

APIMEDA-related Courses: Selected Listings

Spring 2022: Undergraduate and Graduate Courses

*counts toward Asian American and Pacific Islander minor

Courses listed are a partial listing of courses that APIMEDA Programs and Services is aware of that are offered during Spring 2022. Please check with the Departments to confirm offerings and other course information.

For more recommended quarterly course lists with full course descriptions, check out *APIMEDA Courses* under *Resources* on apimeda.ucsd.edu

For more information about the Asian American and Pacific Islander minor, head on over to aapi.ucsd.edu

Undergraduate:

Anthropology

***ANTH 21. Race and Racism**

Why does racism still matter? How is racism experienced in the United States 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**

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.

ANTH 103. Sociocultural Anthropology

A systematic analysis of social anthropology and of the concepts and constructs required for cross-cultural and comparative study of human societies. Required for all majors in anthropology. Prerequisites: upper-division standing.

***ANBI 121. The Original Moonshot: The Voyaging Achievements of the Polynesian Ancestors**

For more than a millennium, Polynesians have occupied the remotest islands in the Pacific Ocean. Polynesians can trace their roots to a group of epic voyagers who ventured out into the unknown in one of the greatest adventures in human history. Using a mix of biology, history, geography, anthropology, and the science of navigation, “the original moonshot” will explore the thrill of exploration and the drama of discovery in a vivid tour of one of the most captivating regions in the world. Prerequisites: upper-division standing.

ANSC 101. Aging: Culture & Health in Late Human Development

(Cross-listed with GLBH 101.) Examines aging as process of human development, from local and global perspectives. Focuses on the interrelationships of social, cultural, psychological, and health factors that shape the experience and well-being of aging populations. Students explore the challenges and wisdom of aging. Students may not receive credit for GLBH 101 and ANSC 101. **Prerequisites:** upper-division standing.

ANSC 118. Language and Culture

An introduction to the study of cultural patterns of thought, action, and expression, in relation to language. We consider comparatively semiotics and structuralism, cognition and categorization, universals versus particulars, ideologies of stasis and change, cultural reconstruction, and ethnopoetics. **Prerequisites:** upper-division standing.

***ANSC 144. Immigrant and Refugee Health**

Examines physical and mental health sequelae of internal and transnational movement of individuals and populations due to warfare, political violence, natural disaster, religious persecution, poverty and struggle for economic survival, and social suffering of communities abandoned by migrants and refugees. May be coscheduled with ANTH 238. Prerequisites: upper-division standing. Students may not receive credit for ANSC 144 and ANTH 238.

ANSC 147. Global Health and the Environment

(Cross-listed with GLBH 147.) Examines interactions of culture, health, and environment. Rural and urban human ecologies, their energy foundations, sociocultural systems, and characteristic health and environmental problems are explored. The role of culture and human values in designing solutions will be investigated. Students may not receive credit for GLBH 147 and ANSC 147. **Prerequisites:** upper-division standing.

ANSC 148. Global Health and Cultural Diversity

(Cross-listed with GLBH 148.) Introduction to global health from the perspective of medical anthropology on disease and illness, cultural conceptions of health, doctor-patient interaction, illness experience, medical science and technology, mental health, infectious disease, and health-care inequalities by ethnicity, gender, and socioeconomic status. May be co-scheduled with ANTH 248. Students may not receive credit for GLBH 148 and ANSC 148. **Prerequisites:** upper-division standing.

Communication

COMM 146. Lecture A00, Asian American Arts & Activism

The course examines the role that different artistic forms—including but not limited to graphic art, poetry, photography, film/video, street/protest art—have played within social justice movements across the Asian diasporas in the U.S. We discuss the cultural and historical context from which the terms "Asian American" emerged as an organizing political identity and basis for a broad internationalist movement in the late 1960s, and track the different expressive forms that grew

out of the cultural and social spaces which came to form under this banner and also challenged the limitations of these terms themselves. Students will engage in a mix of critical and creative assignments as a means of working through the material, representational, and epistemological complexities of the terms “arts,” “activism,” and “Asian American.”

COMM 190. Lecture A00, Junior Seminar in Communication: “Lost and Found in Translation: Muslim Worlds in Global Cinema”

In this course, we will examine the plurality and diversity of both Arab and Muslim experiences as these are portrayed and narrated in critically-acclaimed films from around the world. Some common themes explored in the course include place and home/lands, war and trauma, multinational identity, cultural clashes, and the return/repetition of history through memory and cinema.

Critical Gender Studies

***CGS 112. Sexuality & Nation**

(Cross-listed with ETHN 127.) This course explores the nexus of sex, race, ethnicity, gender, and nation and considers their influence on identity, sexuality, migration movement and borders, and other social, cultural, and political issues that these constructs affect. Prerequisites: upper-division standing or consent of instructor.

***CGS 114. Gender, Race, Ethnicity & Class**

(Cross-listed with ETHN 183.) Gender is often neglected in studies of ethnic/racial politics. This course explores the relationship of race, ethnicity, class, and gender by examining the participation of working-class women of color in community politics and how they challenge mainstream political theory.

Dimensions of Color

DOC 100D. Dimensions of Culture: Promises & Contradictions in US Culture

This course provides a broad overview of the histories of multiple communities and explores the struggle for social justice in the United States. Students will learn to analyze and discuss historical artifacts that range from essays on gender and racialization to autobiography to video and film.

Education Studies:

EDS 116. Equity Minded Education

This course introduces the foundational historical and theoretical issues for the critical study of higher education diversity work and student affairs. This course integrates questions of identity with those of social justice and requires a strong commitment to understanding self and other. The role of mentoring, advising, and counseling will also be examined. Prerequisites: department approval (consent of instructor) required.

***EDS/SOCI 117. Language, Culture & Education**

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 and cultural transmission through education. Students may not receive credit for EDS 117 and SOCI 117 and EDS 117GS. **Prerequisites:** upper-division standing.

EDS 125. History, Politics, and Theory of Bilingual Education

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.

Ethnic Studies:

***ETHN 3. Introduction to Ethnic Studies: Making Culture**

Through examining the historical and contemporary politics of representation in both popular and community-focused media, film, art, music, and literature, this course tracks racial formation through studying the sphere of cultural production, consumption, and contestation. Students may not receive credit for both ETHN 1C and ETHN 3.

ETHN 101TV. Ethnic Images on TV

Adopting an ethnic studies lens on the medium, this class focuses on socially significant TV shows that reflect critically on race, gender, class, ability, sexuality, and nation. Students will study the significance of race and related forms of difference in contemporary TV, with a particular emphasis on streaming, audience algorithms, and binge watching.

***ETHN 103. Environmental Racism**

This course will examine the concept of environmental racism, the empirical evidence of its widespread existence, and the efforts by government, residents, workers, and activists to combat it. We will examine those forces that create environmental injustices in order to understand its causes as well as its consequences. Students are expected to learn and apply several concepts and social scientific theories to the course material.

***ETHN 120D. Race & Oral Histories in San Diego**

(Cross-listed with HIUS 120D) This course explores how racial categories and ideologies have been constructed through performance and displays of the body in the United States and other sites. Racialized performances, whether self-displays or coerced displays, such as world's fairs, museums, minstrelsy, film, ethnography, and tourist performances are considered.

***ETHN 123. Asian American Politics**

This course will examine the development of Asian American politics by studying the historical and contemporary factors, such as political and economic exclusion, that have contributed to the importance and complexity of ethnicity as a mobilizing force in politics.

***ETHN 155. U.S. Militarism**

This course considers rationales for and responses to American military expansion as well as its social, environmental, and cultural consequences. We will examine racialized, gendered, and sexualized aspects of militarized institutions and practices, including militarized colonialism, tourism, and sex work. Prerequisites: upper-division standing or instructor approval.

History:

HILD 7C. Race & Ethnicity in the United States

Lectures and discussions surveying the topics of race, slavery, demographic patterns, ethnic variety, rural and urban life in the United States, with special focus on European, Asian, and Mexican immigration.

***HIEA 114. Postwar Japan**

Examines social, cultural, political, and economic transformations and continuities in Japan since World War II. Emphases will differ by instructor.

HIUS 198/298. Directed Group Study - Generating and Reclaiming our Wisdoms (GROW)

In this course, students will have the chance to learn how to conduct oral histories, explore archives, and engage in discussions with guest speakers. Guest speakers are former student activists that demonstrate the legacy of Asian American student-led activism on UC San Diego's campus. Eligible for up to 4 units of academic credit or co-curricular record credit

Human Developmental Sciences:

HDS 173. Race, Media, and Identity Across the Lifespan

This course offers a critical analysis of the social, linguistic, and cultural dimensions of media, schooling, and racial identity development over the lifespan. It attends to how "power dynamics of representation" shape individual and community identity, examining how representation affects (in)equitable educational experiences, learning, achievement, and outcomes. Drawing on historical and contemporary theories, research, and tools, the curriculum fosters applied critical race media literacy. **Prerequisites:** upper-division standing.

Literature:

LTCS 130. Gender, Race/Ethnicity, Class, and Culture - Transnational Feminisms

In this class, we will study scholarly and literary engagements with race, gender, and sexuality within transnational frameworks. One of the goals of this course is to examine the cultural, social, and political theorizations of feminist and queer cultural producers, scholars, and activists. In addition to working through the significance of migrations and diasporas for studies of gender, sexuality, and transnational feminisms, this class attends to political affiliations across and beyond "the national."

LTEA 141. Modern Korean Literature in Translation from 1945 to Present

This course combines our investigation of two different constructions of “Koreanness”: first, contemporary multi-ethnicization of South Korea through ongoing immigration and its impact on Korean identity and culture second, diasporic Koreans, scattered throughout the globe, and their cultural hybridization and diversification of Koreanness. We will survey and compare these multiple contexts through our examination of literary works, films, media and popular culture. In thinking about these multiple contexts, immigrant South Korea and diasporic Korea, we will focus on three larger issues: 1) globalization 2) multi-ethnicization and multiculturalism both on the national and global level 3) intersectionality of race, class, and gender/sexuality.

LTEN. 178 Comparative Ethnic Literature: Literary Responses to Trauma

In this course students will read literary responses to war, genocide and slavery by individuals from a range of ethnic groups in the U.S. I have chosen the works below because each explores responses to collective trauma as it impacts the individual and family across generations. These works represent experiences of those who are native to the U.S., those who immigrated here either willingly or as refugees and those who were brought here forcibly. Each work engages with the experience of the ethnic group within the larger frame of the “American experience.”

LTWL. 124 Science Fiction: Arab Speculative Fiction

The objective of this course is to introduce students to both the tradition and modern iteration of speculative fiction in Arabic literature. What does it mean to assert a modern genre of Arabic science fiction? Through close analyses of Arabic fantasy/speculative fiction/sci-fi works (in translation), students will interrogate the origins of this modern genre and its relationship to “Western” science, progress and modernity. The texts upon which we will focus originate primarily from Iraq, Egypt and Palestine, including pieces of short fiction, novels, theatre and film.

Political Science:

POLI 150A. Politics of Immigration

Comparative analysis of attempts by the United States and other industrialized countries to initiate, regulate and reduce immigration from Third World countries. Social and economic factors shaping outcomes of immigration policies, public opinion toward immigrants, anti-immigration movements, and immigration policy reform options in industrialized countries.

Prerequisites: upper-division standing required.

Sociology:

SOCI 10. American Society: Social Structure and Culture in the U.S.

An introduction to American society in historical, comparative, and contemporary perspectives. Topics will include American cultural traditions; industrialization; class structure; the welfare state; ethnic, racial, and gender relations; the changing position of religion; social movements; and political trends.

***SOC 127. Immigration, Race, and Ethnicity**

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.

***SOC 163. Migration and Law**

Provides a global sociological perspective on the development and consequences of laws regulating migration within and across nation-state borders. The ability of the nation-state to control migration using law and its policy instruments. The effects of different legal statuses on political and socioeconomic outcomes. **Prerequisites:** upper-division standing.

SOC 183. The Geography of American Opportunity

How does where you grow up affect where you end up? This course explores “who gets what where and why” by examining spatial inequalities in life chances across regions, rural and urban communities, and divergent local economies in the U.S. We will “place” places within their economic, socio-cultural, and historical contexts. Readings and exercises will uncover spatial variation in inequalities by race/ethnicity, immigrant status, gender, class, and LGBTQIA status that national averages obscure. **Prerequisites:** upper-division standing.

Urban Studies Planning

USP 3. The City and Social Theory

An introduction to the sociological study of cities, focusing on urban society in the United States. Students in the course will examine theoretical approaches to the study of urban life; social stratification in the city; urban social and cultural systems—ethnic communities, suburbia, family life in the city, religion, art, and leisure.

USP 147. Case Studies in Health-Care Programs/Poor and Underserved Population

The purpose of this course is to identify the special health needs of low income and underserved populations and to review their status of care, factors influencing the incidence of disease and health problems, and political and legislative measures related to access and the provision of care. Selected current programs and policies that address the health-care needs of selected underserved populations such as working poor, inner city populations, recent immigrants, and persons with severe disabling mental illnesses will be studied. Offered in alternate years. **Prerequisites:** upper-division standing or consent of instructor.

First-Year Seminar Programs:

COGS 87. How Minds & Cultures Make Religion & Superstition

Why do humans, individually and in groups, attribute natural events to supernatural agents? How does the human brain accept religious beliefs, even in the face of contradictory evidence? We will examine how cognitive, developmental, and cultural factors work together to cause humans to believe in the supernatural.

PHYS 87. Who Does Physics?

Ask anyone to think of a physicist, and they are likely to picture Albert Einstein. But do you need to be an internationally recognized genius from a particular demographic group to succeed in physics? In this seminar we will explore who does physics, investigate the underrepresentation of women, minorities, and persons with disabilities in physics, and examine what we can each do to address this problem.

TMC 87. Women of Color Activism: Pinayism

In this first-year seminar, students will engage with the critical theory and social activism that emerges from the lived experiences of those who identify as Filipina American women. The course will emphasize connecting with pinayist activists, artists, and thinkers; the final assignment will be a collaborative community project inspired by the readings and conversations of the course and designed by students. Email alsolomon@ucsd.edu for more info.

Graduate:

Anthropology

ANTH 200 Special Topics in Anthropology, B00 Transformative Justice and the Practice of Ethnography

Course will vary in title and content. When offered, the current description and title is found in the current Schedule of Classes and the Anthropology department website. (Can be taken a total of four times as topics vary.) **Prerequisites:** graduate standing.

Education Studies

EDS 252. Transforming Inequities in Student Outcomes

The course focuses on factors that shape the unequal distribution of educational opportunities for marginalized groups. Students will interrogate societal and school structures and underlying socio-cultural processes that impact engagement and outcomes for marginalized groups or students. Students will explore theories on student success and failure, family and community connections, and identity formation in relation to transforming outcomes. Letter grades only.

Prerequisites: ED82 major or consent of instructor.

EDS 282. Leadership for a Diverse Society

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The

emphasis is on how leadership intersects with sociohistorical and sociocultural theories that suggest that the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice. **Prerequisites:** Joint EdD in Educational Leadership student status.

EDS 342C. ASL-English Bilingual Education Practices

Students will continue to investigate formal and informal assessment techniques used for deaf and hard of hearing children, bilingual/multicultural education practices across the curriculum, effective learning environments and approaches for educating and interacting with families and communities. **Prerequisites:** EDS 342A, EDS 342B, EDS 361A. Must be an ED76 major.