

APIMEDA-related Courses: Selected Listings

Spring 2023: 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 2023. 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 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.

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 117. Transgenderisms**

This course contrasts mainstream Anglo-American conceptualizations of transgenderism with ethnographic accounts of the experiences and practices of gender expansive people of color (African, Native, Asian/Pacific Islander, and Latinx Americans) in the U.S. and abroad. It will question the idea of transgenderism as a crossing from one gender to another one, the

distinction between gender identity and sexuality, and the analytic of intersectionality. Students will not receive credit for both CGS 117 and ANSC 117. **Prerequisites:** upper-division standing.

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.

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/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.

Ethnic Studies:

***ETHN 3R. 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 109. Race and Social Movements**

This course explores collective mobilizations for resources, recognition, and power by members of aggrieved racialized groups, past and present. Emphasis will be placed on the conditions that generate collective movements, the strategies and ideologies that these movements have developed, and on the prospect for collective mobilization for change within aggrieved communities in the present and future.

***ETHN 118. Contemporary Immigration Issues**

This course examines the diversity of today's immigrants—their social origins and contexts of exit and their adaptation experiences and contexts of incorporation.

***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 126. Comparative Filipino and Vietnamese American Identities and Communities**

This course compares the historical and contemporary social, political, and economic experiences of Filipino and Vietnamese Americans, paying particular attention to the impact of US wars in the Philippines and in Vietnam on their respective lives.

***ETHN 189. B00 Special Topics: Asian American Education (with petition)**

This course will explore the cultural, political, and psychosocial aspects of Asian American education. It will examine how Asian American community, family, and identity shape Asian American experiences in college. Critical issues in education will also be explored, such as affirmative action, prejudice and stereotypes, cultural conflict, and belonging in college.

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.

***HIEA 151. The Two Koreas, 1945-Present**

This course traces the peninsula's division into two rival regimes. It utilizes both textual and audio-visual materials to reveal the varied experiences of North and South Koreans with authoritarianism, industrialization, and globalization. HILD 10, 11, and/or 12 recommended.

***HIUS 103. United States and the Pacific World**

History of the United States in the Pacific, with an emphasis on Hawai'i, Guam, the Mariana Islands, and the Marshall Islands, from the nineteenth century to the present. Topics include colonialism and imperialism, cultural representations, indigenous knowledge and sovereignty, militarism, tourism, and environmentalism. Students will not receive credit for both HIUS 103 and ETHN 103A.

***HIUS 136. Citizenship and Civil Rights in the Twentieth Century**

This course traces the history of the institution of US citizenship in the last century, tracing changing notions of racial, cultural, and gender differences, the evolution of the civil rights struggle, and changes in laws governing citizenship and access to rights.

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:

***LTEA 132. Later Japanese Literature in Translation**

An introduction to later Japanese (kogo) literature in translation. Will focus on several “modern” works, placing their forms in the historical context. No knowledge of Japanese required. May be taken for credit up to three times as topics vary.

***LTEN. 179 Topics: Arab and Muslim American Identity “*Articulating Arabness: Race, Gender, Sexuality & Empire*”**

This class explores (self) representations of Muslim and Arab Americans in US popular culture with a focus on the twentieth and twenty-first centuries. Topics include the racing of religion, “the war on terror” in the media, feminism and Islam, immigration, race, and citizenship. May be taken for credit up to three times as topics vary.

***LTEN 181. Asian American Literature “*The Art of Failure*”**

Selected topics in the literature by men and women of Asian descent who live and write in the United States. LTEN 181 and ETHN 124 may be taken for credit for a combined total of two times.

***LTSP 155. Asia and Latin America (with petition)**

This course introduces students to the comparative and multidisciplinary study of cultural productions and historical formations that link Asia and Latin America. Students will be exposed to diverse methodologies drawn from transpacific studies, postcolonial theory, critical race studies, and the study of imperialism, colonialism, global modernity, and popular cultures.

Prerequisites: LTSP 100A or 100B, or consent of instructor.

***LTWL 150. Modernity and Language (with petition)**

Explores the various cross-cultural historical, philosophical, and aesthetic ideas which formed the basis of most twentieth-century literature. Literature from the Americas, Europe, Asia, and Africa will be studied through lectures and the reading of texts in English translation. May be taken for credit up to three times as topics vary.

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 10R. 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.

***SOCI 117. Language, Culture, and Education**

(Same as 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 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.

***SOCI 133. Immigration in Comparative Perspective**

Societies across the world are confronting new immigration. In this course, we will focus on Europe, Asia, and North America, and examine issues of nationalism, cultural diversity and integration, economic impacts, and government policy. **Prerequisites:** upper-division standing. Will not receive credit for SOCI 133 and SOCB 133.

***SOCI 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.

Theatre and Dance

***TDHT 103. Asian American Theatre**

This course examines pivotal dramatic works in the history of professional Asian American theatre in the United States (1960s to the present). Issues include interculturalism, the crossover between minority theatres and mainstream venues, and the performance of identity. TDHT 103 is an approved Diversity, Equity, and Inclusion (DEI) course. No prior knowledge in theatre history is needed. **Prerequisites:** upper-division standing or consent of instructor.

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.

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.

***TMC 87. Pinayism Women of Color Feminism**

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.

PSYC 87. A00 The Science of Self-Regulated Learning

College students are advised to spend two hours studying outside of class per week for every unit of enrollment. What are you supposed to do with that time? When starting college, every student has to navigate how to learn effectively in a context that requires more independence than ever before. You'll learn what science tells us about effective and efficient study strategies, implement evidence-based principles to help optimize your learning potential, and discuss what universities can do to better support students' independent learning.

SOCI 87. Seeing the Invisible: How Gender and Sexuality Shape Opportunity

Today does everyone in the U.S. have a similar chance to create the life they want? This seminar explores social scientific research on how schools and workplaces continue to provide different opportunities to people based on their gender and sexual identity and how we can make changes to those patterns.

Graduate:

Anthropology

ANTH 238. 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 ANSC 144. Students will not receive credit for both ANTH 238 and GLBH 244. **Prerequisites:** graduate standing.

Education Studies

EDS 253. Transforming Educational Systems and Policy

This course exposes students to past and present systemic policies that influence the practices and efficiency of the P–20 system. Students will explore the barriers and facilitators of successful policy interventions at the local, state, and federal levels of education policy. Attention is given to each segment of the educational continuum, exposing students to strategies for transforming the educational system to ensure equitable opportunities to learn and achieve. **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.