Multicultural and Diversity Committee  
December 2012

In support of the Strategic Equity in Hiring Plan 2012-13 Initiative, this list is a compilation of courses that have reviewed by the Multicultural and Diversity Committee and identified as needing special consideration with respect to scheduling and or enrollment because they may serve underrepresented students and attract a more diverse Faculty.

Anthropology  
ANTH-3 Cultural Anthropology  
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC An introduction to cultural anthropology that offers students an understanding of modern human cultural variation. Students study the concept of culture and the methods and theories of both applied and academic cultural anthropologists, using professional case studies as examples. Topics include gender, subsistence, economic systems, political systems, marriage and the family, kinship, religion, the arts, ethnicity, and culture change.

Biology  
BIOL-9 Plants and People  
(3 Units LEC/LAB) P/NP Option Recommended Prep: ENGL-150 Transfers to: CSU and UC A survey of plants as a resource for food, fiber, medicine, recreation, and environmental enhancement. Emphasis is on how our relationship to plants has changed throughout history and how the growth and development of plants affect their utility. Laboratory topics include an overview of plant biology as well as identification and uses of economically important plants on a local and global scale.  
Note: Field trips may be required. The College does not provide transportation.

Business  
BUS-10 Introduction to Business  
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 (or equivalent) or appropriate reading and writing scores on placement exam. Transfers to: CSU and UC An introduction to the trends and opportunities in today’s dynamic global business environment surveying economics, global markets, social responsibility, ownership forms, entrepreneurship, management organization, marketing, accounting and financial management.  
Note: ENGL-150 (or equivalent) will give the student a foundation in critical thinking, reading, writing, and sentence skills that are fundamental to success in BUS courses. If offered as TBA, 54 hours are required.

Themes: 1. Interconnectivity between business and local, state, national, and global environments. 4. The relationship between economic development and general standard of living. 5. Ever-changing societal wants and needs as the ultimate determinant of all business success and/or failure.

Issues: The opportunities and challenges posed by Globalization will be a primary focus of business in the 21st century. Globalization will present niche opportunities for entrepreneurs who create innovative solutions to societal problems created by Globalization. Team members (and business partners) usually possess different skill sets and embody different work ethics. In the 21st century economy, team-based problem solving at a global level will be the norm.

BUS-34 Introduction to Personal Finance
(3 Units LEC) P/NP Option Recommended Prep: CIS-1, BUS-94 Transfers to: CSU An introduction to the basics of personal financial literacy. Topics will include managing income, expenses, credit and insurance. In the area of investments, topics will include financial markets and assets, basic asset valuation, and retirement planning.

Issues: Successful financial self-management depends on self-set objectives, which vary in a diverse population. Barriers to financial self-determination may be more challenging for historically marginalized groups.

BUS-35 Strategic Marketing
(4 Units LEC) Grade Only Recommended Prep: BUS-10 and ENGL-150 Transfers to: CSU An overview of the strategic marketing process including environmental scanning, industry analysis, market analysis, target market definition, marketing strategy creation, financial budgeting and projections. The student will learn the strategic marketing process by creating a professional marketing plan supported by both primary and secondary data sources. Emphasis will be placed on understanding the wants and needs of consumers, differentiating brand identity from competitors, and creating marketing strategies that leverage the competitive advantage of your organization.

Learning Outcomes: Communicate effectively, respectfully and professionally with people of diverse ethnic, cultural, gender, and other backgrounds. Concepts: Diversity of team members' and partners' skill sets and work ethics. Team-based problem solving at the global level.

Issues: Tolerance for cultural diversity.

BUS-52 Business Communications
(3 Units LEC) Grade Only Prerequisite: BUS-152 or ENGL-150 Recommended Prep: CIS-100 Transfers to: CSU A course in written and oral communications for the business environment. Students analyze various business situations, producing reasoned written or oral responses. Written communications focus on the composition of effective business letters, memorandums, e-mail messages, and short reports. Oral communications include small group participation, oral reports, and electronic presentations.
Issues: 1. Importance of composing effective communications that persuade but do not offend. 2. Linguistic and organizational choices when composing business communications for different audiences.

BUS-68 Introduction to Principles of Management
(3 Units LEC) Grade Only Recommended Prep: BUS-10 and ENGL-150 Transfers to: CSU An introduction to modern management theory. Key topics include the role and function of a manager, organizational design and structure, strategic and tactical planning, communication strategies, human resource management, diversity in the workplace, ethics and social responsibility, motivational theories, and management of change.


BUS-69 Small Business Entrepreneurship
(4 Units LEC/LAB) Grade Only Recommended Prep: BUS-10 and ENGL-150 Transfers to: CSU An overview of the strategic business planning process including analysis of the marketing, operations, management, technology and finance functions of a new business venture. The student will learn the strategic business planning process by creating a professional business plan supported by robust financial projections. Emphasis will be placed on the development of a profitable, differentiated and sustainable business model.


Business Technology
BT-53 Technical and Professional Office Procedures
(4 Units LEC/LAB) Grade Only Prerequisite: CIS-1 Recommended Prep: BT-11, BT-17, BT-51, BUS-152, or ENGL-150 Transfers to: CSU Advanced preparation for students’ transition from the classroom to the workforce environment. Students integrate technological knowledge and skills from previous courses with new information about communicating in the workplace, teambuilding, problem solving, organization and time management, and career planning. Note: If offered as TBA, 108 hours are required.

Issues: What primary issues or problems, if any, must students understand to achieve course outcomes (including such issues as gender, diversity, multi-culturalism, and class)? Students need to be aware of the need for ethics and confidentiality in the office. All clients and coworkers should be treated equally.

Cinema
CINE-3 The Cinemas of Latin America, Asia, and Africa
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC A survey course of film history outside of the western world, specifically, the films of Asia, the Middle East, Africa, South America, Mexico and Cuba. We will examine the historical, social, political and film industry environments in which each film was created, and we will identify recurring themes, motifs, techniques, and aesthetic choices that contribute to a regional or national style. Note: If offered as TBA, 54 hours are required.

CINE-6 Selected Film Authors or Genres
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC A focused study on the career and/or body of work of a selected film author or genre. The course will examine the historical, social, and film industry environments in which the director or genre arose and changed, and will identify recurring themes, motifs, techniques, and aesthetic choices that define that particular director’s or genre’s artistic style. (Featured director or genre may vary from one semester to the next.)

A “shell” course, but if the right thing is plugged into the shell, it would count--like Kurosawa's films, for example.

Computer and Electronics Technology
CET-10 Survey of Electronics
(3 Units LEC) Grade Only Recommended Prep: MATH-380 Transfers to: CSU An overview of the scientific method as it applies to the field of electronics. Topics include the principles and laws of physics, chemistry, and mathematical analysis as they relate to basic electronics. Additional topics will include AC and DC components, sustainable sources of electrical energy, and current trends in the design of efficient electronic components that reduce energy consumption.

Course Learning Outcomes: Explain the influence of electricity and electronics on world history and cultures. Issues: The roll [sic] of electricity and its impacts upon the environment and human cultures.

Computer Information Systems
CIS-1 College Computer Literacy
(4 Units LEC/LAB) P/NP Option Recommended Prep: CIS-100 Transfers to: CSU and UC A transfer-level course in the use of hardware, software, and online resources. Course management software facilitates discussions, homework submissions, exams, and grading. A project integrating all the fundamental elements of office software and basic digital media elements is required.
Note: If offered as TBA, 108 hours are required.

Course Description: An intermediate-level course, focusing on the proficient use of office-productivity software, the function and purpose of computer hardware, networks, data representation and manipulation, communications, the Internet, privacy issues, and the social
impact of the computer. Course Learning Outcomes: 3. Evaluate the implications of technology on society.

**CIS-18 Introduction to Applications Programming**

(4 Units LEC/LAB) Grade Only Recommended Prep: CIS-12 Transfers to: CSU and UC An introduction to developing Graphical User Interface (GUI) programs for the Windows environment. Students will utilize object-oriented and event-driven concepts to design, implement, and test their application programs. The course includes concepts common to all programming languages and those specific to event-driven languages.

Note: If offered as TBA, 108 hours are required.

Issues: 4. Interface design must include consideration for end users of diverse cultural backgrounds and/or special needs or disabilities.

**Cooperative Education**

**CE-41 General Cooperative Education**

(1-3 Units WEX) P/NP Option Transfers to: CSU A course designed to assist students in planning and accomplishing meaningful learning objectives at their place of employment or training sites. The course will emphasize: application of desirable work habits, safety on the job, developing healthy work attitudes and acquisition of transferable job skills. To participate in this program, the student’s job does NOT need to be related to educational and career goals or college course work. Work study students are encouraged to participate. Note: Open to all interested students. Students must enroll in and complete at least 7 units (including Cooperative Education) for each semester of enrollment. Students will obtain required forms and further instructions as indicated in the Schedule of Classes for the semester of enrollment. Units offered may vary by semester. Consult Schedule of Classes for section information. Repeatability: Maximum of four enrollments.

**CE-42 Occupational Cooperative Education**

(1-4 Units WEX) P/NP Option Transfers to: CSU A course designed to expand the learning and career awareness opportunities for students through employment or training sites in the occupational areas for which their college program or major is designed. This course will provide meaningful on-the-job learning experiences through planned and mutually agreed upon learning objectives. The job the student holds must be directly related to educational and career goals and college course work. Work study students are encouraged to participate. Note: Open to all interested students. Students must enroll in and complete at least 7 units (including Cooperative Education) for each semester of enrollment. Students will obtain required forms and further instructions as indicated in the Schedule of Classes for the semester of enrollment. Units offered may vary by semester. Consult Schedule of Classes for section information. Repeatability: Maximum of four enrollments.

Although there are no explicit statements expressing diversity or that indicate specifically service to underrepresented groups, CE has a strong appeal to these groups, in addition to returning or adult students and veterans.
English

ENGL-1A Analytical Reading and Writing
(4 Units LEC) Grade Only Prerequisite: ENGL-150 Transfers to: CSU and UC A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.

Should have a built in ESL option; at least integrated with a concurrent offering of ESL 202B (ESL Beginning Level, Part 2)

ENGL-9 World Literature: Early Modern to 20th Century
(3 Units LEC) Grade Only Recommended Prep: ENGL-1A Transfers to: CSU and UC A comparative study of world literature from the 16th through the 20th century. Students will read and discuss a variety of translated and English works in a wide range of genres to develop the critical and analytical skills necessary for the appreciation of diverse literatures and cultures.

An emphasis on diasporic and post-colonial experience could enhance student’s understanding of cultural imperialism.

ENGL-52 English Lab Practicum
(0.5-2 Units LAB) P/NP Only Transfers to: CSU Individualized instruction to help students identify and address needed English skills, such as critical reading, standard written English conventions, and all stages of the writing process. Tutorial support and other resources for reading and writing are provided. To earn credit for ENGL-52, students should be co-enrolled in at least one course which requires writing and/or critical reading, so the assignments may provide a focus for tutorial instruction. Repeatability: Maximum of four enrollments. Note: Every 1.0 unit of lab requires 54 hours.

Should have bilingual and disability tutors available to students.

ENGL-150 Precollegiate Reading and Writing
(3.5 Units LEC/LAB) Grade Only Prerequisite: ENGL-350 A course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process. Note: If offered as TBA, 81 hours are required.

Should have ESL option; at least integrated with ESL 302A (ESL Beginning Level, Part 1)

ENGL-350 Reading and Writing Skills
(6 Units LEC/LAB) Grade Only Prerequisite: READ-360 or Assessment for ENGL-350 A pre-collegiate, competency-based course emphasizing the acquisition and integration of basic academic reading and writing skills. Students develop reading strategies necessary for simple
academic reading and write extended formal paragraphs and basic expository essays. The lab component of the course is scheduled in the Writing Center, where students practice basic reading and writing skills and receive essential tutorial support in reading strategies, in writing, and in sentence skills.

Note: If offered as TBA, 144 hours are required.

Should have ESL option; at least integrated with ESL 302A. Students could place and enroll in either 350 or 150 but students from both courses could enroll in the ESL 302A being offered.

**English as a Second Language**

**ESL-302A ESL Beginning Level, Part I**
(5 Units LEC) P/NP Option
A course in basic integrated skills focusing on the development of beginning grammar and vocabulary through reading, writing, listening, and speaking. This is the first in a sequence of courses that will enable learners to improve communication with other English speakers outside of the classroom in both spoken and written English. Designed for non-native speakers of English.

**ESL-202B ESL Beginning Level, Part 2**
(0 units LEC) P/NP Option
A course in basic integrated skills focusing on the development of beginning grammar and vocabulary through reading, writing, listening, and speaking. This is the second in a sequence of courses that will enable learners to improve communication with other English speakers outside the classroom in both spoken and written English. Designed for non-native speakers of English.

**General Studies**

**GS-6 First Year Experience**
(3 Units LEC) Grade Only Recommended Prep: READ-360 A first year experience course focusing on the development of academic and personal skills necessary to succeed in college and beyond. Primarily assisting students in the transition between high school to college level expectations. Topics covered will be self-efficacy, time management, classroom dynamics, introductory academic skills enhancement, institutional campus services and technology used in higher education.

Note: If offered as TBA, 54 hours are required.

Although there is an ESL-themed option at the EKA campus, there is need for ESL students to have a similar opportunity at the Del Norte center. Since it’s probably not feasible to offer an entire course for ESL students at DN, scheduling should whenever possible facilitate concurrent student enrollment in ESL 302A.

**History**

**HIST-11 History of Women in America: Pre-Contact to 1877**
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC An in-depth historical study of the social, cultural, political, and economic developments in North America from the perspective of women, from the period just prior to European contact through the end of Reconstruction. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history. The course will introduce students to the nature of historical interpretation, enable students to interpret sources written during the historical time periods investigated in the class, and familiarize students with gender-related issues in the American past.

**HIST-12 History of Women in America: 1877- Present**  
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC An in-depth historical study of the social, cultural, political, and economic developments in the United States from the perspective of women, from Reconstruction to the present. Special emphasis is placed upon the varying ways in which women of diverse classes, races, and ethnicities have both contributed to and been affected by the larger historical patterns in U.S. history.  
Note: If offered as TBA, 54 hours are required.

**HIST-20 World History: Prehistory to 1500 CE**  
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC An overview of the world from prehistory to 1500 CE. This course examines the cultures, social structures, politics, religions, and economic development of human societies throughout the world. Particular attention is paid to human migrations, to the effects of cultural adaptation and diffusion, and to the evolution of civilizations around the globe.

**HIST-21 World History: 1500 AD- Present**  
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU and UC An overview of world history from 1500 to the present. The culture, politics, society, religions, and economic development of civilizations throughout the world are examined. Particular attention is paid to the effects of colonialism and nationalism on the world stage and the periodic crises that reshaped the links between cultures and within civilizations.

PROPOSAL

*History of Africa*

*History of Latin America*

**Psychology**

**PSYCH-3 Psychology of Sexuality**  
(3 Units LEC) Grade Only Recommended Prep: ENGL-150 Transfers to: CSU A comprehensive study of sexuality with an emphasis on individual differences. The course includes a study of sexual anatomy, sexual response, love and communication, sexual orientations, sexual identities, sexually transmitted infections (STI’s) as well as maturation and transitions throughout the lifespan, sexual adaptations and disorders. The course is a scientific one and students are encouraged to apply research findings to their own lives.  
Note: This course involves explicit discussions of sex and sexuality.
PSYCH-30 Social Psychology
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150 Transfers to: CSU and UC The scientific study of how thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. This course will explore the foundational aspects of the field including relevant research, theory, and practical application. In addition, this course addresses social issues such as prejudice, war, criminality and violence using current events to illustrate specific social-psychological constructs. Students will be given the opportunity to translate social psychological theory to actual classroom experiences that exemplify social influences on behavior. Note: Students should be able to read, write and assess at the college level.

PSYCH-33 Personal Growth and Adjustment
(3 Units LEC) P/NP Option Recommended Prep: ENGL-350 Transfers to: CSU Introductory survey of the principles of personality development, personal growth and social adjustment. The topics covered include: personality development; self esteem; stress and coping; health; psychology of love, sex and sex roles; mental health diagnoses; work and group behavior. Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships. Note: Students should be able to read and write at the college level.

Recommendations could be made for developing a multicultural literacy component in this class. It is heavily focused on identity formation, self-regulation, and self-efficacy as written and taught.

PROPOSAL
Cultural Psychology
Studies human behavior within the paradigm that "cultural traditions and social practices regulate, express, and transform the human psyche, resulting less in psychic unity for humankind than in ethnic divergences in mind, self, and emotion" (Shweder, 1991, p. 72). The bias in hegemonic psychology is that it purports that its constructs of cognition, emotion, and behavior are universal. Cross-cultural psychology is insufficient as it is simply a testing of paradigmatic findings developed from within Euro-centric psychology as applied to cultures-as-others (center/periphery dichotomy). The cultural bias in the overall discipline operates as a discourse similar to the way anthropology functioned to construct the colonial other.

Sociology
SOC-1 Introduction to Sociology
(3 Units LEC) Grade Only
Transfers to: CSU and UC
An introduction to the discipline of sociology including major theories, concepts and methods in the study of society. It includes social structure, social interaction, culture, social groups, social stratification, social deviance, social change, and social policy implications.
Note: If offered as TBA, 54 hours are required.
Rationale for inclusion: includes study of social stratification (gender/race and ethn/class); includes focus on culture (dominant as well as minority group culture; often global perspective). Sociology classes are often experienced as welcoming for students who experience higher education from non-normative social standpoints.

SOC-2 Social Problems
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150
Transfers to: CSU and UC
Course includes the identification and analysis of social problems from a sociological perspective. It includes the application of sociological concepts and theory to the analysis of social problems. Differing problem solving approaches will be examined.

Note: The sociological perspective challenges many common culture laden beliefs and perspectives.

Rationale for inclusion: includes study of social stratification (gender/race and ethn/class); focus on culture; Sociology classes are often experienced as welcoming for students who experience higher education from non-normative social standpoints.

SOC-5 Introduction to Race and Ethnic Relations
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150
Transfers to: CSU and UC
An examination of race and ethnic relations in American society especially in relationship to the dominant culture. A comparative sociological and historical approach will be used to examine the experiences of U.S. minority groups from colonial times to present.

Rationale for inclusion: includes study of social stratification (gender/race and ethn/class); critique of dominant culture; minority group focus; Sociology classes are often experienced as welcoming for students who experience higher education from non-normative social standpoints.

SOC-9 Introduction to Women’s Studies
(3 Units LEC) P/NP Option
Recommended Prep: ENGL-150
Transfers to: CSU
Introduction to fundamental concepts and necessary tools of analysis, using a feminist framework, in the study of women; with focus on understanding institutions, social and political practices, and cultural representations that shape women’s lives in American society; how women have both participated in as well as resisted these very structures; and, how gender oppression intersects with oppression based on class, race, sexuality, age, and disability.

Rationale for inclusion: includes study of social stratification (gender/race and ethn/class); minority group focus; feminist perspective; oppression studies; Sociology classes are often experienced as welcoming for students who experience higher education from non-normative social standpoints.
SOC-10 Family and Intimate Relationships
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150
Transfers to: CSU
An examination of changing family forms, particularly in the United States, including marriage, cohabitation, single-parent and extended families. This course will include an examination of gender roles, sexual expression, parenting, ethnicity, domestic violence, communication, divorce and remarriage.

Rationale for inclusion: Focus on ethnic and cultural variation within the institution of the family; course material likely to be validating for students whose families operate within cultural frameworks alternative to the dominant cultural majority; Sociology classes are often experienced as welcoming for students who experience higher education from non-normative social standpoints

PROPOSALs
Ethnic Studies
Berkeley has two core lower division courses that apply to their ethnic studies degree. One of these, A History of Race and Ethnicity in Western North North America, 1598-Present (Ethnic Studies 10AC) could be the model for a transferrable CR Ethnic Studies course housed in Sociology. This option could attract a more diverse faculty to CR.

Drama
DRAMA-38 Introduction—Field Experience in Drama
(2 Units FEX) Grade Only
Transfers to: CSU
Practical application of dramatic arts through supervised placement at approved local community theatre. Students will contract with community theatres for a semester of experiential service learning in their area of interest.

Repeatability: Maximum of four enrollments.
Note: If offered as TBA, 108 hours are required

Rationale for inclusion: Strengthening campus-community connections could build stronger support networks for underrepresented students. As students build relationships with local theater companies, they are exposed to greater diversity than is represented at CR.

Political Science
POLSC-3 Modern World Problems
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150
Transfers to: CSU and UC
An introductory analysis of international political systems emphasizing the causes and ramifications of contemporary international issues such as war, proliferation of weapons of mass
destruction, ethnic and religious conflict, peace keeping, terrorism, political and economic globalization, and environmental conflict.

Rationale for inclusion: Cultural awareness is part of the framework for understanding modern world problems as we experience them today. Every topic of exploration listed in this course description necessarily involves conversation and thought about cultural diversity (and coexistence). Specifically, the focus on ethnic/religious conflict and environmental conflict bring highlight this clearly.

Speech
SPCH-7 Interpersonal Communication
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150
Transfers to: CSU and UC
Introductory survey communication course. Designed to increase interpersonal awareness and effectiveness in informal communication settings. Students will read, discuss and apply concepts and principles while developing skills dealing with interpersonal communication-the process of sending and receiving messages between two persons or among members of a small group.

Rationale for inclusion: Interpersonal communication skills are crucial for breaking down (and living respectfully with) cultural barriers of difference. To develop this skill set among the student population stands to break down barriers to positive interpersonal communications and relationships among students from different cultures. Underrepresented students may feel more comfortable focusing on communication given this approach. Cultural meaning is part of interpersonal messaging.

Philosophy
PHIL-15 Religions of the World
(3 Units LEC) Grade Only
Recommended Prep: ENGL-150
Transfers to: CSU and UC
In order to better understand the people of the world, it is necessary to know about their religions. This survey course explores the origins of religion and its major expressions including Buddhism, Christianity, Islam, Judaism, Hinduism and others.

Rationale for inclusion: Religious oppression is a form of sociocultural oppression. Spiritual beliefs not affirmed by our civic religion in the US are marginalized. Students who come from cultural backgrounds which are underrepresented in this way may be affirmed by course material which reflects their social realities. Additionally, the more students learn about aspects of spirituality different from their own, the more likelihood of breaking down cultural barriers to relationship development becomes possible.