, USF

Hillary Galler, JD, UCLA; MSW, USC

Samantha Giles, MFA Poetry, Mills College

Ryan Giordano, PhD candidate, Statistics, UC Berkeley

Anum Glasgow, PhD Bioengineering, UC Berkeley

Zan Goldblatt-Clark, PhD candidate Anthropology, CUNY

Baruch Gould, MDiv, Yale

Martha Gould, BA English, UC Berkeley; Retired Math teacher with SFUSD

Charles Gross, Emeritus Professor of Psychology, Princeton, PhD Psychology University of Cambridge

Emily Guinn, Postdoctoral Scholar, California Institute for Quantitative Biosciences, UC Berkeley, PhD Chemistry, University of Wisconsin Madison

TwoTrees Haar Farris, PhD Interdisciplinary studies, Graduate Theological Union

Shaina Hammerman, PhD Jewish History and Culture, Graduate Theological Union.

Jeff Hicks, PhD candidate Mathematics, UC Berkeley

Kyle Hill, MA Education, San Francisco State University

Susan Hirsch, MA English, Sonoma State

Holly Hoch, JD candidate, UC Berkeley; BA English and Global Studies, UC Santa Barbara

Elliot Hoey, PhD Language Sciences,

Max Planck Institute for Psycholinguistics; MA Linguistics, UC Santa Barbara

Rita Hu, BA Social Welfare and Psychology, UC Berkeley

Michael Jacobs, PhD candidate, Physical Chemistry, UC Berkeley

Audrey Jacquiss, BA History and Spanish, Pomona College

Ray Kania, PhD Classics, The University of Chicago

Nayeon Kim, BA History and Romance Languages, University of Oregon.

Judy King, MBA UC Berkeley

Becky Kling, PhD candidate English, UC Davis

Juleen Lam, PhD Environmental Health Policy, Johns Hopkins

Linus Lancaster, PhD Philosophy and Art Practice, University of Plymouth, UK

Rosalie Lawrence, PhD candidate Molecular and Cellular Biology, UC Berkeley

Debbie Lehmann, MFA Writing, Pacific University

Sara Leibovich, MD, University of Texas

Amy LeMessurier, PhD candidate Neuroscience, UC Berkeley

Sal Lempert, PhD candidate Social Psychology, Stanford

Tomas Leon, PhD Environmental Health Sciences, UC Berkeley

Shion Lim, PhD candidate Molecular and Cellular Biology, UC Berkeley

Yu Luo, Postdoctoral Fellow, Center for Chinese Studies, Institute of East Asian Studies, UC Berkeley; PhD Sociocultural Anthropology, Yale University

Samuel Maull, PhD candidate Anthropology, Stanford

Peter McCrory, PhD candidate Economics, UC Berkeley

Derin McLeod, PhD Classics, UC Berkeley

Alestra Menendez, MA Critical Environmental and Global Literacy, New College of California (2006); BA Latin American Studies, UCLA

Alestra Menendez, MA Critical Environmental and Global Literacy, New College of California (2006); BA Latin American Studies, UCLA

Matthew Mills, PhD Mechanical and Aerospace Engineering, UC Davis

Nathaniel Moore, MA African Studies; MS Library and Information Science, The University of Illinois, Champaign-Urbana

Rachel Nagrecha, MA Secondary Education, UC Berkeley; BA English, Stanford

Mauricio Najarro, PhD candidate Philosophy / Theology, GTU; MA Philosophy/ MA Theology, Dominican School of Philosophy and Theology GTU

Nicole Newman, PhD candidate, Clinical Psychology, Palo Alto University

Natalie Novoa, PhD candidate History, UC Berkeley

Jeremy Nowak, PhD candidate, Chemistry, UC Berkeley

Anwar Nunez-Elizald, PhD candidate Neuroscience, UC Berkeley

Jacob Olshanksy, PhD Physical Chemistry, UC Berkeley

Sarah Papazoglakis, PhD candidate Literature, UC Santa Cruz

Mark Pyzyk, PhD History, Stanford

Annie Raymond, PhD Mathematics, Technische Universitat Berlin (Berlin Mathematical School)

Courtney Rein, MA English Literature, Bread Loaf School of English

Sarah Rhee, BA English, Virginia Tech

Kathy Richards, JD Golden Gate University School of Law, retired attorney

Kevin Robbins, PhD Philosophy, University of Notre Dame

Katie Robinson, BS Business Administration and Finance, Sonoma State University

Jocelyn Saidenberg, PhD candidate, Comparative Literature, UC Berkeley

William Schuerman, PhD Psychology of Language, MPI for Psycholinguistics

Jamie Schwendinger- Schreck, Postdoctoral Researcher, UC Berkeley; PhD, Molecular,

Cellular, and Developmental Biology, Yale

Amber Shields, PhD candidate, Film Studies, University of St. Andrews (Scotland)

Alison Silvera, MA Public Policy, UC Berkeley

Bill Smoot, PhD Philosophy, Northwestern University

Neil Terpkosh, BA Economics, University of Kansas

Aris Theologis, Director of Strategy and Business Development, Castlight Health; MA Harvard Business School

Gabriel Tolliver, MA Journalism, UC Berkeley

Maureen Turner, Phd candidate Neuroscience, UC Berkeley

Rebecca VanDeVoort, MFA Creative Writing, Mills College

Delio Vasquez, PhD candidate History of Consciousness (Department of Politics), UC Santa Cruz

Laura Wagner, PhD candidate, Comparative Literature, UC Berkeley

Laura Wagner, PhD candidate, Comparative Literature, UC Berkeley

Dan Walls, PhD candidate, Chemical Engineering, Stanford

Carolyn Walsh, PhD candidate in Molecular and Cell Biology, UC Berkeley (ABD)

Eric Wang, PhD Physics, UC Berkeley

Ningkun Wang, Postdoctoral Research, UC Berkeley; PhD Chemical Biology, University of Michigan Ann Arbor

Diane Weipert, MFA Creative Writing, San Francisco State University

Dan Wheeler, MS Computer Science, MIT

Aaron Wiegel, Postdoctoral Researcher, Lawrence Berkeley National Laboratory, PhD Physical Chemistry, UC Berkeley

Linda Williams, PhD Comparative Literature, University of Colorado

Zach Witten, MS Computer Science, Northwestern

Alena Wolflink, PhD candidate Politics, UC Santa Cruz

David Wong, BS Statistics, CSU East Bay, Supervisor, Applications and Real Time Monitoring, Chevron

Andrew Wood, PhD candidate History of Consciousness (Department of Politics), UC Santa Cruz

Jane Yamashiro, PhD Sociology, University of Hawai'i

Nicole Yamzon, MA Math, San Francisco State University

Adam Zeilinger, PhD Conservation Biology, University of Minnesota

Alex Zobel, PhD English, UCLA

2018

Shilpa Agrawal, BS Computer Science, MIT

Sonia Alam, PhD Sociology, UCSF

Tim Anderson, PhD Electrical Engineering, Stanford

Ryan Arrendell (Lindsay), Graduate School of Journalism, UC Berkeley; BS Journalism, African-American Studies, Northwestern University

Anum Azam Glasgow, PhD Bioengineering, UC Berkeley

Jillian Azevedo, PhD Early Modern British History, UC Riverside

Sidney Bacon Russell, MFA, CA College of the Arts; BA, Art/Art History and Literature,
Wesleyan.

Sidney Bacon Russell, MFA California College of the Arts; BA Art/Art History and
Literature, Wesleyan

Daniel Bao, MA Latin American Studies, Stanford

Emily Barnes, PhD candidate Environmental Engineering, UC Berkeley

Eileen Barrett, PhD, English Literature, Boston College

Balthazar Becker, PhD English Literary Studies, The City University of New York.

Drew Behnke, PhD Economics, UC Santa Barbara

Charmaine Benham, MA Russian Literature, New York University

Mo Bhasin, MBA, The University of Chicago

Alexandra Blackman, PhD candidate, Political Science, Stanford

David Blazevich, MA Liberal Arts, Stanford

Will Bondurant, Director, Strategy and Corporate Development, Castlight Health; BA
Chemistry and American History, UNC Chapel Hill

Paco Brito, PhD candidate Comparative Literature, UC Berkeley

Pete Brook, MA Art History, St. Andrews University (Scotland)

David Buuck, MA History of Consciousness, UC Santa Cruz

Matthew Byrne, BS Biology, University of Puget Sound

Xan Chacko, PhD Cultural Studies, UC Davis

Stephanie Charbonneau, PhD candidate Clinical Psychology, Palo Alto University

Monica Chen, MA, Elementary Education, University of New Mexico

Kathryn Crim, PhD candidate, Comparative Literature, UC Berkeley

Matt Culler, PhD Art History, UC Berkeley

Kaitlin Duffey, MS Chemistry, UC Berkeley

Lara Durback, MFA, Poetry, Mills College

Leila Elayed, High School Mathematics Teacher, John F. Kennedy High School;
Undergraduate Teaching Assistant in Mathematics, University of Minnesota

Hiba Fakhri, BS Neurobiology, Physiology, and Behavior, UC Davis

Jennifer Fisher, PhD Philosophy, CUNY Graduate School; Lecturer, USF

Kate Folk, MFA, Creative Writing, USF

Martha Gould, BA English, UC Berkeley; Retired Math teacher with SFUSD

Emily Guinn, Postdoctoral Scholar, California Institute for Quantitative Biosciences,
UC Berkeley, PhD Chemistry, University of Wisconsin Madison

Shaina Hammerman, PhD Jewish History and Culture, Graduate Theological Union.

Susan Hirsch, MA, English, Sonoma State

Mateo Hoke, MA Journalism, UC Berkeley; editor/producer

Brigid Hughes, MFA Creative Writing, University of San Francisco

Mia Ihm, PhD, Physics, UC Berkeley

Josie Innamorato, BS Civil Engineering, University of Virginia

Michael Jacobs, PhD candidate, Physical Chemistry, UC Berkeley

Margaret Jones, PhD candidate in Music History & Literature (ABD)

Nayeon Kim, BA, History and Romance Languages, University of Oregon
Judy King, MBA, UC Berkeley
Ashley Knowlton, MA English Composition, SF State
Zachary Koppe, MEd Special Education, Johns Hopkins
Juleen Lam, PhD, Environmental Health Policy, Johns Hopkins
Keyona Lazenby, MA, Social Transformation, Pacific School of Religion
Jennifer Lyons, MBA, UC Berkeley
Jennifer Ma, MA French, SF State; BA, Comparative Literature, UC Berkeley
Simone Malkovich, MA Urban Education Policy, Loyola Marymount
Stephen Malloy, Union Guild Performing Artist/Actor
Paco Martin del Campo, PhD candidate, History, UC Berkeley
Alexander Matthews, MS. Engineering, Cornell
Keely McCaskie, BPhil International Area Studies; BA Sociology; BA Environmental
        Studies, University of Pittsburgh
Jamie McCasland, PhD Economics, UC Berkeley
Theo McKenzie, PhD student Math, UC Berkeley
Steven Moctezuma, BA Philosophy, UC Berkeley
Marguerite Morgan, BA, Math & Statistics, Boston University
Megumi Mori, PhD candidate Biology, USC
William Morrison, PhD student Economics, UC Berkeley; Tutor (economics and
        calculus), Northwestern University; Teaching Assistant, Calculus, Northwestern
        University
Regina Mullen, BA, Literature and International Relations, Claremont McKenna College
Yvonne Munoz, MA Education, UC Davis
Alex Naeve, MA Communication Studies, San Jose State
Nicole Newman, PhD candidate Clinical Psychology, Palo Alto University
Jeremy Nowak, PhD candidate, Chemistry, UC Berkeley
Geoffrey O'brien, MFA Poetry, University of Iowa
Derek O'Leary, PhD candidate, History, UC Berkeley
Luke Pickrell, BA Sociology, University of Oregon
Susan Rahman, PhD Human Science, Saybrook University
Harish Ramadas, PhD, Mathematics, Univ. of Washington
Elizabeth Ramirez, PhD candidate, Agricultural and Resource Economics, UC Berkeley
Rebecca Rapf, PhD Physical Chemistry, Univ. of Colorado
Courtney Rein, MA English Literature, Bread Loaf School of English
Sarah Rhee, BA English, Virginia Tech
Kathy Richards, JD, Golden Gate University School of Law, retired attorney
Andrew Rivers, PhD candidate Psychology, UC Davis
Theresa Roeder, PhD Industrial Engineering and Operations, UC Berkeley; MS
        Management Science, Case Western Reserve University
Evan Rose, PhD candidate, Economics, UC Berkeley
Carlos Salmon, Native Spanish speaker; returning instructor at CPSQ
Ian Sethre, MA, International Administration, University of Denver.

Kerry Shannon, PhD candidate History, UC Berkeley

Vera Shapirshteyn, PhD candidate French Literature, UC Berkeley; MA French
Literature, UC Berkeley

Amber Shields, PhD candidate, Film Studies, University of St. Andrews (Scotland)

Michael Shin, BA Education, Swarthmore College; Teaching Assistant, Swarthmore
College Math Department

Michael Shin, BA Education, Swarthmore College

Xhavin Sinha, JD Santa Clara University

Elise Smith, BA Geography, Dartmouth College; Senior analyst, NewSchools Venture
Fund; Mentoring coach, Getting Out and Staying Out

Bill Smoot, PhD Philosophy, Northwestern University

Douglas Taylor, PhD English, The University of North Carolina

Elizabeth Thelen, PhD candidate History, UC Berkeley

Kyana Van Houten, BS Physics, Stanford

Monica VanBladel, PhD candidate, Iberian and Latin American Cultures, Stanford

Rebecca VandeVoort, MFA, Creative Writing, Mills College

Dax Vavid, PhD Integrative Biology, UC Berkeley

Laura Wagner, PhD candidate, Comparative Literature, UC Berkeley

Angela Wall, PhD English, University of Wisconsin

Carolyn Walsh, PhD candidate in Molecular and Cell Biology, UC Berkeley (ABD)

Ningkun Wang, Postdoctoral Research, UC Berkeley; PhD Chemical Biology, University
of Michigan Ann Arbor

Dan Wheeler, MS Computer Science, MIT

Dawn Wilburn-Saboe, MA, English Literature, Sonoma State

Adam Williamson, PhD Molecular and Cellular Biology, UC Berkeley

David Wong, BS Statistics, CSU East Bay; Supervisor, Applications and Real Time
Monitoring, Chevron

Alexandra Zobel, PhD, English, UCLA

2019

Tarun Anuthan, BS student Mathematics, SFSU; AS Mathematics, Las Positas; freelance
web developer

Jillian Azevedo, PhD Early Modern British History, UC Riverside

Anum Azum Glasgow, PhD Bioengineering, UC Berkeley

Lucille Beazley, Spanish teacher/owner, Say it in Spanish; Spanish teacher, Viva el
Español

David Blazevich, MA Liberal Arts, Stanford

Andrew Blinkinsop, PhD candidate Political Science, UC Berkeley; English teaching
assistant, Fulbright US Student Program; Volunteer tutor / director, Suffolk
County Prison Tutoring Program; Volunteer tutor / T.A. Massachusetts
correctional facilities

Zachary Bookman, JD Yale Law School; MPA Kennedy School of Government, Harvard

University

Keith Burnett, Retired High School teacher (14 years teaching philosophy); MA student Philosophy, San Jose State University

David Buuck, MA History of Consciousness, UC Santa Cruz

Chris Cabanski, PhD Statistics and Operations Research, University of North Carolina at Chapel Hill; Biostatistician at Genentech

Cordelia Carlisle,

Joe Charbonnet, PhD Civil and Environmental Engineering, UC Berkeley

Monica Chen, MA Elementary Education, University of New Mexico

Liron Cohen, Graduate student Chemistry, UC Berkeley

Michael Coyne, Former English teacher, South San Francisco High School; MA student English Composition, SFSU; Special Education, Learning Handicapped Credential, SFSU; Single Subject Secondary English Credential, SFSU

Matt Culler, PhD Art History, UC Berkeley

Kenneth Daniels, Former physics teacher, Newton North High School; STEM teacher, Parker Charter Essential School

Jeff Diamond, PhD Political Science, McGill University

David Durand, MA Education, Leadership and Change, Antioch University-Los Angeles; Mentor, youth counselor

Hannah Edber, MA Literature, University of California, Santa Cruz; MA Education with an Emphasis in Teaching, Mills College; California Clear Single Subject Teaching Credential (auth social studies w/supplementary English), Mills College

Sophie FitzMaurice, PhD Candidate History, UC Berkeley

Kate Glassman, MPP, Goldman School of Public Policy, UC Berkeley; BA Rhetoric, UC Berkeley

Mariel Goddu, PhD candidate, Developmental Psychology, UC Berkeley; BA Psychology, Yale

Martha Gould, BA English, UC Berkeley; Retired Math teacher with SFUSD

Eunhae Han, ME (emphasis Urban Education), Texas A&M University; Multiple Subject Credential, The Reach Institute for School Leadership; 7th Grade Humanities Teacher, ACE Esperanza

Elizabeth Hargrett, PhD student History, UC Berkeley; MA History, École des Hautes Études en Sciences Sociales (EHESS)

Grisecon Hillriegel, MFA Web Design & New Media, Academy of Art University; BA, Oberlin College

Susan Hirsch, MA English, Sonoma State

Josie Innamorato, BS Civil Engineering, University of Virginia

Nayeon Kim, BA History and Romance Languages, University of Oregon.

Maedbh King, PhD student Psychology, UC Berkeley; MSc Neuroscience, Western University

Judy King, MBA, UC Berkeley

Juleen Lam, PhD Environmental Health Policy, Johns Hopkins

Keyona Lazenby, MA, Social Transformation, Pacific School of Religion

Douglass Levy, Former reporter / producer / editor (UPI, USA Today, NBC Radio News Network); MSJ Journalism, Northwestern University; JD University of Maryland

Elena Lichtenthaler, Member of Berkeley Repertory Theatre Improv Performance Lab, regular performances; PhD student Chinese Studies, Georg-August-Universität Göttingen, Germany

Martin Lichtenthaler, DFG Research Fellow, UC Berkeley; PhD Chemistry, University of Freiburg, Germany

Jennifer Ma, MA French, SF State; BA, Comparative Literature, UC Berkeley

Jamie McCasland, PhD Economics, UC Berkeley

Theo McKenzie, PhD student Math, UC Berkeley

Kel Montalvo, PhD candidate Rhetoric, UC Berkeley

Marguerite Morgan, BA, Math & Statistics, Boston University

Regina Mullen, BA, Literature and International Relations, Claremont McKenna College

Yvonne Munoz, MA Education, UC Davis

Alex Naeve, MA Communication Studies, San Jose State

Daniel Pearce, MFA student Creative Writing, Fiction, Columbia University; Undergraduate Writing Instructor, Columbia University; Senior Instructor, Graduate Pedagogy Seminar, Columbia University

Benjamin Perez, MFA English/Creative Writing, Mills College; MA American History, UC Davis

Devin Powell, Freelance journalist (NYT, WaPo, Nature, Science, National Geographic); MA science writing, Johns Hopkins University

Noam Prywes, PhD Chemistry, Harvard University

Nikita Rahman, BS Cognitive and Brain Sciences, Tufts University

Harish Ramadas, PhD Mathematics, Univ. of Washington

Rebecca Rapf, PhD Physical Chemistry, Univ. of Colorado

Courtney Rein, MA English Literature, Bread Loaf School of English

Kathy Richards, JD Golden Gate University School of Law, retired attorney

Rob Richert, Professor of Film Production, Diablo Valley College; MFA Film (Directing), Columbia University School of the Arts

Analise Rodenberg, PhD Mathematics, University of Minnesota; Teaching Assistant, University of Minnesota Mathematics Department

Jocelyn Saidenberg, PhD candidate, Comparative Literature, UC Berkeley

Carlos Salmon, Native Spanish speaker; returning instructor at CPSQ

Ashley Serpa-Flack, PhD student Modern US History, UC Davis; MA U.S. History, San Jose State University

Ian Sethre, Teacher, History and International Relations, San Domenico School; MA International Administration, University of Denver

Amber Shields, PhD candidate, Film Studies, University of St. Andrews (Scotland)

Michael Shin, BA Education, Swarthmore College; Teaching Assistant, Swarthmore College Math Department

Xhavin Sinha, JD Santa Clara University

Xhavin Sinha, JD Santa Clara University

Bill Smoot, PhD Philosophy, Northwestern University

Abby Taskier, Founder / facilitator, Creative Writing Program, DC Central Detention Facility; Resident in Writing Fiction, Wellstone Center in the Redwoods; BA English Literature, University of Michigan

Angela Wall, PhD, English, University of Wisconsin

Diane Weipert, MFA Creative Writing, San Francisco State University

Dan Wheeler, MS Computer Science, MIT

Justin Williams, PhD student Molecular and Cellular Biology, UC Berkeley; B.S. Biochemistry, Georgia Institute of Technology

Alex Zobel, PhD English, UCLA