



Fall 2016 Course Offerings to Satisfy DEI University Requirement

ANTH 21. Race and Racisms (4)

Why does racism still matter? How is racism experienced in the U.S. and across the globe? With insights from the biology of human variation, archaeology, colonial history, and sociocultural anthropology, we examine how notions of race and ethnicity structure contemporary societies.

ANTH 23. Debating Multiculturalism: Race, Ethnicity, and Class in American Societies (4)

This course focuses on the debate about multiculturalism in American society. It examines the interaction of race, ethnicity, and class, historically and comparatively, and considers the problem of citizenship in relation to the growing polarization of multiple social identities. (Formerly known as ANLD 23.) Credit not allowed for both ANLD 23 and ANTH 23.

COMM 10. Introduction to Communication (4)

Introduction to the history, theory, and practice of communication, including language and literacy, representation and semiotics, mediated technologies and institutional formations, and social interaction. Integrates the study of communication with a range of media production (for example, writing, electronic media, film, performance). Students will not receive credit for COGN 20 and COMM 10. COMM 10 may be taken concurrently with the COMM A, B, C courses and intermediate electives. Course is offered fall, winter, and summer quarters.

COMM 102C. MMPP: Practicum in New Media and Community Life (6)

A combined lecture/lab in a specially designed after-school setting in southeastern San Diego working with children and adults. Students design new media and produce special projects, and explore issues related to human development, social justice, and community life. May be taken for credit three times. Students will not receive credit for COMT 115 and COMM 102C. *Prerequisites: none*

COMM 102D. MMPP: Practicum in Child Development (6)

(Cross-listed with HDP 135). A combined lecture/lab course on after-school learning, social change, and community-based research. Students are expected to participate in a supervised after-school setting at one of four community labs in San Diego County. Students will learn ethnographic field methods, develop culturally relevant curriculum, and work in diverse settings. May be taken for credit three times. Students will not receive credit for COMT 116 and COMM 102D.

CGS 2A. Introduction to Critical Gender Studies: Social Movements (4)

The role of social movements in contesting rights and representation in comparative and historical contexts. Historical examples in the U.S. and other locations, including civil rights, men's movements, antiracist feminism, women's movements, AIDS activism, transgenderism, immigrant rights, and the labor movement in the U.S.

DOC 1. Dimensions of Culture: Diversity (4)

This course focuses on sociocultural diversity in examining class, ethnicity, race, gender, and sexuality as significant markers of differences among persons. Emphasizing American society, it explores the cultural understandings of diversity and its economic, moral, and political consequences. Three hours of lecture, one hour of discussion. Open to Marshall College students only. (Letter grade only.)

DOC 100D. Dimensions of Culture: Promises and Contradictions in US Culture (4)

This course provides a broad overview of key historical contradictions in US history and explores the origins of social stratifications and movements. Students acquire tools for analyzing national tensions. Central aspects include slavery, women's rights, and rising corporate power. Course introduces concepts at the intersections of class, gender, religion, race, and sexuality. Students learn to analyze and discuss complex historical/societal artifacts. Designed for two student sectors: 1) Marshall College transfer students who have not taken the DOC sequence, and 2) Transfer and other upper-division students from all six colleges who want to fulfill the campuswide diversity requirement. May be taken for credit two times. *Prerequisites: upper-division standing and completion of college writing.*

EDS 117. Language, Culture, and Education (4)
(Cross-listed with SOCI 117). The mutual influence of language, culture, and education. Explanations of students' school success and failure that employ linguistic and cultural variables, bilingualism, and cultural transmission through education are explored. *Prerequisites: upper-division standing.*

EDS 125. History, Politics, and Theory of Bilingual Education (4)

This course provides a historical overview and models of bilingual education in the United States. Students will examine socio-cultural, theoretical, and policy issues associated with native language and second-language instruction, and legal requirements for public bilingual program.

EDS 130. Introduction to Academic Mentoring of Elementary/School Students / EDS 139 (4)

This course focuses on the role of undergraduate mentors in raising academic expectations for students and families traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of elementary schools, and the academic achievement of elementary children are examined. *Prerequisites: department stamp required; EDS 139 must be taken as a corequisite.*

EDS 131. Early Childhood Development and Education (4)

This course investigates early child development (birth through eight years) and education and the role of high quality early education on reducing inequities among diverse populations. Field experience and seminar focus on applying research and theory to experiences in early childhood classrooms (P-3). **Prerequisites:** department approval. Students will need to fill out a placement form prior to getting approval to enroll in EDS 131. This form provides the course instructor with information to make the appropriate field placement; EDS 139 must be taken as a corequisite.

EDS 136. Introduction to Academic Tutoring of Secondary School Students / EDS 139 (4)

This course focuses on the role of undergraduate tutors in building academic resiliency in secondary students traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of secondary schools, the philosophical, sociological, and political issues which relate to the US secondary educational system, and the academic achievement of secondary children are examined. *Prerequisites: department stamp required; EDS 139 must be taken as a corequisite.*

ETHN 1. Introduction to Ethnic Studies: Land and Labor (4)

This course examines key historical events and debates in the field that center around land and labor, including disputes about territory and natural resources, slavery and other forms of unfree labor, labor migration and recruitment, and US and transnational borders. Students may not receive credit for both ETHN 1A and ETHN 1.

HILD 7A. Race and Ethnicity in the United States (4)

A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be the African American, slavery, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

HIUS 113. History of Mexican America (4)

This course explores the history of the largest minority population in the United States, focusing on the legacies of the Mexican War, the history of Mexican immigration and US-Mexican relations, and the struggle for citizenship and civil rights.

HIUS 180. Immigration and Ethnicity in Modern American Society (4)

Comparative study of immigration and ethnic-group formation in the United States from 1880 to the present. Topics include immigrant adaptation, competing theories about the experiences of different ethnic groups, and the persistence of ethnic attachments in modern American society. *Prerequisites: upper-division standing.*

LIGN 8. Languages and Cultures in America (4)

Language in American culture and society. Standard and nonstandard English in school, media, pop-culture, politics; bilingualism and education; cultural perception of language issues over time; languages and cultures in the "melting pot," including Native American, Hispanic, African American, Deaf. *Prerequisites: none.*

LTEN 28. Introduction to Asian American Literature (4)

This course provides an introduction to the study of the history, communities, and cultures of different Asian American people in the United States. Students will examine different articulations, genres, conflicts, narrative forms, and characterizations of the varied Asian experience.

LTEN 171. Comparative Issues in Latino/a Immigration in US Literature (4)

A critical examination of the configuration of Latino/a immigration in US literary and visual culture. The course will focus on Latino immigrant groups, analyzing their relocation in the U.S. from a theoretical, historical, and social perspective. May be taken for credit three times when topics vary.

MGT 18. Managing Diverse Teams (4)

The modern workplace includes people different in culture, gender, age, language, religion, education, and more. Students will learn why diverse teams make better decisions and are often integral to the success of organizations. Topics include challenges of diversity, and the impact of emotional, social, and cultural intelligence on team success. Content will include significant attention to the experiences of Asian Americans and African Americans as members and leaders of such diverse teams.

PHIL 170. Philosophy and Race (4)

A philosophical investigation of the topics of race and racism. The role of "race" in ordinary speech. The ethics of racial discourse. Anthropological and biological conceptions of race. The social and political significance of racial categories. Post-racialist conceptions of race. *Prerequisites: upper-division standing or consent of instructor.*

POLI 100H. Race and Ethnicity in American Politics (4)

This course examines the processes by which racial and ethnic groups have/have not been incorporated into the American political system. The course focuses on the political experiences of European immigrant groups, blacks, Latinos, and Asians.

SOCI 117. Language, Culture, and Education (4)

(Cross-listed with EDS 117.) The mutual influence of language, culture, and education will be explored; explanations of students' school successes and failures that employ linguistic and cultural variables will be considered; bilingualism; cultural transmission through education. *Prerequisites: upper-division standing. Will not receive credit for SOCI 117 and SOCB 117.*

SOCI 126. Social Organization of Education (4)

The social organization of education in the U.S. and other societies; the functions of education for individuals and society; the structure of schools; educational decision making; educational testing; socialization and education; formal and informal education; cultural transmission. *Prerequisites: upper-division standing. Will not receive credit for SOCI 126 and SOCC 126.*

SOCI 127. Immigration, Race, and Ethnicity (4)

Examination of the role that race and ethnicity play in immigrant group integration. Topics include theories of integration, racial and ethnic identity formation, racial and ethnic change, immigration policy, public opinion, comparisons between contemporary and historical waves of immigration. *Prerequisites: upper-division standing. Will not receive credit for SOCI 127 and SOCB 127.*

SOCI 139. Social Inequality: Class, Race, and Gender (4)

Massive inequality in wealth, power, and prestige is ever-present in industrial societies. In this course, causes and consequences of class, gender, racial, and ethnic inequality ("stratification") will be considered through examination of classical and modern social science theory and research. *Prerequisites: upper-division standing. Will not receive credit for SOCI 139 and SOCC 139.*