

Report from the Diversity Initiative Implementation Committee

Michael Alfaro, EEB (*chair*)
Alicia Gaspar de Alba, Chicana/o Studies
Tracy Johnson, MCDB
Raymond Knapp, Musicology
Paul Ong, Urban Planning
Russell Thornton, Anthropology

September 19, 2014

Revised 9-18-2014 to include [Appendix C](#): List of submitted syllabi

1. BACKGROUND

As part of a strategy to demonstrate the university's commitment to principles that ensure a welcoming and inclusive community for all as articulated in the UCLA [Mission Statement](#) and the [Principles of Community](#), and in light of recent issues surrounding campus climate, renewed discussion about whether the College of Letters and Science should adopt a formal undergraduate diversity requirement emerged among the faculty in 2013-14. After consultation with faculty, administrators, and students, Christina Palmer, Chair of the College Faculty Executive Committee, formed the College Diversity Initiative Committee (CDIC) in Winter 2014 tasked with developing a proposal to establish a diversity requirement for College undergraduates. The committee was asked to work with a student advisory group and submit a proposal for a College diversity requirement to the College Faculty Executive Committee

by the end of the academic year. As part of their deliberations, the committee was asked to consider six goals:

1. the effort should be within the College of Letters and Science, which enrolls approximately 84 percent of the undergraduates at UCLA;
2. students should have the opportunity to fulfill a diversity requirement in a variety of ways, including general education courses, major preparatory courses, courses in their major, and elective courses;
3. the diversity requirement should not raise the total number of units required for graduation or lengthen students' time-to-degree;
4. departments should not incur new/increased costs for developing or offering courses related to the diversity requirement;
5. the Chancellor's Office should offer financial incentives to academic departments in order to encourage faculty to develop and offer courses that fulfill the diversity requirement; and
6. the goals of the requirement should emerge from an expansive view of diversity.

The CDIC began its work by reviewing requirements at peer institutions as well as the research on the benefits of a diversity requirement to campus climate and student cognitive development. Based on their review of the research and peer university practices, the committee established four primary goals of a diversity requirement at UCLA:

1. To teach undergraduates to better understand the perspective of others whose histories, experiences, cultures, and social conditions may differ. Frames of difference include but are not limited to race, ethnicity, socioeconomic class, gender, sexual orientation, religion, disability, age, language, nationality, citizenship status, and place of origin;
2. to provide undergraduates with the analytical skills needed to develop critical and reflective perspectives on difference within both domestic and global spheres including the structural processes, along with representational and embodied practices, that promote inequities and those that support fairness and inclusiveness;
3. to prepare undergraduates to function, thrive, and provide leadership in multicultural, multiethnic, transnational, and interconnected global societies; and
4. to reduce prejudice on campus with regard to difference.

The committee articulated two criteria that a diversity course would need to satisfy.

1. *Course must substantially address conditions, experiences, perspectives, and/or representations of at least two groups using difference frames that include but are not limited to race, ethnicity, gender, socioeconomic status, sexual orientation, religion, disability, age, language, nationality, citizenship status and/or place of origin.*

2. *Course must incorporate analytical skills needed to develop critical and reflective perspectives on difference within domestic and/or global spheres. The course should include a focus on the structures, processes, and practices that promote inequities or conflicts as well as those that support fairness and inclusiveness.*

The committee recommended that courses be a minimum of four-units, and be allowed to satisfy other parts of the student's overall program including : (i) General Education courses; (ii) courses in the major or minor; and (iii) selected elective courses, including community-based service learning courses, internships, or discussion-based seminars.

To ensure that diversity courses would be adequately and competently staffed, the committee also recommended that funds be made available to develop new courses, retool existing courses, and offer training opportunities to any instructor or TA who wishes to learn more about best practices and appropriate techniques for engaging diversity-related themes. Finally, the committee recommended that an *ad hoc* committee work over the summer to assess and develop recommendations for implementing the proposed diversity requirement for 2015 incoming freshmen.

On May 30, 2014, the committee co-chairs, Professors Tucker and Alfaro, presented the above recommendations in the form of a proposal to the College FEC. After a robust discussion, the FEC members voted unanimously to accept the [diversity proposal](#) (revised to clarify the role of the Undergraduate Council in managing the evaluation of courses to satisfy the requirement) and forward the matter to a vote of the full College faculty. Seeking further consultation, Professors Tucker and Palmer, visited with the members of the Undergraduate Council and reviewed the proposal at the committee's June 16, 2014 meeting. The Undergraduate Council also voted unanimously to support the proposed College diversity requirement.

Following these votes, the Chair of the FEC formed an *ad hoc* Implementation Committee (IC), comprising a subset of faculty on the College Diversity Initiative Committee. The four charges of the IC were to:

- Charge 1 Articulate the process for assessing suitability of courses that meet the diversity criteria.
- Charge 2 Determine existing courses that fulfill the Diversity Requirement criteria.
- Charge 3 Estimate number of seats provided by these courses.
- Charge 4 Determine additional resource needs, if any, including estimated costs, required to mount the requirement for Fall 2015.

The committee was able to fulfill these charges by reviewing 122 syllabi submitted by faculty from across campus and consulting extensively with staff in the Office of Analysis and Information Management. The work of the Implementation Committee concludes with this report.

2. CHARGE I: ARTICULATE THE PROCESS FOR ASSESSING SUITABILITY OF COURSES THAT MEET THE DIVERSITY CRITERIA.

The committee looked to the text of the Diversity Proposal to develop a rubric for assessing syllabi. We focused on the [two criteria](#) articulated in the Diversity Proposal. During review of an initial set of ten syllabi from across campus the committee formulated a set of questions to help determine whether a course satisfied the criteria of the diversity requirement.

1. How does this course consider two or more groups in a substantial way?
2. How does this course teach students to analyze difference among groups?
3. How does this course examine structures, processes, and practices that promote inequalities or conflicts or support fairness/inclusiveness?

These questions formed the core of the rubric developed by the committee to assess whether a course would fulfill the diversity requirement.

2.1. SYLLABUS EVALUATION RUBRIC

Here we provide an example of the rubric used to categorize syllabi submitted to fulfill the College Diversity Requirement.

1. **Is course a minimum of four units?** *Only four+ unit courses satisfy requirement.*
2. **Is course open to undergraduates?** *The committee anticipates that most classes satisfying this requirement will be undergraduate offerings. However graduate classes that are open to undergraduates (either as concurrent-enrollment undergraduate courses or through permission of instructor) could fulfill the requirement. The committee also notes that UCLA courses offered by departments outside the College of Letters and Science could fulfill the requirement.*
3. **Does the course consider two or more groups in a substantial way?** *Group comparison may be explicitly stated within the syllabus (see [Appendix B.7](#) for example). When multiple groups are not explicitly stated this criterion may still be satisfied if the focal group is considered in the context of a dominant culture (see [Appendix B.1](#)). Substantial in this context is interpreted to mean that at least three weeks of the quarter (or five weeks for classes like service learning where classroom hours are more limited) include a comparative focus.*
4. **Does the course teach students to analyze difference among groups?** *The committee sought evidence that the course included assignments focused on the analysis of difference. Often this component was satisfied through essays, term papers, extensive discussion, or similar assignments based upon critical analyses of texts or other source materials.*

5. **Does the course examine structures, processes, and practices that generate inequalities or conflicts or support fairness/inclusiveness?** *A critical framework is necessary to understand the factors contributing to inequality or promoting fairness and inclusiveness to help ensure that students develop a set of cognitive skills that can be applied in future settings. The committee sought evidence that the underlying bases of difference, inequality, and/or fairness are examined in the course.*

2.1.1. SYLLABUS CATEGORIZATION

If a syllabus was found to satisfactorily address all 5 items above, the committee placed the course in **Category I** (fulfills the diversity requirement). In some cases the syllabus and Diversity Information Sheet were not sufficiently detailed to allow the committee to assess whether the diversity criteria were met. These courses were placed in **Category II** (likely to fulfill the requirement pending additional information). For each course in this category the committee stated the additional information needed to make a final determination and prepared notes that could be sent to the Department or instructor asking for clarification. Courses that insufficiently addressed the [diversity initiative criteria](#) were assigned to **Category III**. The committee prepared feedback explaining the reasons for this decision along with suggestions for possible changes or enhancements that would better align the course with the diversity requirement. The committee notes that some courses it placed in Category II and III would benefit from course development funds to bring the course into alignment with the diversity course criteria.

2.1.2. DURATION OF COURSE APPROVAL

Once approved we recommend that a course will not need reevaluation unless the content of the course changes substantially. The committee recommends that instructors of approved courses submit syllabi annually indicating (i) no change, (ii) minor change, or (iii) major change and the nature of any changes.

2.2. EVALUATION ISSUES

The committee discovered several issues during the evaluation process and sought to identify best practices to resolve them.

1. **Comparisons of two or more groups.** Our rubric ([Section 2.1](#)) and the College Diversity Information Sheet ([Appendix A](#)) focus on intergroup comparison as a necessary element of any course satisfying the diversity requirement. In some cases, the groups being compared are stated explicitly. However the committee identified implicit intergroup comparison in many syllabi that focused on a single group in the context of a dominant culture or perspective. Examples of these are seen in [Appendix B.3](#) and [Appendix B.1](#). The committee recommends that both explicit comparative approaches and implicit approaches that contextualize study of a group within a climate or history of inequalities count as satisfying the comparative aspect.

2. **Variable topics courses.** The committee received some courses listed as Special Topics seminars or other variable topics courses. Although the committee was prepared to recommend specific instances of such courses as satisfying the requirement (e.g. [Appendix B.9](#)) we recommend that the future Diversity Requirement Committee adopt policies that allow special topics seminars and other similar courses to be evaluated on a case-by-case basis since courses in this category may vary widely in content.
3. **Service learning courses** The committee found that the limited number of classroom hours in service learning courses presented a challenge to the goal of developing the comparative analytic skills at the heart of the of College Diversity Initiative ([Section 2.1](#)). For non-service learning courses the committee expected to see at least 35% of the class focused on diversity and intergroup comparison. However because service learning courses typically include only a few hours per week of lecture, the committee judged that a threshold of 50% of the classroom time in these courses was necessary to fulfill the diversity course requirement. The committee is extremely supportive of increasing the number of service learning courses that can fulfill the requirement and recommends that service learning be prioritized for course development and retooling funds ([Section 5](#)). We include an example syllabus for [Chicana/o Studies M170SL](#) as one model of a service learning course that successfully integrates service learning and classroom-based assignments and activities to produce a course that fulfills the diversity course requirement.

2.3. EXAMPLE SYLLABI

To illustrate the IC's evaluation process and the range of courses identified as satisfying the diversity requirement we have assembled a collection of example syllabi from diverse departments in [Appendix B](#).

2.4. DIFFERENCES ACROSS DISCIPLINES IN THE STUDY OF DIVERSITY

In evaluating syllabi the committee developed an awareness of differences across departments and disciplines to the study of diversity. The committee found that although the language and perspective of the diversity proposal criteria was strongly informed by a social sciences perspective on diversity, the criteria could be used to evaluate syllabi from a wide range of disciplines. In doing so, the committee discovered that the sciences, as well as history, language, art, and other disciplines within the humanities focus on diversity from different perspectives. Those in the social sciences or life sciences may be concerned initially or primarily with the factual bases of diversity, and in examining how those facts have affected and continue to affect human interactions and well-being. But those in the humanities will often begin with how difference is represented or embodied in art, whether overtly or in subtle ways that reflect long histories of representation that are taken much for granted, which can make the consequences of difference in the real world seem natural or morally neutral when they are not. To be sure, these different starting points will inform each other deeply in practice, and there are significant overlaps possible even given opposing starting points, regarding, for example, who may be on stage or in the audience for theatrical productions. The committee developed

a growing appreciation of the variety of perspectives offered by these disciplinary differences, which sometimes make courses that satisfy the requirement look substantially different from others originating elsewhere on campus.

3. CHARGE II: DETERMINE EXISTING COURSES THAT FULFILL THE DIVERSITY REQUIREMENT CRITERIA

To assist in the evaluation of syllabi the committee developed a Diversity Course Information Sheet (see [Appendix A](#). This sheet was distributed via email to the faculty as part of a second call for course syllabi that might satisfy the diversity requirement. The committee received and reviewed 122 syllabi ([Figure 3.1](#)) in advance of this report (syllabi received during and after the preparation of this report are evaluated by the committee in an ongoing fashion). Each syllabus was evaluated by at least three committee members who individually determined whether the course met the criteria of the diversity proposal. As part of this process, committee members assigned syllabi to three categories:

- I Course fulfills the diversity requirement.
- II Course is likely to fulfill the requirement but additional information or clarification is needed about the course or assignments.
- III Course does not appear to satisfy the criteria of the proposed diversity requirement.

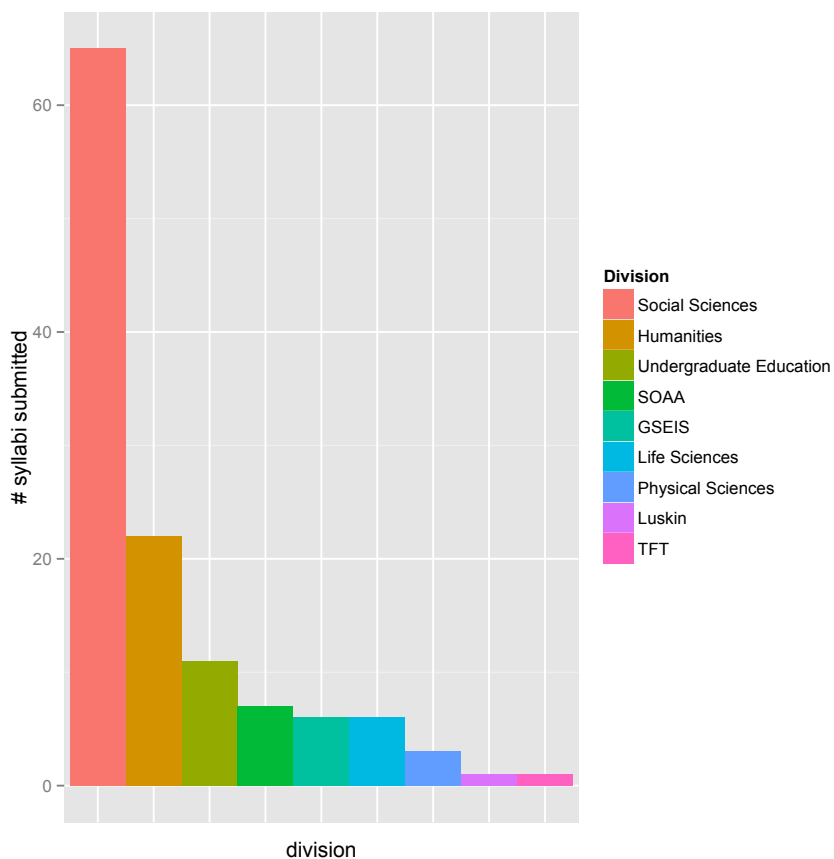


Figure 3.1: Distribution of 122 syllabi reviewed by division.

After syllabi were assigned to these categories, the committee compared individual scores and discussed any conflicts to reach a consensus recommendation. In total, 110 syllabi were assigned to Categories I and II and 12 were assigned to Category III. For courses in Category II (additional clarification requested) and Category III (does not appear to satisfy diversity criteria) the committee also indicated what aspect(s) of the course were unclear and/or identified ways in which the course might be brought into alignment with the goals of the diversity requirement. A list of all syllabi that were submitted to the Implementation Committee (including syllabi not yet reviewed) is given in [Appendix C](#). The IC will pass all notes, suggestions, and course categorizations on to the formal Undergraduate Council Diversity Requirement Committee following adoption of the College Diversity Initiative.

4. CHARGE III: ESTIMATE NUMBER OF SEATS PROVIDED BY THESE COURSES.

4.1. ESTIMATING DEMAND

The committee identified two sources of demand for diversity courses: incoming freshmen and transfer students. On the basis of recent enrollment data the committee estimated that 5000 freshman would enroll in the Fall of 2015, when the diversity requirement will apply to incoming freshmen. In 2017, when the diversity requirement will apply to transfer students, 3000 transfers are expected (see [Appendix D](#)), further increasing demand for diversity courses. The demand for seats in diversity courses is larger than the raw number of new students because of scheduling and other logistical issues and is usually estimated as the number of students + 15%. Thus we estimated that 5750 lower division seats would be needed to meet the demand of the 2015 freshman class and an additional 3450 upper division seats would be needed to meet the demand of transfer students in 2017 class ([Table 4.1](#)). To maximize the beneficial extracurricular and institutional effects that accrue following the completion of a diversity curricula [1], students should be encouraged to complete the diversity requirement early in their time to degree. For the purposes of estimating demand we assumed that most incoming freshmen students would complete the requirement within their first two years of arriving at UCLA.

Table 4.1: Seat Demand Estimates

	new students	oversupply	total
freshmen (Fall 2015)	5000	750	5750
transfers (Fall 2017)	3000	450	3450
total			9200

4.2. EXISTING CAPACITY

To evaluate the current capacity of UCLA to meet student demand for diversity courses, the Implementation Committee considered three sources:

1. lower division courses from submitted syllabi in Categories I and II ([Section 3](#))
2. upper division courses from submitted syllabi in Categories I and II ([Section 3](#))
3. potential diversity courses identified by a review of course titles and descriptions of all recently offered undergraduate courses with enrollments of 50+ students using data provided by the Office of Analysis and Information Management.

On the basis of seat estimates from 2013-2014, 4659 lower division and 4579 upper division seats in diversity courses (9238 total available seats) would be available to students in 2015 ([Table 4.2](#)). Our review of potential diversity classes revealed an additional 57 classes with 9000 more seats ([Table 4.2](#)) that might also satisfy the requirement pending syllabus evaluation by the UGC Diversity Requirement Committee.

Table 4.2: Available Seats in Recently Offered Diversity Courses. Total seats for 91 reviewed courses that fell into Category I and Category II are shown. Seats available in 57 other courses with potential to fulfill the diversity requirement are also shown. Enrollment data for nineteen reviewed category I and II courses was not available through the Office of Analysis and Information Management.

	Seats Offered			
	10-11	11-12	12-13	13-14
lower division (N = 27)	3969	4805	4544	4659
upper division (N = 64)	2657	3550	4287	4579
lower + upper division courses (N = 91)	6626	8355	8831	9238
<i>other potential courses N = 57</i>	<i>8299</i>	<i>8469</i>	<i>9383</i>	<i>9321</i>

4.3. ASSESSMENT AND RECOMMENDATION

On the basis of demand and capacity estimates for submitted courses, the total number of seats available in existing courses exceeds the demand for these courses from freshman in 2015 (5750) and transfer students in 2017 (3450) combined. However the number of seats in 27 lower division courses that were evaluated by to committee (4659 total seats) falls short of the freshman demand by 1206 seats. This suggests that although UCLA is broadly equipped to accommodate the diversity requirement without further impacting classes or increasing time to degree, there is a specific need for roughly 1200 seats in lower division classes. Some or all of this demand might be met through syllabi that have been submitted but not yet reviewed (> 12 courses at the time of this writing) and/or the 57 potential diversity courses (offering 9321 seats, Table 4.2). However, the committee stresses that additional course development and support are critical to developing and supporting a successful diversity initiative. Existing capacity is unevenly distributed across disciplines and south campus courses are underrepresented in the course current offerings (Figure 3.1). The literature clearly indicates that the benefits of diversity curricula are maximized when strong institutional commitment exists [2, 3, 4, 5]. For maximal impact, a diversity requirement should be more than a list of courses – it should be part of a cohesive approach to the value of diversity in education. We have identified two areas that should be immediately considered to enhance the menu of courses:

1. **Incentivize faculty to generate diversity-related courses across a broad range of disciplines.** The data suggest that students within the sciences and engineering who enroll in diversity courses experience some of the most significant and direct effects on their pluralistic orientation of any students in any discipline [6] and, as such, there is a strong benefit to providing meaningful opportunities for these students to engage in diversity-related curricula. Moreover, student engagement can be strongest when faculty are able to draw upon preexisting interests and commitments. Hence, based upon this committee's reading of the literature and assessment of diversity requirement implementation at comparable institutions, it is our strong believe that the requirement will be most successful when discussions of diversity are seamlessly integrated into a student's academic goals rather than stand apart from them. Additionally, the issues addressed by these

courses - diversity, equity, and inclusion - are found in every facet of life. The essential message of the requirement would be undermined if courses fulfilling it were found only in a limited number of disciplines or departments. **As such high priority should be given to development of courses in south campus.**

2. **Create incentives for decreasing class and/or discussion section sizes.** The nature of the topics discussed in these courses is often challenging for students as well as instructors, and large lecture courses and discussion sections make it difficult for students to engage in effective dialog that fosters a constructive climate for learning. As described by Sorenson et al. [7]...

Intergroup interactions invoke anxiety (Stephan & Stephan, 1985) for both majority and minority group members and increase self-regulation because of the uncertainty associated with negotiating novel and unfamiliar interactions with outgroup members relative to ingroup members (see Richeson & Selhton, 2001; Richeson & Trawalter, 2005) [P. 7].

The experiences of the faculty whose courses fulfill this requirement at other institutions bear out research describing the difficulty of teaching in courses that challenge students' notions race and privilege. Therefore mechanisms that lower class sizes in favor of smaller discussion environments should be a high priority. Detailed discussion of these considerations is provided in the recommendations section below.

5. CHARGE IV: DETERMINE ADDITIONAL RESOURCE NEEDS...REQUIRED TO MOUNT THE REQUIREMENT FOR FALL 2015.

The committee identified three broad areas that are critical to successful implementation of the College Diversity Requirement: (i) course development, (ii) instructional development, and (iii) institutional leadership focused on climate and diversity. We have identified nine action items with budget that we believe are necessary to support the mission of the diversity proposal. The overall goal of these recommendations is to engage the broadest possible base of stakeholders including students, TAs, and junior and senior faculty across north and south campus in the diversity initiative.

- A **Resources to support faculty development of new courses** The committee identified new course development as crucial to successful implementation of the diversity requirement. There is an especially critical need for the development of diversity courses in Mathematics, Physical Sciences, and Life Sciences as the committee received only a handful of course syllabi from these areas (Figure 3.1). The committee recommends that the Diversity Requirement Committee especially encourage faculty from south campus to develop new courses and encourage new team taught classes with faculty spanning north and south campus. The committee recommends funds be made available to support teaching buy-outs and summer stipends + GSRs for 25 total courses to be developed over years 1-3 as an initial investment and three new courses annually thereafter. We estimate that the course

development would be spread out evenly across the first 3 years (25 courses * \$7500 per course on average = \$187500 total for years 1-3 or \$62500 each year for three years).

- B Faculty retooling of existing courses** The committee also recognized the need for refining courses to accommodate increased student demand, develop innovative new teaching approaches related to diversity topics, and/or to bring courses that are close to fulfilling the diversity requirement into alignment with the goals of the College Diversity Initiative. The committee recommends that funds sufficient to incentive retooling of 15 courses in year 1 and 5 courses per year thereafter (at \$3000/course) be made available.
- C TA support** During faculty townhall discussion of the College Diversity Initiative many faculty raised the concern that increased demand for existing diversity courses would stress departmental capacities for teaching them. In addition, small discussion environments are often beneficial to teaching diversity topics [7]. Resources should be made available to allocate additional TAs to departments with oversubscribed diversity courses. The committee roughly estimates that this demand might require 15 additional 50% TAs (\$108000). However this number could be greater. As the requirement is implemented, demand for existing diversity courses should be monitored and a mechanism for allocating additional TA support should be available.
- D Endowed Senior Lectureship** To maximize the cognitive, social, and institutional benefits that accrue from an integrated diversity curriculum, the Diversity Initiative must be more than a list of courses [8, 5, 2, 3, 4]. The committee recommends that 1 quarter Senior Lectureship be endowed to attract leaders from around the world in diversity studies to visit UCLA. As part of this lectureship, the visiting faculty would be expected to teach an undergraduate course on diversity and lead smaller colloquia or seminars. This position should be timed to begin during the Fall of 2015 and should be supported internally (estimated costs: \$75000/year) until the position is endowed.
- E Endowed Junior Lectureship** The committee also recommends the establishment of a 1-year (renewable up to 2 years) endowed Junior Lectureship for a new PhD or recent post-doc to consistently bring a new perspective and focus on diversity issues. This individual would be expected to teach one undergraduate diversity course per quarter and lead smaller symposia and colloquia. This position should be timed to begin during the Fall of 2015 and should be supported internally (estimated costs: \$85000/year) until the position is endowed.
- F Faculty development** To inaugurate the diversity requirement the committee recommends a faculty retreat focused on diversity in the curriculum. This retreat would include speakers and workshops focused on best practices, teaching strategies, and course development related to diversity courses (estimated costs: \$25000 in year 1; \$10000/year thereafter). Development opportunities describing best practices for teaching diversity topics should also be made available to faculty developing or modifying courses.
- G Biennial diversity symposia** As one mechanism to support regular assessment, the committee recommends that funds be made available every two years to support venues for

examining impacts and outcomes of the diversity requirement such as symposia focused on the intersection of teaching and other efforts related to the College Diversity Initiative, campus climate, and current events (estimated costs: \$20000/every two years).

H **TA training** Reports from student-led town halls and informal review of departmental practices reveals that current TA training does not consistently include strategies for effective teaching on diversity topics. The committee recommends funds for new resources supporting diversity training for TAs be made available to the Office of Instructional Development to augment their current training program. We envision that this program will be absorbed into existing training efforts after year 1 (estimated costs: \$20000).

Table 5.1: Budget for resources needed to support the College Diversity Initiative.

Item	Initial investment		Recurring costs	
A. New course development	25 new courses @ \$7500/crs *	187500	3 courses per year	22500
B. Re-tooling of existing courses	15 courses (3000/crs)	45000	5 courses per year	15000
C. TA support	15 TAs @ 50%	108000		
D. Senior endowed lectureship (one quarter)	1 visiting professor	75000	(not recurring once endowed)	
E. Junior endowed lectureship (12 months)	1 visiting professor	85000	(not recurring once endowed)	
F. Faculty development	Launch event	25000	Annual development	10000
G. Biennial Diversity Symposia			20k every 2 years	10000
H. TA training	new resources for OID	20000		
	Total initial investment	545500	Total recurring	72500

*this amount expected to be spread over years 1-3

6. ADDITIONAL RECOMMENDATIONS AND CONCLUSIONS

This report summarizes many of the activities undertaken by the Implementation Committee during the summer of 2014. The committee is extremely grateful to all of the faculty who submitted syllabi for consideration as Diversity Requirement courses and is prepared to pass all notes and recommendations on to the Undergraduate Council's formal Diversity Requirement Committee following passage of the proposed Diversity Requirement. The IC recommends that the UGC Diversity Requirement Committee adopt the rubric and guidelines developed herein for syllabus evaluation. Furthermore, we propose that the recommended categorization of the 122+ course syllabi reviewed using these guidelines be adopted by the UGC Diversity Requirement Committee following passage of the Diversity Requirement. We recommend that the UGC committee use these evaluations as a basis for a dialog with instructors or departments to bring courses in categories II and III into alignment with the diversity course criteria. Finally, to help ensure a smooth transfer of practices and experiences already developed, this committee recommends that the Diversity Requirement Committee be populated with at least some members of the College Diversity Initiative Committee or Implementation Committee.

In closing, the committee notes that the College Diversity Initiative represents a step towards building a more diverse and inclusive campus community but reaching the goals outlined in

the proposal will require a strong and organized institutional commitment to diversity in and outside the classroom. To achieve these goals, coordination among the UGC Diversity Requirement Committee, the training, workshops, symposia, and Lectureships activities identified in [Section 5](#), and other diversity-focused organizations and initiatives is critically needed. We recommend the formation of a new committee, charged with coordinating the actions and programs of the College Diversity Initiative and other College and Campus-wide diversity initiatives, be formed. Membership in this committee would include members from stakeholder organizations including, for example, the UGC Diversity Requirement Committee, College Faculty Executive Committee, Institute of American Culture, student groups, and the new Vice Chancellor's Office on Diversity. We feel that this level of coordination will complement the efforts of individual programs and help further realize UCLA's commitment to diversity and inclusiveness.

ACKNOWLEDGEMENTS

The committee thanks Kyle McJunkin for tireless efforts in support of this report and related activities. We thank Robert Cox and Janet Buckner for assistance with course data retrieval and analysis. Christina Palmer, Belinda Tucker, and Jessica Lynch Alfaro provided helpful feedback on earlier versions of this report. We thank Myrna Castillo for logistical help.

REFERENCES

- [1] Bowman NA (2012) Promoting sustained engagement with diversity: The reciprocal relationships between informal and formal college diversity experiences. *The Review of Higher Education* 36: 1-24.
- [2] Mayhew MJ, Grunwald HE, Dey EL (2005) Curriculum matters: Creating a positive climate for diversity from the student perspective. *Research in Higher Education* 46: 389-412.
- [3] Denson N, Zhang S (2010) The impact of student experiences with diversity on developing graduate attributes. *Studies in Higher Education* 35: 529-543.
- [4] Hurtado S, Guillermo-Wann C (2013) *Diverse learning environments: Assessing and creating conditions for student success – final report to the ford foundation*. university of california, los angeles: Higher education in research institute. Higher Education Research Institute: University of California, Los Angeles .
- [5] Hurtado S, Alvarez C, Guillermo-Wann C, Cuellar M, Arellano L (2012) A model for diverse learning environments. In: Smart J, Paulsen M, editors, *Higher Education: Handbook of Theory and Research*. pp. 41-122.
- [6] Engberg ME (2007) Educating the workforce for the 21st century: A cross-disciplinary analysis of the impact of the undergraduate experience on students' development of a pluralistic orientation. *Research in Higher Education* 48: 283-317.

- [7] Sorensen N, Nagda BRA, Gurin P, Maxwell KE (2009) Taking a hands on approach to diversity in higher education: A critical dialogic model for effective intergroup interaction. *Analyses of Social Issues and Public Policy* 9: 3-35.
- [8] Denson N, Chang MJ (2009) Racial diversity matters: The impact of diversity-related student engagement and institutional context. *American Educational Research Journal* 46: 322-353.

A. DIVERSITY COURSE INFORMATION SHEET

Diversity Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title _____

Indicate when the department anticipates offering this course in 2015-16 and give anticipated enrollment:

Fall: __ Enrollment ____ Winter: __ Enrollment ____ Spring __ Enrollment

Diversity Course Criteria: Courses fulfilling the Diversity Requirement provide a minimum of **four units** and are expected to meet the following criteria:

1. Course must substantially address conditions, experiences, perspectives, and/or representations of at least two groups using difference frames that include but are not limited to race, ethnicity, gender, socioeconomic status, sexual orientation, religion, disability, age, language, nationality, citizenship status and/or place of origin.
2. Course must incorporate analytical skills needed to develop critical and reflective perspectives on diversity and difference within domestic and/or global spheres. The course should include a focus on the structures, processes, and practices that generate inter-group inequities or conflicts as well as those that support fairness and inclusiveness.

Please present concise explanation of how your course satisfies these criteria.

- How does this course consider two or more groups in a substantial way?

- How does this course teach students to analyze difference among groups?

- How does this course examine structures, processes, and practices that promote inequalities or conflicts or support fairness/ inclusiveness?

Thank you.

Figure A.1: Diversity Course Information Sheet

B. EXAMPLE SYLLABI

The following syllabi are examples of courses that would satisfy the diversity course requirement. These courses span north and south campus, show how service learning can be integrated with the diversity course criteria ([Appendix B.2](#)), and include offerings from [Asian American Studies](#), [Chicana/o Studies](#), [Disability Studies](#), [French](#), [History](#), [Middle Eastern Studies](#), [MCDB](#), [Psychology](#), [Religious Studies](#), [Urban Planning and the Institute of the Environment and Sustainability](#), and [Spanish](#)

B.1. ASIAN AMERICAN STUDIES 50: ASIAN AMERICAN WOMEN

Asian American Studies 50: Asian American Women

**Fall 2013
TR 11:00 am to 12:15 pm
Dodd 121**

Instructors: Grace Kyungwon Hong, Trung Nguyen, Angela Tea

Grace Hong's Contact Information:

Mailbox: Asian American Studies Department, 3336 Rolfe Hall

Office: 3329 Rolfe Hall

Office Hours: Tuesdays and Thursdays, 5 to 6 pm and by appointment

Course Description:

This course centers reproduction, gender, and sexuality within the history of Asian racialization in the United States. This course demonstrates that control over Asian reproduction was central to the racial imaginaries that legitimated and narrated U.S. state responses to and attempts to manage various shifts in global capitalism, from imperialist expansion and industrialization in the late 19th and early 20th centuries, through the Cold War and de-industrialization in the mid-twentieth century, and neoliberalism and neocolonialism in the late twentieth century and the early 21st centuries. The management of reproduction, and the gender and sexual norms that govern reproduction, was attempted in a variety of ways, through legislation, policy, and cultural discourses, much of which was legitimated through the burgeoning authority of science, medicine, and technology. While in the earlier eras, Asian Americans were excluded from normative modes of reproduction, in the last 40 years, some Asian American groups have been incorporated as upwardly mobile, respectable, and middle class, particularly as a significant part of the technical and professional workforce; such incorporation has meant the protection of certain Asian American family formations and the conferral of reproductive normativity to middle-class Asian Americans. Current attempts to incorporate some Asian American populations into the ranks of technical and professional workers, then, through conferral of reproductive respectability must not only sanitize past histories of Asian American racialization, but must also erase the contemporary conditions of U.S. imperialism, militarism, and war in Asia, economic and labor exploitation, state violence, and the displacement and dispossession that impel Asian migration to the United States. Yet such histories do not stay erased, but reemerge in Asian American cultural productions and narratives, which imagine reproduction, domesticity, and intimacy in very different, contestatory, and disruptive ways.

Student Advisory: This course contains materials of a sensitive nature, including sexual situations, violence, adult language and other content, and is intended for a mature audience only.

<p>Required Books (available at ASUCLA bookstore): lê thi diem thúy, <i>The Gangster We are All Looking For</i></p> <p>Required Films (Screened in class and also available for viewing at Instructional Media Laboratory, 270 Powell Library): Richard Fung, "Dirty Laundry" Takagi and Park, "The Women Outside" Don Bonus, "AKA Don Bonus"</p> <p>Required Articles: available as downloadable PDF from the course website, accessed through your MyUCLA page</p> <p>Course Requirements</p> <table border="0"> <tr> <td>Section Attendance and Participation</td> <td>25%</td> </tr> <tr> <td>Reading Response Assignment</td> <td>5%</td> </tr> <tr> <td>Term Paper</td> <td>35%</td> </tr> <tr> <td>Final Exam</td> <td>35%</td> </tr> </table> <p>Assignments</p> <ul style="list-style-type: none"> Reading: Unless otherwise indicated, you should have completed all the assigned readings by the first class session, whether lecture or sections, of that week. You should come to every class prepared with moments or ideas from the assigned texts that strike you as significant, striking, challenging, or surprising. <p>FOR NON-FICTION READINGS, you should keep in mind the following questions as you read:</p> <ul style="list-style-type: none"> What is the argument of this text? What is the argument's purpose or project? What previously existing conceptions, ideas, or arguments is the author critiquing, completing, or contributing to? How is the argument made? What further questions does the text's argument inspire? How does the argument of one essay/reading connect to, contradict, or extend the ideas and arguments of the other essays/readings for that week? From weeks previous? <p>FOR CREATIVE READINGS OR FOR FILMS, you should keep in mind the following questions as you read:</p> <ul style="list-style-type: none"> What are some of the main themes of the text? What images, phrases, and themes recur? What is the narrative arc of the text? That is, if there is a story, how is that story told? Does the text challenge or reconfirm (or sometimes both!) our assumptions about the subjects of these texts? What assumptions? How does the text challenge and/or reconfirm our assumptions? That is: <p style="text-align: center;">2</p>	Section Attendance and Participation	25%	Reading Response Assignment	5%	Term Paper	35%	Final Exam	35%	<p>What genre (or type) of creative work is it? Is it a novel, a poem, a short story, a documentary film, a feature film, etc? In what ways does it fit the conventional form of a novel, poem, documentary film, feature film, short story, etc., and in what ways does it depart? How do these departures from the conventional forms affect the meaning of the text?</p> <p>What are some stylistic features of the text? Does it do inventive things with language, imagery, sound, etc? How do these stylistic features affect the meaning of the text?</p> <p>What seems to be the historical context of the text? Can you tell what the context is through cues and references in the text? How does this influence the meaning of the text?</p> <ul style="list-style-type: none"> Section attendance and participation are mandatory. You must attend the section in which you are enrolled. We expect enthusiastic, intelligent, and considerate in-class participation in all of section activities, which may include in-class written assignments, take-home assignments, group projects, presentations, pop quizzes, small- and large-group discussions, and so on. We will be looking for comments informed by readings, lectures, and the comments of other students. Lack of frequent and thoughtful participation will adversely affect your grade, as will an excessive number of absences. Reading response assignment: a written response to questions distributed in class on a course reading (about 2 pages) Paper: a 4-5 page (1200-1500 word) paper on topics to be distributed in class. Final: an in-class short answer and essay exam covering everything in readings, discussions, and lecture over the entire quarter. <p>Course Policies</p> <ul style="list-style-type: none"> We will NOT be giving out any PTE numbers for this course. Absolutely no exceptions. The only way to enroll off the waitlist is if enough students drop the section for which you are waitlisted for you to automatically be enrolled. EMAIL POLICY FOR PROFESSOR HONG (PLEASE MAKE NOTE): I much prefer in-person contact with students as opposed to e-mail. Please try to ask your questions during class (if they are in reference to course content), during office hours or by appointment, or before or after class, and reserve e-mail contact for those issues that cannot easily be addressed in person. My e-mail address is gracehongucla@gmail.com. I will make every attempt to respond to e-mails within one business day. Please remember to observe common email etiquette in your messages. Laptop policy: Because sections are organized around active participation, rather than passive listening and note-taking, laptops will not be allowed in sections, with exceptions made only for students registered with the Office of Students with Disabilities as needing laptops. Laptops are allowed, but discouraged, during lecture. Students using laptops or other computers, including smartphones, must sit in the last two rows of the lecture hall. Exams cannot be re-scheduled, so please make note of the date and time of the midterm and the final. If the scheduled exam time conflicts with your plans, you are best advised to drop this course and enroll in another course with a more convenient exam schedule. <p style="text-align: center;">3</p>
Section Attendance and Participation	25%								
Reading Response Assignment	5%								
Term Paper	35%								
Final Exam	35%								
<ul style="list-style-type: none"> Paper policy: Deadlines for the paper are firm and extensions will only be granted for students with documentable emergency situations beyond their control. A third of a grade will be deducted for each day that a paper is late. Academic integrity: No breach of academic integrity is tolerated at UCLA, and will result in disciplinary review by the Office of the Dean of Students. <ul style="list-style-type: none"> Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others. Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes. Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spurious identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole. <p>Schedule of Readings and Class Discussions</p> <p>Week 0 (September 26)—Introduction: Race, Gender, Sexuality: Intersectional Analysis; Asian Reproductivity and U.S. Racial Capital</p> <p>Week 1 (October 1 & 3)—Asian Migration to the United States; Reproduction and Capitalist Expansion; Orientalism and the Production of Knowledge Readings: Yen Le Espiritu, Chapters 1, 2, and first section of 4 from <i>Asian American Women and Men</i>, Lanham: Rowman and Littlefield, 2008. Edward Said, "Introduction" from <i>Orientalism</i>, New York: Pantheon Books, 1978.</p> <p>Week 2 (October 8 & 10)—Public Health, Industrialization, and The West: Hygiene as Citizenship, Immigrants as Hazard, Queer Domesticity Nayan Shah, "Introduction," "Perversity, Contamination, and the Dangers of Queer Domesticity," and "Reforming Chinatown," from <i>Contagious Divides: Epidemics and Race in San Francisco's Chinatown</i>, Berkeley: UC Press, 2001. Richard Fung, "Dirty Laundry" (film screened in class)</p> <p>Week 3—(October 15 & 17): Public Health and Los Angeles: Controlling Asian and Latina/o Reproduction Reading response assignment due Tuesday, October 15, in lecture Natalia Molina, "Introduction," and "Caught Between Discourses of Disease, Health, and Nation: Public Health Attitudes toward Japanese and Mexican Laborers in</p> <p style="text-align: center;">4</p>	<p>Progressive Era Los Angeles" from <i>Fit to Be Citizens?: Public Health and Race in Los Angeles</i>, Berkeley: UC Press, 2006.</p> <p>Chandra Ford and Collins O. Airhihenbuwa, "Critical Race Theory, Race Equity, and Public Health: Toward Anti-Racism Praxis," <i>American Journal of Public Health</i> 100.S1 (2010): S30-S35</p> <p>Week 4 (October 22 & 24)—"Cold" War Occupation: Asian Women and White Men; Prostitution Policy and the Regulation of Empire Katharine Moon, "Prostitute Bodies and Gendered States," from <i>Dangerous Women</i>, New York: Routledge, 1998. Ji-Yeon Yuh, "Moved By War," <i>Journal of Asian American Families</i> 8.3 (2005): 277-291. Takagi and Park, "The Women Outside," film, screened in class</p> <p>Week 5 (October 29 & 31)—Empires and Migration: Queer and Monstrous Reproduction in the Diaspora Kang, Sok-Kyung, "Days and Dreams," <i>Words of Farewell: Stories by Korean Women Writers</i>, Seattle: Seal Press, 1989. Grace M. Cho, "Diaspora of Camptown," <i>Women's Studies Quarterly</i> 34.1/2 (Spring 2006): 309-331. Grace M. Cho, "The Fantasy of Honorary Whiteness," from <i>Haunting the Korean Diaspora</i>, Minneapolis: University of Minnesota Press, 2008.</p> <p>Week 6 (November 5 & 7)—Hot Wars in the Cold War: How Do We Remember? Yen Espiritu, "The 'We-Win-Even-When-We-Lose' Syndrome," <i>American Quarterly</i> (2006): 329-352. Thu-Huong Nguyen-Vo, "Forking Paths: How Shall We Mourn the Dead," <i>Amerasia Journal</i> 31.2 (2005): 157-175.</p> <p>Week 7 (November 12 & 14)—Refugee Families: There's No Place Like Home Ger Xiong, "A Matter of Life and Death: Biocitizenship and Involuntary Reproductive Sterilization of Hmong Refugee Women in California." M.A. Thesis, Asian American Studies Department, UCLA, 2013 Term papers due Thursday, November 14, in lecture</p> <p>Recommended: Dorothy Roberts, "The Dark Side of Birth Control," <i>Killing the Black Body</i> (New York: Vintage, 1997).</p> <p>Week 8 (November 17 & 21)—Science, Genetics, and Reproduction: Eugenics Then and Now lê thi diem thúy, "suh-top," "the gangster we are all looking for," and "n'u'oc" from <i>The Gangster We are All Looking For</i>, Knopf, 2003. Don Bonus, "AKA Don Bonus," film, screened in class</p> <p style="text-align: center;">5</p>								

Week 9 (November 26)— Refugee Families, Continued; Care Work and Reproductive Labor in the Global Economy

Note: Lecture and sections do not meet on Thursday November 28 for the Thanksgiving holiday

Rhacel Parrenas, "Patriarchy and Neoliberalism in the Globalization of Care," and "The Place and Placelessness of Filipina Domestic Workers," from *The Force of Domesticity*. New York: NYU Press, 2011.

Kalindi Vora, "Indian Transnational Surrogacy and the Commodification of Vital Energy," *Subjectivity* 28.1 (September 2009): 266-278.

Recommended: Chandan Reddy, "Asian Diaspora, Neoliberalism, and the Family," *Social Text* 84/85 (Fall-Winter 2005): 101-119.

Week 10 (December 3 & 5)— Conclusion, Course Wrap-up, Finals Review, Evaluations

Final Exam: Thursday, December 12, 3 to 6 pm

B.2. CHICAN@ STUDIES M170S LATINOS, LINGUISTICS, AND LITERACY

1

M172SL_syl_S14_post

Chican@ Studies M170SL/Applied Linguistics M172SL/Spanish M172SL
Spring quarter 2014, Tuesday 3:00-5:50, Bunche 2156
Prof. Susan Plann, plann@ucla.edu, tel. (310) 206-3114
Office: Bunche 7373, office hours Tuesday 2-2:50, Thursday 3-4:00 and by appointment

Reader: Valeria Valencia, valenciavz@ucla.edu

Latinos, Linguistics, & Literacy

COURSE OBJECTIVES: This class aims to familiarize you with various approaches to the study of literacy and the issues that surround it. By tutoring at a literacy center for Latino adults or in high school classes for Latino English language learners, you will be able to examine and evaluate these issues and approaches for yourself, as you learn from and serve the Latino community.

READINGS: Readings for this course are available in a course reader, sold through Course Reader Materials, 1080 Broxton Avenue (south of Weyburn). Hours M-F 9-6, phone 310-443-3303.
The reading for week 9 is on reserve in the Chicano Studies Research Center Library, 144 Haines Hall.

COURSE WEBSITE:
<https://ccle.ucla.edu/course/view/14S-APPLINGM172SL-1>

Please do the readings for each week *before* class and come prepared to discuss them.

GRADING:

CLASS PARTICIPATION & ATTENDANCE	15%
JOURNAL WRITING	25%
ORAL PRESENTATION OF FINAL PAPER	10%
FINAL PAPER (approx. 8-10 pages, not including bibliography)	50%

2

PLEASE NOTE: This class has an obligatory service-learning component, which requires you to volunteer at an adult literacy program or at a high school once a week for nine weeks. Students not fluent in Spanish should to tutor English reading or ESL. *For each missed site visit that you do not make up your grade will be lowered one degree (from an A to an A-, from an A- to a B+, etc.).*

3

ABSENCES:

- Absences from class and/or tutoring will adversely affect your grade.
- If you miss a of day tutoring, you must arrange with the teacher or supervisor at your site to make it up.
- For each missed day of tutoring that you do not make up, your grade will be lowered one degree (from an A to an A-, from an A- to a B+, etc.).
- If you miss more than 3 days of seminar, you cannot pass this class.

SITE ATTENDANCE SHEET: Make an attendance sheet with your name on it and at each visit, record the date and have the teacher sign it. *Due at the end of the quarter.*

TUTORING: Information on the sites will be provided the first day of class.

REFLECTIVE JOURNALS:

An important component of this class is reflective journal writing, intended to lead you to reflect deeply on both your site experience and the assigned readings and make connections between the two. Journal entries will also serve as raw material to draw on for your final paper. Journals will be handed in *at the beginning of class on Tuesdays at 3pm.* You are also asked to bring an extra copy of your journal entry (on your laptop if you like) to share in class each week.

- Submit your journals in a sealed envelope with your name on it.
- HARD COPIES only, please.
- Late submissions WILL NOT BE ACCEPTED for any reason.
- Journals will be graded and returned the following week.

For additional information, see below (*INSTRUCTIONS, REFLECTIVE JOURNALS*) and the Reflective Journal Checklist posted on the class website.

CLASSROOM ETIQUETTE:

Please do not open your laptop, phone, or other electronic devices during class. This is a seminar, the idea of for students to talk to each other, and communication is impeded when classmates are looking at their electronic devices.

It is also essential that you address each other respectfully at all times.

4

CLASS SCHEDULE**WEEK 1:**

INTRODUCTORY REMARKS, course requirements, site information, etc.

BACKGROUND READING (reflective journal entries not required):

- R.J. Meyer, "Our Own Stories"
- Faculty Literacy Autobiographies (H. Calderón, C. Collins, C. Noriega, R. Rocco, O. Yokoyama)
- J. Timinsky, Reading into the Future: The Villa Esperanza Adult Literacy Program [NOTE: THIS PAPER BY A FORMER STUDENT IN THIS CLASS WON A PRESTIGIOUS CAMPUS-WIDE WRITING AWARD]
- J. Timinsky, On writing my final paper [JENNA TIMINSKY'S ADVICE TO YOU ON HOW TO WRITE YOUR PAPER]
- C. Valadez and M. Cajina, "Redefinitions and Identity," [BACKGROUND ON CENTRO LATINO FOR LITERACY]
- R.D. Shumer, "A Short Guide to Successful Field Work and Field Study"

ADDITIONAL READING: optional, buy this on Amazon, if you are so inclined: R.M. Emerson et al., *Writing Ethnographic Fieldnotes*, 2nd ed., University of Chicago Press 2011.

IN CLASS: Introductions. Guest speakers: 3:30pm, April Monroe, Hamilton H.S.; 4:00pm, Ana Villegas, Manager, General Operations, Centro Latino for Literacy; Sheena Nahm, Para los Niños.

WEEK 2:**BEGIN TUTORING****READINGS: DEFINITIONS OF LITERACY; A HISTORY OF WRITING INSTRUCTION; ONE APPROACH TO LITERACY**

- N. Hughes and I. Schwab, "The Social Context of Literacy"
- S. Scribner, "Literacy in Three Metaphors"
- T.P. Thorton, "The Lost World of Colonial Handwriting"
- C. Larrota, "Written Conversations with Hispanic Adults Developing English Literacy" [NOTE: We may experiment with this technique this quarter]

5

ADDITIONAL READING (optional):

- Department for International Development, "Adult literacy: an update", <http://www.dv-international.de/files/dfidbrjefliteracyfinal080811.pdf>

JOURNAL ENTRY: How did you learn about this class? What do you expect to gain from it? How does it relate to your future plans? What are your greatest fears about your site work? What are you most looking forward to? What problems and rewards do you anticipate? Reflect on the readings. If you have begun tutoring, reflect on your tutoring experience.

IN CLASS: Discussion of readings, site experience, and reflective journals. Guest speakers Alison Riley and Christina Hong, the Los Angeles Public Library Adult Literacy Program.

WEEK 3:**CONTINUE TUTORING**

DUE TODAY: YOUR LITERACY AUTOBIOGRAPHY: hand in a copy with your journal and bring another (hard) copy with you to class.

READINGS: CRITICAL PEDAGOGY, CRITICAL LITERACY

- P. Freire, "The Adult Literacy Process as Cultural Action for Freedom and Education and Conscientização"
- P. Freire, "Reading the World and Reading the Word: An Interview with Paulo Freire"
- L. Bartlett, "Literacy's Verb: Exploring What Literacy Is and What Literacy Does"
- E. Mein, "Women's Literacy and Numeracy Practices Oriented Toward Small-Scale Social Action in Northern Mexico"

JOURNAL ENTRY: Reflect on the readings. Reflect on your site experience. Include your literacy bibliography in your journal entry and also bring a copy to class.

IN CLASS: Discussion of readings, site experience, and reflective journals.

WEEK 4:**CONTINUE TUTORING**

READINGS: ADULT LITERACY ON BOTH SIDES OF THE BORDER

6

- S.V. Meyers, “‘They Didn’t Tell Me Anything’: Women’s Literacies and Resistance in Rural Mexico”
- S.V. Meyers, “So You Don’t Get Tricked: Counter-Narratives of Literacy in a Rural Mexican Community”
- J. Menard-Warwick, “Intergenerational Trajectories and Sociopolitical Context: Latina Immigrants in Adult ESL”

JOURNAL ENTRY: Reflect on the readings. Reflect on your site experience.

IN CLASS: Discussion of readings, site experience, and reflective journals.

WEEK 5:

CONTINUE TUTORING

READINGS: LITERACY AND GENDER, LITERACY AND VIOLENCE

- J. Menard-Warwick, “‘I Always Had the Desire to Progress a Little’: Gendered Narratives of Immigrant Language Learners”
- J. Menard-Warwick, “‘The Thing About Work’: Gendered Narratives of a Transnational, Trilingual Mexican”
- J. Horsman, “Moving beyond ‘stupid’: Taking Account of the Impact of Violence on Women’s Learning”
- A. Muro and E. Mein, “Domestic Trauma and Adult Education on the United States-Mexico Border”

JOURNAL ENTRY: Reflect on the readings. Reflect on your site experience.

IN CLASS: Discussion of readings, site experience, and reflective journals.

WEEK 6:

CONTINUE TUTORING

READINGS: LITERACY AND TRANSNATIONAL YOUTH

- A. Skerrett, “Languages and Literacies in Translocation: Experiences and Perspectives of a Transnational Youth”

7

- O. García and L. Bartlett, “A Speech Community Model of Bilingual Education: Educating Latino Newcomers in the USA”

JOURNAL ENTRY: Reflect on the readings. Reflect on your site experience.

IN CLASS: Discussion of readings, site experience, and reflective journals.

WEEK 7:

CONTINUE TUTORING

READINGS: MORE ON LITERACY AND TRANSNATIONAL YOUTH

- E. Rubinstein-Ávila: “From the Dominican Republic to Drew High: What counts as literacy for Yanira Lara?”
- E.B. Moje et al., “The Complex World of Adolescent Literacy: Myths, Motivations, and Mysteries”

JOURNAL ENTRY: Reflect on the readings. Reflect on your site experience.

IN CLASS: Discussion of readings, site experience, and reflective journals.

WEEK 8:

CONTINUE TUTORING

READINGS: NATIONAL LITERACY CAMPAIGNS; THE EXAMPLE OF THE NICARAGUAN LITERACY CRUSADE

- R.F. Arno and H.J. Graff, “National Literacy Campaigns”
- R.F. Arno, “The Nicaraguan National Literacy Crusade of 1980”
- L. Baracco, “The Nicaraguan Literacy Crusade Revisited: The Teaching of Literacy as a Nation-Building Project”

JOURNAL ENTRY: Reflect on the readings. Reflect on your site experience.

IN CLASS: Discussion of readings, site experience, and reflective journals. Guest speakers, Jeannette Rodríguez, Lester Fox Rosales, the Sandinista literacy campaign.

8

WEEK 9:

CONTINUE TUTORING

WORK ON YOUR FINAL PAPER: If you haven’t already done so, see the model papers on reserve for this class in the Chicana@ Studies Research Center Library in Haines Hall 144.

READINGS: CASE STUDIES CONCERNING LITERACY IN MEXICO: on reserve for this class in the Chicano Studies Research Library, 144 Haines Hall.

NOTE: these readings are for your information, inspiration and discussion in class [SO BE SURE TO READ THEM!]. All subjects are Mexican adults, two in Mexico, one in the US, who have had little formal education. Note how literacy plays out in each case study, and pay attention to the author’s interpretation of the material, which may be useful for your final paper.

- G. Hernández-Zamora, “Saul and Chela”
- G. Hernández-Zamora, “Laura”

JOURNAL ENTRY: Reflect on your site experience. Make a detailed outline of your final paper. *No reflection on the readings this week: concentrate instead on your final paper.*

IN CLASS: STUDENT PRESENTATIONS OF RESEARCH PAPERS; Discussion of readings, site experience, and reflective journals, as time allows.

WEEK 10:

CONTINUE TUTORING

POLISH YOUR FINAL PAPER

JOURNAL ENTRY: reread your answers the questions you answered week 2 (How did you learn about this class? What do you expect to gain from it? How does it relate to your future plans? What are your greatest fears about your site work? What are you most looking forward to? What problems and rewards do you anticipate?) How did your experience this quarter square with your initial expectations? Reflect on your site experience.

IN CLASS: STUDENT PRESENTATIONS OF RESEARCH PAPERS

9

FINAL PAPERS, JOURNALS, AND ATTENDANCE

SHEETS: DUE BY 5PM MONDAY OF FINALS WEEK, under my office door, 7373 Bunche Hall.

NOTE: Please put everything in a large envelope with your name on it: I can’t be responsible for loose items that go missing.

You must also email me a copy of your paper, as an attachment, by Monday of finals week (any time before midnight).

Thank you for your participation in this class.

10

TUTORING: You can do your tutoring at Hamilton High School, at Centro Latino Literacy, or at Para los Niños.

Centro Latino Literacy: At Centro Latino you can select among a variety of classes, including Leamos Basic, Leamos Grammar, and English as a Second Language, details to be announced the first day of class. If you decide to tutor at Centro, contact them and make tutoring arrangements during week 1 of the quarter.

LOCATION: 1709 W. 8th Street, Los Angeles 90017
tel. 213-483-7753; fax: 213-483-7973

www.centrolatinoliteracy.org, www.facebook.com/centrolatinoforliteracy

CONTACT FOR CLASSROOM VOLUNTEERS:

Ana Villegas, Manager, General Operations ana.v@centrolatinoliteracy.org direct line: 213-235.9993.

Hamilton High School: At Hamilton High School your tutoring schedule will be determined according to your personal needs. *Choose your day and time, in consultation with the EL coordinator.*

According to the coordinator, "This is a great time for your students to get a real understanding with our English Learner populations. The new mandates coming through are showing that the needs of newcomer ELs (English Learners) are completely different from LTEL (Long Term English Learners). Your students would benefit from seeing the difference in the two populations of students and literacy struggles with both. Not only do I have materials your students can use, I can order materials that they can use."

CONTACT: Ms. April Monroe, EL Coordinator, ajh5599@lausd.net, 310-280-1414.

LOCATION: 2955 Robertson Blvd., LA 90034.

- DURING WEEK ONE: contact Ms. Monroe by email ajh5599@lausd.net or by phone, 310-280-1414. In consultation with Ms. Monroe, decide on your individualized tutoring schedule.
- THE FIRST DAY YOU GO TO TUTOR: go directly to Brown Hall, room 116, located at the front of the school, meet with Ms. Monroe, and get room numbers for the classes you will be assisting. *GO EARLY ENOUGH TO GET TO YOUR CLASS ON TIME.*
- Begin your tutoring the second week of the quarter.
- If you must miss a day, notify your supervisor in advance and arrange to make it up.
- *Arrive on time.*

Parking: to be explained the first day of class.

11

Para los Niños:

Contact: Dr. Sheena Nahm, Snahm@paralosninos.org

SITE DETAILS to be provided the first day of class.

12

INSTRUCTIONS, ON LEADING CLASS DISCUSSIONS:

Students will take turns leading class discussions on the readings. When it is your turn to lead the discussion, please prepare a *brief* summary as well as discussion questions on the reading. Most of your time should be spent posing questions, rather than summarizing what classmates have already read. Your questions should focus on the reading and when possible, relate the reading to your site. Appropriate questions might be, "What do you think of the author's views on ___?" How does this relate to the approach to literacy at Centro Latino?" You might also want to ask, "Have you ever had a similar experience? What was your experience like?" but this kind of question should not be the only thing you bring to the discussion, since it does not tie the reading to your site work.

INSTRUCTIONS, REFLECTIVE JOURNALS:

An important component of this class is reflective journal writing, intended to lead you to reflect deeply on both your site experience and the assigned readings and make connections between the two. Journal entries will also serve as raw material to draw on for your final paper. Journals will be handed in *at the beginning of class on Tuesdays at 3pm*. You are also asked to bring an extra copy of your journal entry (on your laptop if you like) to share in class each week.

- Submit your journals in a sealed envelope with your name on it.
- HARD COPIES only, please.
- Suggested length: 2-3 typed pages of reflection on assigned readings; some weeks you may need additional pages (e.g. for your literacy autobiography).
- Check off each item you complete on the relevant week's check sheet and submit the checklist with your journal. (Use the Reflective Journal Checklist, posted on the class website)
- Late submissions WILL NOT BE ACCEPTED for any reason.
- Journals will be graded and returned in class the following week.
- For additional instructions, see the Reflective Journal Checklist posted on the class website.

JOURNAL CONTENT:

Write your journal entries concerning site activities *as soon as possible after each visit*, while details are still fresh in your mind. Topics may include critical observations of all kinds; details of your activities; information on the literacy students; your reactions to the students, the program, and the tutoring experience; etc.

Your journal should also include reflection on ALL weekly readings, with special attention to things that seem relevant to your site work and final paper.

13

To summarize, each journal entry should include the following components:

- reflection and observations on your site visit
- reflections and observations on *all* obligatory readings for the week
- any additional assignments for the week

14

INSTRUCTIONS, FINAL PAPER (suggested length, 8-10 pages + bibliography):

BEFORE YOU GET STARTED, read the prize-winning paper by former student Jenna Timinsky, "Reading into the Future: The Villa Esperanza Adult Literacy Program," and Jenna's advice on how to write your own paper; both items are included in the class reader.

Your final paper should draw on both class readings and field journal entries. In your paper you should organize, synthesize, analyze, and interpret this material, rather than merely repeating it.

You may write in Spanish or English: language and style are a part of your grade, so use your strongest language.

Any recognized style (e.g. MLA, Chicago) is acceptable, but you should follow it consistently.

You must include a bibliography, which should contain complete references to all sources you cite in your paper. For print sources, citations must include the *page number* on which quotes or key ideas occur ("Smith 2012" is not sufficient). A list of readings for this course with complete references is posted on the class website for week 1.

Use reference notes as needed, following your chosen style manual.

A successful final paper may include the following points (not necessarily in this order).

1. Information about the program you attended, including:

- a brief history of the program
- description of the site
- program goals
- the program's view of literacy (which may or may not be overtly articulated—you may wish to discuss this with the instructor, or you may have to deduce it for yourself)

2. Information about the literacy students: PLEASE NOTE: inquiries must be made with tact—and not at all, if you sense any discomfort concerning any of the following topics. Some UCLA students may work intensively with one learner, in which case the paper may focus mainly on him/her; other UCLA students will assist various learners, in which case the paper should include information about several learners or the learners as a group.

15

If you choose to focus on one or two people, you may wish to include the following points (not all of them relevant to all learners: adult learners have a different profile than high school students):

- learner's first name (which you should change to protect your learner's privacy)
- age
- physical description
- country of origin
- time in the class or program
- description of what learners read: internet, novels, bus schedule, etc.
- literacy practices both in and out of the classroom: what use does your learner make of his/her literacy outside the class or program (reading or writing activities at home, helping children with homework, translating for parents, emailing, texting, journaling, market lists, etc.); do these practices occur in Spanish, English, or some combination of the two?
- impact of the class or program on learner's life: what changes have occurred, if any?
- literacy goals: what does s/he hope to be able to do with knowledge gained from this class or program?

For adult learners:

- degree of literacy/years of schooling (if any) before entering the program
- background circumstances: what factors hindered the learner's earlier education?
- family literacy: are the learner's parents literate? siblings? spouse?
- how s/he learned about this program
- motives for wanting to learn to read: was there a turning point?
- information concerning the learner's "social network": are friends/family/partners supportive of his/her learning to read, do they create obstacles, or are they ambivalent?

3. Information on the instructional program, including:

- explanation of the methods employed there
- description of the format of the class and the usual activities & procedures
- which if any of the approaches to literacy that we read about in class pertain to this program?
- to what extent (if any) is the curriculum at your site transnational?

4. A description of your tutoring experience, including:

- learning activities you engaged in with the learners
- methods you employed, including which ones were successful and which were not
- difficulties learners encountered; how you dealt with them and how (or if) learners were able to overcome them
- description of learners' progress

16

5. Your personal reaction to tutoring, including but not limited to:

- your feelings about literacy before and after participating
- how this experience has affected you personally (e.g. your view of illiteracy, cultural awareness, etc.)
- your view of the literacy students: has it changed over the course of the quarter? If so, how?
- the greatest challenge you faced
- your greatest satisfaction

6. If you are not a native speaker of Spanish and you used Spanish in your tutoring, explain how this experience has affected your Spanish language abilities:

- topics might include confidence in your ability to understand and communicate in Spanish, acquisition of vocabulary, general fluency, etc.

FINAL OBSERVATIONS: This outline is meant as a starting point; depending on your own individual experience, you may not obtain all the information suggested here. You may also wish to include other topics not mentioned here.

I urge you to approach your writing creatively and to make full use of your literary talents as well as your information-gathering, interpretive, and analytic skills. If you want to discuss your research with me at any point during the quarter, please feel free to do so.

FINAL PAPERS, JOURNALS, AND ATTENDANCE SHEETS: due by 5pm Monday of finals week, under the door to my office (Bunche 7373). Please submit everything in a large envelope; I cannot be responsible for loose items that go missing.

You must also email me a copy of your paper, as an attachment, by Monday of finals week (any time before midnight).

Thank you for your interest in this class.

B.3. DISABILITY STUDIES 101W: PERSPECTIVES ON DISABILITY

DS 101 | Winter 2014
Page 1UNIVERSITY OF CALIFORNIA, LOS ANGELES
Disability Studies 101W: Perspectives on Disability (5 units)Winter 2014
Wednesdays, 12:00 p.m. - 2:50 p.m., Kaufman 200

Instructor: Victoria Marks	TA: Mana Hayakawa
Office: Kaufman 140A	Section: 1A, Kaufman 200
Section: 1D, Kaufman Conference Rm.	Email:
manahayakawa@ucla.edu	
Email: vmarks@arts.ucla.edu	Office: Kaufman 130A
Phone: (310) 493-8114	Office Hours: Tuesdays,
1:30-3:30 p.m.	And by appointment
Office Hours: Tuesday, 1:00-3:00 pm	
And by appointment	
TA: F. Ariel Hernandez	TA: Carl Schottmiller
Section: 1C, Humanities A60	Section: 1B, Kaufman 153
Email: fahernandez@ucla.edu	Email: cschottmiller@ucla.edu
Office:	Office: Kaufman 130A
Office Hours: Scheduled by appointment	Office Hours: Thursdays, 1:00-2:00 p.m.
	And by appointment

COURSE DESCRIPTION:

Disability Studies offers a lens for thinking about the body, society, and culture. The goal of this emerging interdisciplinary field is not to offer a definition of “disability;” rather, its purpose is to create a critical framework that questions and connects our understandings of “disability” and impairment across established disciplines. This course will provide a sampling of disciplinary perspectives on “disability” so that you become informed consumers of academic scholarship and public information on issues related to “disability.” With this in mind, the readings were selected based on a central tension in Disability Studies—between impairments as lived subjective experience and “disability” as stigmatized socially constructed category in “objective,” medical, and legal discourses.

COURSE PREREQUISITE:

Satisfactory completion of Writing I.

COURSE OBJECTIVES:

By the end of this course, you will have been exposed to a variety of perspectives on disability and impairment that enable you to discuss and write about the large questions that promote scholarship in disability studies using appropriate disciplinary modes of discourse. You will also have the analytic and conceptual tools to critically discuss the differences between medical/biological models of disability and social constructions of disability. This course is constructed to help you understand how people with impairments are socially marked as “disabled” and are often viewed as deviant, stigmatized, and incompetent. In addition, you will be able to cite multidisciplinary perspectives to critically analyze such characterizations.

CLASSROOM DECORUM:

Because Kaufman 200 is a theater, eating and drinking are prohibited. Laptops, iPads, PDA's, and cell phones must not be used during class, and full attention must be given to guest speakers and lecturers.

WRITING EXPECTATIONS:

DS 101 | Winter 2014
Page 2

Disability Studies 101W is a writing-intensive course that satisfies the College Writing II requirement. The written assignments are designed to increase your awareness of disciplinary conventions and to engage in increasingly complex writing tasks. At critical points, you will be asked to participate in a thoughtful and structured revision process that is meant to improve your writing skills and to hone your critical thinking. Feedback may be provided in-person and/or in writing. Comments are likely to focus on effective writing or rhetoric, use of logical and persuasive arguments, analysis of evidence, and evaluation of theory and perspectives. If you have any questions or concerns about your writing, please speak with your TA before or after class or in office hours.

You are also encouraged to use the resources of the Undergraduate Student Writing Center. Information about services, hours, and locations can be found at www.wp.ucla.edu.

RECOMMENDED Listservs:
It is strongly suggested that you join the DS-HUM electronic discussion list, which is a lively forum that can provide you with a sense of the variety of voices and perspectives within the field of Disability Studies. You may join by emailing: DS-HUM-subscribe-request@LISTSERV.UCLA.EDU. If you are interested in disability history, you might also want to subscribe to the H-Disability list by emailing: H-DISABILITY-subscribe-request@H-NET.MSU.EDU.

COURSE REQUIREMENTS:
Participation (20 points)
The lifeblood of every seminar is the class discussion. You are expected to complete the weekly readings and to contribute to the group discussion. This means that you must finish the readings before the class for which they are assigned. Laptops, iPads, PDAs, and cell phones must not be used during class unless they are being used as part of your Class Presentation assignment.

Class Presentation (5 points)
You are responsible for a short 5-10 minute oral presentation in section, during which you will open the discussion on one of the texts assigned for the week. The presentation does not need to be formal; however, it is important to raise questions about the reading that engage all participants in the seminar. You are required to meet with your TA before the presentation to discuss what you plan to do. A written outline of the week's reading assignments, discussion questions, and plans for how you intend to approach the presentation is strongly encouraged. Please be aware that a seminar cannot function without preparation and participation.

Weekly summaries (10 points)
Every week students must submit a written summary for each assigned reading. (Where there is more than one reading for the week, be sure to include a summary for each reading.) Each summary must include the reading's topic, scope and argument in 200-300 words:
Topic: What is the main idea addressed by this author?
Scope: What is the author's perspective and what areas of study does it speak to? What knowledge frames the discussion? Whose perspectives/voices and what fields of study are used to build the argument?
Argument: What point of view does the author take on the topic? What position or stance does the author articulate? How does the author develop and prove the thesis? What evidence is used?
You are required to email your summaries to your TA by Wednesday at 8 a.m. Emails must be labeled with the week of assignment, course title, and your last name (e.g. week 2 DS 101 Hayakawa). Please label your attached document in the same way (e.g. week2DS101Hayakawa).

DS 101 | Winter 2014
Page 3

Written assignments (65 points)
While we will be spending most of our time in this seminar looking at a sampling of disciplinary perspectives on the theme of disability, the written assignments for this class will require you to engage in an in-depth analysis of a Disability Studies-related topic. Please note that all papers should use APA style for format and citations. Detailed examples of APA formatting may be found on the course CCLC website.

Special note: You have the option of revising your first paper; however, you are required to revise the second and fourth papers based on feedback from peers or your TA. A meeting with your TA is optional but highly recommended to review the feedback. Revised papers may be eligible to receive a better grade. All revised papers are due one week after your paper is returned to you in class. For revisions to be considered, you must submit the original paper, a redlined version of the revised paper (marked up paper showing what has been edited), and a non-redlined version of the revised paper. Please speak with your TA directly if you have any questions or concerns about this process. Please be aware that submitting a revised paper does not automatically mean you will receive a higher grade.

First paper (5 points): Personal experience of disability in conversation with the film or readings from Week One (Due Week 2, 1/15/14 ; 2-3 pages)
Incorporating concepts from the film and/or readings for Week One, write an essay in which you describe a personal encounter with disability (e.g. volunteering, a personal situation/condition, or your experience of interacting with a friend or family member). Since you are exposed to disability every day, whether or not you are conscious of it, this paper asks that you reflect on those experiences that captured your attention, considering ways in which your personal encounter sits in tension or agreement with our readings.

Second paper (20 points): The social construction of disability: Contemporary examples (Due Week 4, 1/29/14 ; 3-4 pages)
Write an essay in which you utilize at least 3 concepts from the Course Readings to critically engage the representation of disability in a newspaper or magazine article. Your analysis should illustrate how both the medical/biological models of disability and the social construction of disability are often deployed in ways that highlight how people with impairments are (or depending on your example, are not) marked as deviant, stigmatized, infantilized, or incompetent. You are responsible for locating a newspaper or magazine article published within the past six months. The article must be attached to your paper.

Third paper (5 points): Proposal for final research paper (Due Week 6, 2/12/14 ; 1 page)
Submit a brief proposal describing your final research paper. The proposal must include a statement about the issue, topic, or problem that you wish to investigate, a list of potential scholarly sources (3-5 citations), and a discussion of how you will use the lens of Disability Studies to inform your research and analysis. Paper topics may be taken from any theme covered in the syllabus or may expand on a question raised in discussion section. The purpose of the final paper is to present you with an opportunity to engage in an in-depth exploration of a topic of personal and intellectual interest. It is also an opportunity for you to demonstrate your understanding of the course material and proficiency at using the lens of disability studies as a tool in your analysis. Past examples include a critical analysis of the portrayal of mental illness in the media, discrimination and segregation of special education students, and

DS 101 | Winter 2014
Page 4

the examination of disability culture and identity.

Fourth paper (35 points): Final research paper (Draft Due Week 9, 3/5/14; Final/revised version due Friday of Finals week, 3/21/14; 9-10 pages)
Students will receive feedback from their TAs on their paper proposals in a timely matter in order to develop their final papers. The final paper must cite at least four of the writings and/or films assigned for this course. Finally, the page number requirement for the written assignments does not include a cover page or Works Cited page.

Please note that the first three written assignments are due in class. The draft of the fourth assignment is due in class of Week 9. The final version of the fourth assignment is due on March 21, 2014 via email to your TA or may be hand-delivered to Kaufman Hall by 4:30 pm. If submitting by email please label the email: Final paper DS 101: LAST NAME. Your attached paper must be labeled in the same format. All final papers must be submitted to turnitin.com. This can be done by logging into your my.ucla.edu account and selecting the "courses" link. Click the "Turnitin" link under the name of the class. When you click this link, you may upload your paper to the web site.

GRADING POLICY:

Participation:	20
Weekly Summaries:	10
Class presentation:	5
First paper:	5
Second paper:	20
Third paper:	5
Fourth paper:	35
Total:	100

99 - 100%	A+	65-67%	D+
91 - 99%	A	60-64%	A-
90%	A-	58-59%	D-
89%	B+	<57%	F
81-88%	B		
80%	B-		
79%	C+		
70-78%	C		
68-69%	C-		

Late or missing papers: Unless arrangements are made at least 5 days in advance, all papers submitted 1 to 3 days after the due date will result in an automatic reduction of one full grade (e.g. B grade will become a C grade). After 3 days, no late papers will be accepted and you will receive an automatic F for the assignment.

Late or missing forum responses: No late summaries will be accepted.

Missing class: If you are not present in class, you will not be able to participate which in turn may affect your grade. Only medical or family emergencies will be noted as

DS 101 | Winter 2014
Page 5

excused absences. Please provide your TA with explanations for any absences that should be excused.

STATEMENT OF DISABILITY, ABILITY, AND REASONABLE ACCOMMODATION:
In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, UCLA is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (emotional, medical, physical and/or learning) consult the Office for Students with Disabilities (OSD), located in A255 Murphy Hall to secure the necessary academic accommodations. In addition to registering with OSD, students may contact your TA privately to discuss specific needs. We also welcome contact and conversation from those students who do not identify as disabled but who would like to share ways that we can help to make the curriculum more accessible and/or to facilitate learning and participation.

STATEMENT ON ACADEMIC INTEGRITY:
You are expected to abide by UCLA's Code of Conduct. Cheating and plagiarism are not tolerated and can result in failure of the course and/or other disciplinary actions including expulsion from UCLA. To view the Code of Conduct, go to www.deanofstudents.ucla.edu/studentconductcode.

CLASS SCHEDULE:
All assigned readings may be found on the course web site (<https://moodle2.sscnet.ucla.edu/course/view/13W-DISSTD101-1>).

ASSIGNMENT CALENDAR:
Weeks One - Three: Origins of Disability Studies
During the first three weeks of the quarter students will learn about the development of the discourse through an analysis of disability civil rights movements leading to the establishment of theoretical frameworks necessary to build an academic discipline. Students will also be introduced to historical understandings of "disability" and the misuse of "disability" to justify abuse and inequity. This historical overview will be followed by a discussion of the passing of the Americans with Disabilities Act (1990).

Week 1:	<i>From Disability-as-pathology to Civil Rights Movement</i>
Readings:	Davis, L. J. (2013) Introduction: Normality, Power and Culture. <i>The Disability Studies Reader Fourth Edition</i> (pp. 1-14). New York: Routledge.
	Remen, Rachel. (1999). <i>Helping, Fixing, or Serving?</i> Shambhala Sun
Viewings:	Neudel, Eric. (Director). (2011). <i>Lives Worth Living</i> [Documentary]. United States: PBS.
	Weekly Summary due via email by 8 a.m.

DS 101 | Winter 2014
Page 6

Week 2:	<p><i>From Disability-as-pathology to Civil Rights Movement</i></p> <p>GUEST SPEAKER: Dr. Susan Schweik, Associate Dean in the Division of Arts and Humanities, UC Berkeley Department of English</p> <p>Readings: Baynton, D. C. (2001). Disability and the Justification of Inequality in American History. <i>The New Disability History: American Perspectives</i> (pp. 33-57). New York: New York University Press Schweik, Susan. (2011). Lomax's Matrix: Disability, Solidarity, and the Black Power of 504. <i>Disability Studies Quarterly</i>, 31(1). Snyder, S. L. and Mitchell, D. T. (2006). The Eugenic Atlantic: Disability and the Making of an International Science. <i>Cultural Locations of Disability</i> (pp. 100-129). Chicago: The University of Chicago Press.</p> <p>Assignments: First paper due in class. Weekly Summary due via email by 8 a.m.</p> <p>Extra Credit Opportunity: Attend Dr. Schweik's lecture "Qualities of Mercy: Disability, Dignity, and Debate on the American Small Screen, 1956-1964" from 4:00-6:00 p.m. in the Sierra Room at the Faculty Center. Check-in with one of the TAs at the event to get credit for attending.</p>
Week 3:	<p><i>Disability Studies Theory and Identity: Naming, Narrating, and Theorizing "Disability"</i></p> <p>GUEST SPEAKER: Dr. Raymond Knapp, Professor and Chair of Musicology, UCLA</p> <p>Readings: Knadler, S. (2013). Dis-abled Citizenship: Narrating the Extraordinary Body in Racial Uplift. <i>Arizona Quarterly: A Journal of American Literature, Culture, and Theory</i>, 69(3), 99-128. Knapp, R. (2014). Musicals and Disability. Pre-publication Samuels, S. (2003). My Body, My Closet. <i>The Disability Studies Reader Fourth Edition</i> (pp 316-332). New York: Routledge. Wendell, S. (1996). The Social Construction of Disability. <i>The Rejected Body: Feminist Philosophical Reflections on Disability</i> (pp. 35-56). New York: Routledge.</p> <p>Assignments: Weekly Summary due via email by 8 a.m.</p>

DS 101 | Winter 2014
Page 7

Weeks Four – Six: Representing "Disability"
During the next three weeks, students will examine "disability" through the lens of art, literature and politics. This unit will review critical literary and artistic contributions that shape and re-define "disability." Students will also see how "disability" is foregrounded as a social and political identity and will grapple with the efficacy of such an identity-based movement.

Week 4:	<p><i>Representations of "Disability" in Visual Art and Curation</i></p> <p>GUEST SPEAKER: Dr. Georgina Kleege, Lecturer, UC Berkeley Department of English</p> <p>Readings: Garland Thomson, R. (2001). Seeing the Disabled: Visual Rhetorics of Disability in Popular Photography. <i>The New Disability History: American Perspectives</i> (pp. 335-374). New York: New York University Press. Kleege, Georgina. (2005). Blindness and Visual Culture. <i>Journal of Visual Culture</i> (pp. 179-190). Wu, C. (2012). <i>Chang and Eng: Reconnected</i>. Philadelphia: Temple University Press. (pp. 1-11; 81-99)</p> <p>Assignments: Second paper due in class. Weekly Summary due via email by 8 a.m. Optional: Revised first paper based on feedback from the instructor or TA.</p> <p>Extra Credit Opportunities: Attend Dr. Kleege's lecture "Audio Description Described: Current Standards, Future Innovations, Larger Implications" time and date TBD Attend Andrew Solomon's presentation on his book <i>Far From the Tree</i>, February 4 from 7:00-9:00 p.m. in UCLA's Northwest Campus Auditorium</p>
----------------	--

DS 101 | Winter 2014
Page 8

Week 5:	<p><i>Choreography and Performance in relation to Physical Impairments</i></p> <p>Readings: Curtis, Bruce. Exposed to Gravity. <i>Taken By Surprise: A Dance Improvisation Reader</i> (pp. 13-18). Middletown: Wesleyan University Press. Fox, Ann and Joan Lipkin. (2002). Res(Crip)ting Feminist Theater Through Disability Theater: Selections from the Disability Project. <i>NWSA Journal</i>, 14(3), 77-98. Sandahl, Carrie. (2004). Black Man, Blind Man: Disability Identity Politics and Performance. <i>Theatre Journal</i>, 56(4), 579-602.</p> <p>Viewings: Margolis, J. (Director). (1996). <i>annual</i>. Academy Awards. [Awards Show]. United States: ABC Network, [http://www.youtube.com/watch?v=ff53-PJ5QI] Guinness Corporation. (Producers). (2013). <i>Friendship</i>. [TV Commercial]. [http://www.youtube.com/watch?v=xwndL0KQTDs] National Theatre of the Deaf. (Choreographers). (1988). <i>My Third Eye</i>. [Performance]. [http://www.youtube.com/watch?v=JZsu05qaCaM] Brew, M. and AXIS Dance Company. (Choreographers). (2011). <i>Full of Words</i>. [Choreography]. [http://www.youtube.com/watch?v=AaXn62CEhQk] Marks, V. and Williams, M. (Choreographer and Director). (1994). <i>Outside In</i>. [Dance Film]. Britain: MJW Productions. [http://www.dailymotion.com/video/x7ylm2_candoco-david-toole_lifestyle]</p> <p>Assignments: Weekly Summary due via email by 8 a.m.</p>
----------------	--

DS 101 | Winter 2014
Page 9

Week 6:	<p><i>Choreography and Performance in relation to Neurodiversity</i></p> <p>GUEST SPEAKER: Dr. Anurima Banerji, Assistant Professor in the Department of World Arts and Cultures/Dance</p> <p>Readings: Nash, M. (2005). Beyond Therapy: 'Performance' Work with People Who Have Profound & Multiple Disabilities. <i>Bodies in Commotion: Disability and Performance</i> (pp. 190-201). Ann Arbor: University of Michigan Press. Perring, Giles. (2005). The Facilitation of Learning-Disabled Arts. <i>Bodies in Commotion: Disability and Performance</i> (pp. 175-189). Ann Arbor: University of Michigan Press. Wolfram, P. (2013). The Madwoman in the Academy, or, Revealing the Invisible Straightjacket: Theorizing and Teaching Saneism and Sane Privilege. <i>Disability Studies Quarterly</i>, 33(1).</p> <p>Viewings: Marks, V. (Choreographer). (2010). <i>Excerpts from Action Conversations</i> [Documented Performance]. United States: Youtube, [http://www.youtube.com/watch?v=NqbJg6fGdw] Baggs, A.M. (Writer and Producer). (2007). <i>In My Own Words</i> [Documented Performance]. United States: Youtube, [http://www.youtube.com/watch?v=jnyIM1hI2Jc]</p> <p>Assignments: Weekly Summary due via email by 8 a.m. Third paper due in class. Prepare to visit the instructor or TA in office hours to receive feedback on your proposal.</p>
----------------	--

Weeks Seven – Nine: Disability Studies in Conversation with Deaf Studies, Autism, Neurodiversity, and Genetics

During the next three weeks of the quarter, students will build on theories of representation by analyzing social models of "disability" compared to medical models of Deaf Identity, Neurodiversity, and Bioethics. This unit complicates constructions of a "normative" human body and problematizes medical rhetorics of "fixing" and "curing" impairments.

DS 101 Winter 2014 Page 10		DS 101 Winter 2014 Page 11	
Week 7:	<p><i>Deaf and Disability Studies in Conversation</i></p> <p>GUEST SPEAKER: Dr. Benjamin Lewis, Lecturer, UCLA Department of Linguistics</p> <p>Readings: Bauman, H-D. L. (2005). Designing Deaf babies and the question of disability. <i>Journal of Deaf Studies and Deaf Education</i>, 10 (3), 311-315. Edwards, R. A. R. (2005). "Hearing Aids Are Not Deaf": A Historical Perspective on Technology in the Deaf World. <i>The Disability Studies Reader Third Edition</i> (pp. 403-416). New York: Routledge. Solomon, Andrew. (2012) <i>Deaf. Far From the Tree: Parents, Children, and the Search for Identity</i> (pp. 49-114). New York City: Scribner.</p> <p>Viewings: Son, M. T. (Director and Producer). (2011). <i>Making Noise in Silence</i>. [Documentary]. United States: Center for Asian American Media.</p> <p>Assignments: Weekly Summary due via email by 8 a.m.</p>	Week 9:	<p><i>(Re)thinking Intersections of "Disability" and Genetics</i></p> <p>GUEST SPEAKER: Lila B. Dayani, MS, MS, CGC, Prenatal Genetic Counselor, UCLA Prenatal Diagnosis Center & Preconception Clinic</p> <p>Readings: Bérubé, Michael. (2004). Disability, Democracy, and the New Genetics. <i>The Disability Studies Reader Fourth Edition</i> (100-114). New York: Routledge. Lewiecki-Wilson, C. (2011). Uneasy Subjects: Disability, Feminism, and Abortion. <i>Disability and Mothering: Liminal Spaces of Embodied Knowledge</i> (pp. 63-78). New York: Syracuse University Press. Scully, J. L. (2008). Disability and genetics in the era of genomic medicine. <i>Nature Reviews Genetics</i>, 9, 797-802.</p> <p>Assignments: Weekly Summary due via email by 8 a.m. Draft of fourth paper due in class.</p> <p>Week Ten: Disability Social Policy During the final week of the quarter, students will apply their theoretical knowledge to contemporary legislative interventions into constructions of "disability." Students end the quarter thinking about their own positions as emerging scholars, practitioners, activists and professionals. Using the resources of DS 101, students gain perspectives on how to engage with issues of "disability" inside and outside the classroom.</p>
Week 8:	<p><i>Autism and Neurodiversity in Conversation</i></p> <p>GUEST SPEAKERS:</p> <ul style="list-style-type: none"> • Dr. Annie Tucker, Teaching Fellow, UCLA Department of World Arts and Cultures/Dance • Christine Tarleton, Teaching Fellow, UCLA Department of History • Steven Kapp, PhD Student, UCLA Department of Education <p>Readings: Bagatell, Nancy. (2010). From Cure to Community: Transforming Notions of Autism. <i>ETHOS</i>, 38(1), 35-55. Reid, D.K. and Knight, M.G. (2006). Disability Justifies Exclusion of Minority Students. <i>Educational Researcher</i>, 35(6), 18-23. Sinclair, J. (1993). Don't Mourn for Us. <i>Our Voice</i>, 1(3). Yergeau, Melanie. (2012). Socializing Through Silence. <i>Loud Hands Autistic People Speaking</i>. (pp.). Autistic Self Advocacy Network</p> <p>Assignments: Weekly Summary due via email by 8 a.m.</p>	Week 10:	<p><i>The "Disabled" Body and Law</i></p> <p>GUEST SPEAKER: Dr. Beth Ribet, Visiting Professor, UCLA School of Law.</p> <p>Readings: Ne'eman, A. (2010). The future (and the Past) of Autism Advocacy, or why the ASA's Magazine, <i>The Advocate</i>, Wouldn't Publish this Piece. <i>Disability Studies Quarterly</i>, 30 (2). Pokempner, Jennifer and Dorothy Roberts. (2001). Poverty, Welfare Reform, and the Meaning of Disability. <i>Ohio State Law Journal</i>, 62, Schweik, Susan. (2009). <i>The Ugly Laws: Disability in Public</i>. (pp. 1-20). New York: New York University Press.</p> <p>Assignments: Weekly Summary due via email by 8 a.m.</p>
		March 21	<p>Fourth paper due to TA via email or hand-delivery in Kaufman Hall by 4:30 p.m.</p>

B.4. FRANCE AND ITS OTHERS: RACE, ETHNICITY, AND DIFFERENCE IN FRENCH CINEMA

Course: French Cinema and Culture https://ccle.ucla.edu/course/view/14W-FRNCH41-1?show_all=1

↑ Turn editing on Control Panel

/ 14W-FRNCH41-1

French Cinema and Culture

WINTER 2014 - FRNCH41-1 - BROZGAL

You are viewing a site for a course that is no longer in session. Student access has expired. Use the Site invitation tool/Temporary Participant role to grant temporary access to this site.

For course location and time see Registrar Listing: FRNCH41-1
For official course description, final exam code and other course information see: FRNCH41-1

[Show registrar description](#)

FRANCE AND ITS OTHERS: RACE, ETHNICITY, and DIFFERENCE in FRENCH CINEMA

Professor Lia Brozgal

Course description/Films/Readings

By all benchmarks (critical, financial, popular), the 2011 movie *The Intouchables* (*Les Intouchables*) was a success. A “feel-good” film about the friendship between Philippe, a wealthy white man of French extraction and Driss, a poor black man of Senegalese origin, *The Intouchables* has generated no small number of superlatives: it currently stands as France’s second biggest box-office success (after *Welcome to the Sticks*, 2008); in 2012 it was the highest grossing non-English language film of the year and it has been called the most successful non-English language film ever; in 2011, 52 % of French people declared the film to be THE cultural event of the year; and finally, when Omar Sy earned a *César* award for his portrayal of Driss, he became the first black actor to win the coveted prize (the French equivalent of an Oscar).

1 of 18 6/13/14, 3:45 PM

<p>Course: French Cinema and Culture https://ccl.e.ucla.edu/course/view/14W-FRNCH41-1?show_all=1</p> <p>14W-FRNCH41-1</p> <h2>French Cinema and Culture</h2> <p>WINTER 2014 - FRNCH41-1 - BROZGAL</p> <p>You are viewing a site for a course that is no longer in session. Student access has expired. Use the Site invitation tool/Temporary Participant role to grant temporary access to this site.</p> <p>For course location and time see Registrar Listing: FRNCH41-1 For official course description, final exam code and other course information see: FRNCH41-1 Show registrar description</p> <h3>FRANCE AND ITS OTHERS: RACE, ETHNICITY, and DIFFERENCE in FRENCH CINEMA</h3> <p>Professor Lia Brozgal</p> <p>Course description/Films/Readings</p> <p>By all benchmarks (critical, financial, popular), the 2011 movie <i>The Intouchables</i> (<i>Les Intouchables</i>) was a success. A "feel-good" film about the friendship between Philippe, a wealthy white man of French extraction and Driss, a poor black man of Senegalese origin, <i>The Intouchables</i> has generated no small number of superlatives: it currently stands as France's second biggest box-office success (after <i>Welcome to the Sticks</i>, 2008); in 2012 it was the highest grossing non-English language film of the year and it has been called the most successful non-English language film ever; in 2011, 52 % of French people declared the film to be THE cultural event of the year; and finally, when Omar Sy earned a <i>César</i> award for his portrayal of Driss, he became the first black actor to win the coveted prize (the French equivalent of an Oscar).</p> <p>1 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccl.e.ucla.edu/course/view/14W-FRNCH41-1?show_all=1</p> <p>However, to take <i>The Intouchables</i> and its massive popular success at face value is to elide the very serious questions about race and representation that the film—notwithstanding its directors' qualification as a "contemporary fairy tale"—begs us to ask: how might we scratch the surface of <i>The Intouchables</i> to explore the representation of race in French cultural productions? How does the film interact with its socio-political context? And, finally: if <i>The Intouchables</i> indeed suggests that racial harmony is the status quo in French film and in French life, has it always been this way? How has the cinematic representation of race, ethnicity, and difference evolved over the course of the 20th century? In other words: how did we get here?</p> <p>To begin answering this question and articulating other, more probative speculations, the course places a selection of films by mainstream French directors in their respective historical contexts. The films chosen reflect a variegated understanding of race and ethnicity, moving from relatively narrow definitions to a broader, more capacious construal of difference. While colonial film is not the focus of the course, any discussion of race and difference in French culture must be foregrounded by an understanding of the French imperial project and its cultural avatars. The films, then, can be grouped into two main categories: "colonial" and "postcolonial" representations. Titles from the colonial era include Jean Duviols's classic <i>Pépé le moko</i> (1937) set in the Casbah of Algiers and the pre-WWII propaganda documentary <i>France is an Empire/La France est un empire</i> (1938). Also included in this category are Bertrand Tavernier's <i>Clean Slate/Coup de torchon</i> (1981) and Claire Denis's <i>Chocolat</i> (1988), which, despite being produced after decolonization, nonetheless offer two salient examples of the French colonizer in West Africa. The second half of the course trains its focus on the representation of difference in mainland France: Mathieu Kassovitz's first film, <i>Café au lait/Mélieuse</i> (1993)—a "race rom-com" and his now-classic neo-realist vision of the gritty Parisian housing projects, <i>Hate/La Haine</i> (1995); <i>The Secret of the Grain/La Graine et le mulet</i> (2007) by Franco-Tunisian director Abdellatif Kechiche; the "ripped from the headlines" film <i>Welcome</i> (Phillippe Lioret, 2009) documenting the plight of Kurdish refugees in northern France; and Laurence Cante's para-documentary <i>The Class/Entre les murs</i> (2008), which situates racial and ethnic tensions within the high-school classroom. The course concludes with another French blockbuster, <i>Welcome to the Sticks/Bienvenue chez les ch'ris</i> (2008)—a comedic tale of regional difference that might be read as an allegory for racial empathy.</p> <p>In addition to the cinematic content, this course proposes a selection of readings that fall into two categories:</p> <p>2 of 18 6/13/14, 3:45 PM</p>																								
<p>Course: French Cinema and Culture https://ccl.e.ucla.edu/course/view/14W-FRNCH41-1?show_all=1</p> <p>1) In order to deepen your understanding of the representation of race and alterity in the selected films and in their historical contexts, the course includes readings to be placed in dialogue with the films. In the first half of the course, these include: essays on race, ethnicity, difference, alterity (Memmi, Fanon, Said); French history (primary documents on universalism and the civilizing mission); and contemporary politics (Agamben, Thomas, Gueye). In the second half of the term, the course introduces scholarly essays on each of the films; these texts constitute models of scholarly writing on cinema and culture, and offer examples of how cultural knowledge and formal film analysis can be fruitfully brought together to create critique.</p> <p>2) In order to provide you with an analytical vocabulary for discussing the films, the course includes readings in formal film analysis. The Yale French Studies "Film Analysis Guide" (available online) is our primary resource. Occasional essays in film theory (Mulvey) may be included.</p> <table border="1"> <thead> <tr> <th>Instructor</th> <th>Email</th> <th>Office</th> <th>Office hours</th> </tr> </thead> <tbody> <tr> <td>BROZGAL, LIAN.</td> <td>lbrozgal@humnet.ucla.edu</td> <td>Royce Hall 232A</td> <td>Tuesdays, Noon-1:30pm</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Teaching Assistant</th> <th>Email</th> <th>Office</th> <th>Office hours</th> </tr> </thead> <tbody> <tr> <td>HADDIX, ANNEKA WYLIE</td> <td>ahaddix@ucla.edu</td> <td>Royce Hall B12</td> <td>Thursdays, 11:30am-1:30pm</td> </tr> <tr> <td>VAUGHAN, HANNAH</td> <td>hvaughan@ucla.edu</td> <td>Royce Hall B12</td> <td>Tuesdays, 12:30pm-1:30pm; Thursdays, 12:30pm-1:30pm</td> </tr> <tr> <td>WAY, WINMAR</td> <td>way@ucla.edu</td> <td>Royce Hall B12</td> <td>Tuesdays, 11:30am-1:30pm</td> </tr> </tbody> </table> <p>Announcements (Private Course Material)</p> <p>Discussion forum (Private Course Material)</p> <p>3 of 18 6/13/14, 3:45 PM</p>	Instructor	Email	Office	Office hours	BROZGAL, LIAN.	lbrozgal@humnet.ucla.edu	Royce Hall 232A	Tuesdays, Noon-1:30pm	Teaching Assistant	Email	Office	Office hours	HADDIX, ANNEKA WYLIE	ahaddix@ucla.edu	Royce Hall B12	Thursdays, 11:30am-1:30pm	VAUGHAN, HANNAH	hvaughan@ucla.edu	Royce Hall B12	Tuesdays, 12:30pm-1:30pm; Thursdays, 12:30pm-1:30pm	WAY, WINMAR	way@ucla.edu	Royce Hall B12	Tuesdays, 11:30am-1:30pm	<p>Course: French Cinema and Culture https://ccl.e.ucla.edu/course/view/14W-FRNCH41-1?show_all=1</p> <h3>Course Objectives</h3> <ul style="list-style-type: none"> -to offer an introduction to French cinema that is diachronic, contextualized, and focused on a set of critical questions -to provide insight into contemporary French culture through the lens of race, difference and postcolonial issues -to problematize the notions of race, ethnicity, alterity, and difference -to provide a context for comparative critical thinking and cross-racial empathy -to encourage critical thinking through close reading -to develop a formal vocabulary for filmic analysis <h3>Methods of Evaluation</h3> <p>Grades for French 41 are based on the following methods of evaluation, each of which is described in detail below:</p> <ol style="list-style-type: none"> 1) A mid-term exam, given in class (25 %) 2) A final exam, given in class (30 %) 3) Response papers (3 papers, 750 words each—approx 2 double-spaced pages) (15 %) 4) Discussion leading (writing and presenting a discussion question in section; leading discussion with peers) (5 %) 5) Participation and preparation (10 %) 6) Attendance in screenings, lecture, section (15 %) <p>EXAMS Specific information on the format and content of the mid-term and final exams will be provided at least 1 week in advance of the exam. Exams will cover films, readings, lectures and film terminology.</p> <p>4 of 18 6/13/14, 3:45 PM</p>
Instructor	Email	Office	Office hours																						
BROZGAL, LIAN.	lbrozgal@humnet.ucla.edu	Royce Hall 232A	Tuesdays, Noon-1:30pm																						
Teaching Assistant	Email	Office	Office hours																						
HADDIX, ANNEKA WYLIE	ahaddix@ucla.edu	Royce Hall B12	Thursdays, 11:30am-1:30pm																						
VAUGHAN, HANNAH	hvaughan@ucla.edu	Royce Hall B12	Tuesdays, 12:30pm-1:30pm; Thursdays, 12:30pm-1:30pm																						
WAY, WINMAR	way@ucla.edu	Royce Hall B12	Tuesdays, 11:30am-1:30pm																						

<p>Course: French Cinema and Culture https://ccle.ucla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p>RESPONSE PAPERS (3) These mini-essays are to be well-written, thoughtful reflections on the question or topic given (prompts will be provided in advance). 750 words in length (roughly 2 double-spaced pages). Papers are graded on content and craft (grammar and spelling should be perfect). Papers are due by 5pm via Turnitin the Fridays of Weeks 3, 7 and 9. (See Calendar for dates.)</p> <p>DISCUSSION LEADING Each student will be responsible for developing a discussion question, which s/he will present in section. The presenter is also responsible for providing an initial response to his/her question, and for engaging his/her peers in thinking through the question together. Questions are to be submitted to TAs in advance of section, no later than 8PM on Thursday.</p> <p>PREPARATION AND PARTICIPATION This category is not about attending class, but about how cogently you engage with the material while in class (lecture and section). This includes demonstrating that you have read and understood the essays, have engaged with the material presented in lecture, and that you are an active participant in your own learning.</p> <p>ATTENDANCE Your presence at screenings (Tues), lectures (Thurs) and section meetings (Fri) is mandatory. No exceptions. In cases of illness or other extreme circumstances, written documentation is required.</p> <p>Practical Matters</p> <p>BASICS -French 41 is taught in English. All films are shown in French with English subtitles. -French 41 is a GE course that counts toward the Minor in French. (French 41 does not count toward the Major in French.) -As a GE course, French 41 does not require previous knowledge of French or film. No prerequisites. -Students who have taken French 41 in the past may repeat the course for credit.</p> <p>5 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccle.ucla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p>SYLLABUS This CCLE Moodle website for French 41 is the primary management tool for the course and constitutes the definitive version of the syllabus.</p> <p>ACCESS TO FILMS In addition to mandatory screenings, it is recommended that you view the films a second time. Thus, all films are available on the course website via Video Furnace. To access Video Furnace remotely (from off-campus), you will need to download a VPN client: https://www.bol.ucla.edu/services/vpn/. PLEASE NOTE: the quality and reliability of Video Furnace varies greatly as a function of bandwidth, connection quality, and other factors. It is recommended that you view the films on campus. DVDs are available at Powell Library. Please consult the website for hours and access: http://www.oid.ucla.edu/units/imcs.</p> <p>ACCESS TO TEXTS/READINGS All readings are available via the course website, in PDF format or via URL. It is your responsibility to print the readings and bring the hard copies with you to section on Fridays. Certain readings are housed in electronic resources that will require a VPN connection.</p> <p>ATTENDANCE POLICY As should be evident from the "Methods of Evaluation" section, attendance at screening, lectures and section meetings is not only mandatory, it is a critical part of your grade in the class. Unless accompanied by official, written documentation, any absence will result in a loss of points.</p> <p>POLICY ON ACADEMIC INTEGRITY All work completed for French 41 must be ORIGINAL work completed by the student of record. Plagiarism of any kind is not acceptable and will be met with serious consequences. Do not copy and paste text from the Internet or any other source in your papers. Do not repeat (in writing or orally) other people's ideas without citing them. PLEASE FAMILIARIZE YOURSELF WITH UCLA'S POLICY ON ACADEMIC INTEGRITY: http://www.studentgroups.ucla.edu/dos/students/integrity/ Do not hesitate to consult Professor Brozgal or your Teaching Assistant if you have any questions regarding academic integrity.</p> <p>6 of 18 6/13/14, 3:45 PM</p>
<p>Course: French Cinema and Culture https://ccle.ucla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p>LAPTOP/TABLET/PHONE POLICY -Phones may not be used during screenings/lectures/sections. -Laptops/tablets may not be used during screenings and sections; they are distracting to other viewers during screenings and inhibit conversation in section. -Laptops/tablets MAY be used for note-taking only during LECTURE (however, if you do take notes on a device, be sure to print them for your own reference during section). -Use of devices for purposes other than note-taking during section will result in penalties.</p> <p>OSD-AFFILIATED STUDENTS Even if you think you are registered with OSD, or if you have been registered in the past, please double-check to be sure that your registration with OSD is current and that the office is aware of your needs for French 41. OSD does not automatically carry forward your registration from quarter to quarter.</p> <p>On reading, viewing, writing</p> <p>STRATEGIES FOR EFFECTIVE READING The texts you will be reading in this class range from political manifestos to academic essays, and from speeches in parliament to canonical works of postcolonial theory. Regardless of the genre, it is essential to approach each text with a reading strategy. You will find here a series of questions that can (and should!) be asked of each text you read. Being able to answer these questions will ensure that you have understood not only the content of the text in question, but also its rhetorical moves and deeper meanings. (Click here for Reading Strategies PDF)</p> <p>STRATEGIES FOR EFFECTIVE VIEWING Engaged, intelligent film spectatorship is a skill. To help you prepare for screenings, and to get you thinking about how to watch a film, please consult Tim Corrigan's <i>Short Guide to Writing about Film</i>, Chapter 2 "Beginning to Think, Preparing to Watch, and Starting to Write"</p> <p>STRATEGIES OR EFFECTIVE WRITING Corrigan's <i>Short Guide</i> (see hyperlink above for PDF) also contains numerous useful tips for writing about film,</p> <p>7 of 18 6/13/14, 3:45 PM</p>	<p>as well as examples of different genres of film writing. See Chapter 1 of Corrigan.</p> <p>Response paper prompts</p> <p>Response Paper 1</p> <p>Select one of the subjects below and write a coherent mini-essay (approximately 750 words). Grammar and spelling should be perfect. Written expression should be clear and consistent with educated prose, crafted in a relatively "high" register (no slang). Do not use outside sources. This exercise is designed to allow you to demonstrate your own interpretations and mastery of the material. You may use the course readings, which should be referenced parenthetically (Bleich, 7). If you quote directly from the Yale Film Studies site, include the mention (YFS).</p> <p>To refer to specific moments in the films, a brief description is necessary. You may also reference time codes in parenthesis (i.e.: 1:12); this may allow you to refer to shots or sequences more easily.</p> <p>Your mini-essay should be organized, and should feature:</p> <ol style="list-style-type: none"> 1. a brief introduction in which you state a thesis or argument (and this may be a question of reiterating the prompt) 2. an interpretation in function of the question (in other words, a response to the question), based on your analysis of specific visual aspects of the film (and perhaps on written material as well, this depends on the prompt) 3. a brief concluding paragraph that summarizes your commentary and opens onto future questions and offers speculative insights <p>Papers are due via Turnitin and by hardcopy in sections on Friday, Jan 24.</p> <p>France is an Empire: How is the concept of the civilizing mission—as articulated by Jules Ferry's speech before the Chamber of Deputies (1884)—rendered visible in <i>France is an Empire</i>? In what ways are the three facets of Ferry's colonial justification underscored with visual/filmic and narrative techniques? Your response should be grounded in 2 formal film terms from the YFS Guide (examples include: editing; shot; scene/sequence; genre). One of the two formal terms may be "evidentiary editing" (see Thursday, 16 Jan lecture PPT).</p> <p>The Intouchables: Reflecting on Eric Bleich's article on France's "color-blind" relationship to race, describe how race/difference is represented in <i>The Intouchables</i>: What do formal elements such as editing and sound tell us about the film's stance on race/color-blindness? Use 1 or 2 terms from the YFS guide to support your claims, and reference the Bleich article.</p> <p>8 of 18 6/13/14, 3:45 PM</p>

<p>Course: French Cinema and Culture https://ccle.ucle.ac.uk/course/view/14W-FRNC41-1?show_all=1</p> <p>Pépé le Moko: In <i>Orientalism</i>, Said writes: "Orientalism depends...on flexible positional superiority, which puts the Westerner in a whole series of possible relationships with the Orient without ever losing...the relative upper hand." (7) Focusing specifically on the "tour of the Casbah" sequence (see clip below), explain how elements of mise-en-scène (decor, costume, acting/typage) and elements of cinematography (framing, scale, movement) function in service of an orientalist project. Select 2 elements for your analysis (i.e., decor and framing, or custom and acting).</p> <p>*Casbah* clip opens in PPT (then play .mov file)</p> <p>Response Paper 2</p> <p>Select one of the five subjects below and write a coherent mini-essay (approximately 750 words). Grammar and spelling should be perfect. Written expression should be clear and consistent with educated prose, crafted in a relatively "high" register (no slang).</p> <p>Do not use outside sources. This exercise is designed to allow you to demonstrate your own interpretations and mastery of the material.</p> <p>You may use the course readings, which should be referenced parenthetically (Bleich, 7). If you quote directly from the Yale Film Studies site, include the mention (YFS).</p> <p>To refer to specific moments in the films, a brief description is necessary. You may also reference time codes in parenthesis (i.e.: 1:12); this may allow you to refer to shots or sequences more easily.</p> <p>Your mini-essay should be organized, and should feature:</p> <ol style="list-style-type: none"> 1. a brief introduction in which you state a thesis or argument (and this may be a question of reiterating the prompt) 2. an interpretation in function of the question (in other words, a response to the question), based on your analysis of specific visual aspects of the film (and perhaps on written material as well, this depends on the prompt) 3. a brief concluding paragraph that summarizes your commentary and opens onto future questions and offers speculative insights <p>TOPICS FOR R2:</p> <ol style="list-style-type: none"> 1. <i>Chocolat</i>: The film begins and ends with France as an adult, with the main narrative staged as a flashback. What do you make of this particular "frame", which features the protagonist as an adult, being driven around by a man who turns out to be not a native, but an African American who has come to Cameroon in search of his origins? What parallels might be established between the action of the frame and the action of the main narrative? Does the frame reinforce or diverge from aspects of the main story? 2. <i>Chocolat</i>: One critic has written of the film: "<i>Chocolat</i> explores the subtle and discreet workings of power, desire, betrayal and dependency in colonial inter-relationships. The film refuses to present a reality in which characters are polarized as either good or bad, oppressor or victim: instead it <p>9 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccle.ucle.ac.uk/course/view/14W-FRNC41-1?show_all=1</p> <p><i>dramatizes colonial relationships as complex, ambiguous and intricate.</i> Using this quotation as a starting point, select a scene from <i>Chocolat</i> and explore the way in which it stages and explores the ambiguity of relationships. Use appropriate film terminology as necessary.</p> <ol style="list-style-type: none"> 3. <i>Chocolat</i>: At the end of the film, the camera leaves France behind in the airport to turn its gaze onto men working as baggage handlers for Cameroon Airlines. How do you interpret this ending, which seems to abandon the characters, setting, and story of <i>Chocolat</i>? Describe the filmic techniques that comprise the final sequences of the film (the shots, framing, editing, and sound), and use your analytical and creative skills to "read" this last sequence. 4. <i>La Haine</i>: compare the sequences of aerial cinematography in <i>Pépé le Moko</i> and <i>La Haine</i>. These scenes are quite different—aesthetically and narratively—not to mention that they do two different types of "work" within their respective films. What can we say, however, about a colonial aerial "tour of the casbah" (the native quarter) and a postcolonial aerial "tour of the banlieue" (also a "native" quarter?). Be creative, but be precise, and use appropriate formal film terms to see what kind of interpretation you can tease out of the differences you observe. (Use clip of "aerial sequence" in Week 6 lecture PPT—available on course website). 5. <i>La Haine</i>: in "On Violence" (1961, see Week 3) Franz Fanon argues that the native quarter and the colonial quarter are incompatible. <i>La Haine</i>, made nearly a half-century later, may be understood as exploring and engaging a postcolonial tension that is analogous to the native-colonial dialectic (banlieue-Paris). Revisit the brief excerpt from Fanon, then carefully examine 1 or 2 moments in the film when the banlieue and Paris come into contact with one another, or when the inhabitants of one quarter find themselves in the other. How do characters move between "incompatible" areas? How does the formal filmic representation change as a function of the space represented? (You may want to cite both Fanon and Siciliano.) <p>Response Paper 3: "The World is (Y)Ours"</p> <p>Your final response paper will be based on a scene/sequence of your choosing, to be selected from any of the films we have screened this quarter. Pick your favorite, or pick the one you found most insufferable, but be sure to pick a scene that is dense enough to stand up to rigorous analysis (that is, make sure there are enough interesting things going on, both formally and diegetically). Your paper must do the following:</p> <ol style="list-style-type: none"> 1) CONTEXTUALIZE the scene (where does it occur in the film and why is it important?) 2) Briefly DESCRIBE the scene (setting; what happens; who is present; who isn't present—if that is relevant) 3) ANALYZE the scene formally (discuss elements of mise-en-scène, cinematography, editing, sound); this need not be an exhaustive laundry-list of formal elements; you do not need to deal with every single category of formal film grammar, but you should use your own best judgement as to how many formal elements you will need to analyze in order to segue into a meaningful interpretation (see step 4). If there is much to be said about 2 particular techniques, that might be sufficient. 4) using your description and formal analyses, proceed to an INTERPRETATION of the scene: how do form and content work in synergy to create meaning? (Interpretation should be a significant portion of your response paper, perhaps 1/3 to 1/2 of the total length.) <p>10 of 18 6/13/14, 3:45 PM</p>
<p>Course: French Cinema and Culture https://ccle.ucle.ac.uk/course/view/14W-FRNC41-1?show_all=1</p> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> -You may <u>not</u> select a scene from a film you have already written about this quarter. -Do not use outside sources. This exercise is designed to allow you to demonstrate your own interpretations and mastery of the material. -To quote directly from the Yale Film Studies site, include the mention (YFS). -Your essay should, of course, have an introduction and a conclusion. <p>A FEW IDEAS TO GET THINGS STARTED: the "couscous" scene from <i>Secret and the Grain</i>/the "dolly zoom" from <i>La Haine</i>/the "frame" in <i>Chocolat</i> (ie, the beginning and the ending with France as an adult)/the "frame" in <i>Clean Slate</i> (Cordier observing the children)/Pépé leaving the Casbah in <i>Pépé le Moko</i>/the belly dancing sequence from <i>Secret and the Grain</i> (including, or not, Simone chasing his vespa)/the opening sequence of <i>The Intouchables</i> (the car scene)/Simon in the pool-Bilal in the Channel in <i>Welcome/</i>any well-defined scene from <i>France is an Empire</i>/the paragliding scene in <i>The Intouchables</i>/the scene at police headquarters in <i>Pépé le Moko</i>/the DJ-aerial sequence in <i>La Haine</i></p> <p>Papers are due via Turnitin and by hardcopy in sections on Friday, March 7.</p> <p>ANY PAPER NOT UPLOADED TO TURNITIN BY 5PM ON MARCH 7 WILL AUTOMATICALLY BE DOCKED 5 POINTS.</p> <p>Optional viewing/reading</p> <p>Private Course Material</p> <p>This is a documentary about "La croisière noire" (The Black Crossing)—the expedition undertaken by the French car company Citroën in the 1920s. It is a Franco-German co-production that was first shown on French TV, and it contains extensive archival footage of the expedition. Sound is in French or German overdubbed in French; no English subtitles available.</p> <p>File format is MP4; viewable in QuickTime and VLC player (and others). I recommend saving the file and then launching it in your preferred player, and please be patient—it is a big file.</p> <p>Croisière noire/Black Crossing Private Course Material</p> <p>11 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccle.ucle.ac.uk/course/view/14W-FRNC41-1?show_all=1</p> <p>Private Course Material</p> <p>Attached is Tavernier's commentary on the original ending he had planned for <i>Clean Slate</i>, along with a clip of the ending itself.</p> <p>Alternate ending to Clean Slate Private Course Material</p> <p>Private Course Material</p> <p>Tavernier's commentary on the film <i>Clean Slate</i> (extra included in Criterion Collection DVD)</p> <p>Tavernier interview (Clean Slate) Private Course Material</p> <p>Week 1</p> <p>Beginning at the end: how France became color blind</p> <p><u>Screen:</u></p> <p><i>The Intouchables (Les Intouchables)</i> 2011</p> <p>Dir. Olivier Nakache and Eric Toledano (Runtime: 112 mn)</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> -Lynn Hunt, <i>The French Revolution and Human Rights: A Brief Documentary History</i> Excerpts: Preface; "Religions Minorities and Questionable Professions"; 19-Count de Clermont Tonnerre on Jews; "Decree of National Assembly of Sept 27, 1791"; 26-The Abolition of Negro Slavery or Means for Ameliorating Their Lot (1789); 28-Abbé Grégoire's "Memoir in Favor of the People of Color or Mixed-Race of St Domingue (1789) -Erich Bleich, "Anti-Racism Without Races: Politics and Policy in a 'Color-Blind State'" in <i>Race in France</i>, eds. Champan and Frader -"Introduction" in Yale Film Studies FILM ANALYSIS GUIDE <p>12 of 18 6/13/14, 3:45 PM</p>

<p>Course: French Cinema and Culture https://ccl.eacla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p>Week 1 LECTURE (PPT)</p> <p>Week 2</p> <p>Documenting Difference: the imperial project, the civilizing mission, and racism</p> <p><u>Screen:</u> <i>France is an Empire (La France est un empire)</i> 1939 Dir. Emmanuel Bourcier et al. (Runtime: 90 mins)</p> <p><u>Read:</u> -Jules Ferry, "On Colonial Expansion" (1884) -Albert Memmi, "Definitions" in <i>Racism</i> (1982) -"Basic Terms" and "Mise en Scène" in Yale Film Studies FILM ANALYSIS GUIDE</p> <p>Click here for PPT slides from introduction (Tues) Click here for Thursday's lecture PPT</p> <p>Week 3</p> <p>Orientalizing Cinema (or "Mapping the Casbah")</p> <p><u>Screen:</u> <i>Pépé le moko</i> (1937) Dir. Jean Duvivier (Runtime: 94 mins)</p> <p><u>Read:</u></p> <p>13 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccl.eacla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p>-Edward Said, "Introduction" to <i>Orientalism</i> (1978) -Franz Fanon, excerpt on the colonized city in "On Violence" (pgs 4-6) in <i>The Wretched of the Earth</i> (1963) -"Cinematography" in Yale Film Studies FILM ANALYSIS GUIDE</p> <p>NOTE: Response Paper 1 due on Friday of this week.</p> <p>Click here for Tuesday's intro slides For Thursday's lecture on Pépé and Orientalism, click here</p> <p>Week 4</p> <p>Race and the Colonies I: "adapting" to West Africa</p> <p><u>Screen:</u> <i>Clean State (Coup de Torchon)</i> 1981 Dir. Bertrand Tavernier (Runtime: 128 mins)</p> <p><u>Read:</u> -Franz Fanon, Introduction, Chapters 1 and 5 in <i>Black Skin, White Masks</i> (1952) -"Editing" in Yale Film Studies FILM ANALYSIS GUIDE</p> <p>Tuesday's introduction (PPT) Thursday's lecture (PPT)</p> <p>Week 5 (Midterm)</p> <p>Race in the Colonies II: France/Love/Proteus</p> <p>14 of 18 6/13/14, 3:45 PM</p>
<p>Course: French Cinema and Culture https://ccl.eacla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p><u>Screen:</u> <i>Chocolat</i> (1988) Dir. Claire Denis (Runtime: 105 mins)</p> <p><u>Read:</u> -Franz Fanon, Chapters 2 and 3 in <i>Black Skin, White Masks</i> (1952) -"Sound" in Yale Film Studies FILM ANALYSIS GUIDE</p> <p>NOTE: Mid-term exam given in class on Thursday. Review session on Tuesday after film.</p> <p>Tuesday introduction PPT</p> <p>Week 6</p> <p>Margins at the Center (2 by Kassoitz)</p> <p><u>Screen:</u> <i>Café au lait (Métisse)</i> 1983 (Runtime: 91 mins) <i>Hate (La Haine)</i> 1995 (Runtime: 98 mins)</p> <p><u>Read:</u> -Amy Siciliano, "La Haine: Framing the Urban Outcasts" in <i>ACME An International E-Journal for Critical Geographies</i> 62.2 --Carrie Tarr, "Introduction" to <i>Framing Difference: Beur and Banlieue Filmmaking in France</i> (2005)</p> <p>Tuesday introduction PPT Thursday lecture PPT</p> <p>15 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccl.eacla.edu/course/view/14W-FRNC41-1?show_all=1</p> <p>Week 7</p> <p>Domestic Spaces of Alterity: an intimate regard</p> <p><u>Screen:</u> <i>The Secret of the Grain/Couscous (La Graine et le mulet)</i> 2007 Dir. Abdellatif Keuchiche (Runtime: 154 mins)</p> <p><u>Required reading:</u> -Laura Mulvey, "Visual Pleasure and Narrative Cinema", in <i>Screen</i> (1975)</p> <p><u>Optional reading:</u> -Panivong Norindr, "The Cinematic Practice of a 'cinéaste ordinaire': Abdellatif Keuchiche and French Political Cinema" in <i>Contemporary French and Francophone Studies</i> 16.1 (Jan 2012) 55-68.</p> <p>Thursday lecture slides (PPT)</p> <p>NOTE: Response Paper 2 due on Friday of this week.</p> <p>Week 8</p> <p>Ethnicity and Ethics: legal frameworks of xenophobia</p> <p><u>Screen:</u> <i>Welcome</i> (2010) Dir. Philippe Lioret (Runtime: 110 mins)</p> <p><u>Read:</u></p> <p>16 of 18 6/13/14, 3:45 PM</p>

<p>Course: French Cinema and Culture https://ccl.acula.edu/course/view/14W-FRNCH41.1?show_all=1</p> <p>-Giorgio Agamben, "We Refugees" in <i>Symposium</i> (1995) [If you find the quality of this PDF file too difficult to read, you can link to an online version of the essay here.]</p> <p>-Dominic Thomas, "Into the Jungle: Migration and Grammar in the New Europe" in <i>Africa and France: Postcolonial Cultures, Migration and Racism</i> (2013)</p> <p>TUESDAY INTRODUCTION PPT</p> <p>THURSDAY LECTURE PPT</p> <p>Week 9</p> <hr/> <p>Schooling the "Others" (or teaching the teacher?)</p> <p><u>Screen:</u></p> <p><i>The Class (Entre les murs)</i> 2008</p> <p>Dir. Laurent Cantet (Runtime: 130 mins)</p> <p><u>Read:</u></p> <p>-Abdoulaye Gueye, "The Color of Unworthiness: Understanding Blacks in France and the French Visual Media Through Laurent Cantet's 'The Class'" in <i>Transition</i> 102 (2009) 158-171.</p> <p>-Ann Stoler, "Colonial Aphasia: Race and Disabled Histories in France" in <i>Public Culture</i> (2011)</p> <p>NOTE: Response Paper 3 is due on Friday of this week.</p> <p>Thursday's lecture PPT</p> <p>Week 10 (Final exam)</p> <hr/> <p>Internal Others: humoring heterophobia</p> <p>17 of 18 6/13/14, 3:45 PM</p>	<p>Course: French Cinema and Culture https://ccl.acula.edu/course/view/14W-FRNCH41.1?show_all=1</p> <p><u>Screen:</u></p> <p><i>Welcome to the Sticks (Bienvenue chez les ch'tis)</i> 2008</p> <p>Dir Danny Boon (Runtime: 106 mns)</p> <p>NOTE: Final exam given in class on Thursday; review for final on Tuesday after screening.</p> <p>REVIEW NOTES IN PPT</p> <p>New section</p> <hr/> <p>New section</p> <hr/> <p>18 of 18 6/13/14, 3:45 PM</p>
---	---

B.5. HISTORY 8A: COLONIAL LATIN AMERICA

UNIVERSITY OF CALIFORNIA, LOS ANGELES

**HISTORY 8A
COLONIAL LATIN AMERICA**

**Fall 2013
TERRACIANO**

Lecture: T/TR 11:00-12:15 in Moore 100

Office: 5353 Bunche Hall terra@history.ucla.edu

Office Hours: Thursday 12:30-2:30, and by appointment

This introductory course considers how the convergence of Native, European, African, and Asian peoples in "Latin America" created many complex and dynamic cultures and societies, from California and New Mexico in the north to Chile and Argentina in the south. We cover a period of over 300 years, from the late fifteenth to the early nineteenth centuries (circa 1490-1820), by reading the writings of Latin American men and women who reflected on the peoples, places, events, beliefs, practices, institutions, cultures, and conflicts of their own times. We will read their words in the light of our own concerns and interests, and we will consider the historical legacy of the colonial period in contemporary Latin America. This course demonstrates that one cannot understand "modern" Latin America without studying its colonial past. No previous study of Latin American history is required for this course.

The study of Colonial Latin America is especially relevant at UCLA because in many ways Los Angeles is part of Latin America—one might even call it the northernmost capital of Latin America. Our city is one of the most multi-ethnic and multi-cultural cities in the Americas, so that the convergence of many different peoples in Latin America during the colonial period resonates with our own experiences and times.

Our general text is a working manuscript titled "A Brief History of Colonial Latin America," written especially for this course. The text contains 20 chapters, a glossary of foreign-language terms, and a selection of maps. The lectures and text provide many types of information that will be useful for interpreting the assigned "primary sources"—that is, writings and images from the period studied. The contents of the text and lectures overlap but do not correspond entirely. Attendance in lecture is essential to understanding and interpreting the readings, seeing and understanding the visual materials, listening to the music played at the beginning of each lecture, asking questions, and performing well in the course.

The remaining readings consist of four collections of primary sources. The first collection, *Mesoamerican Voices* (edited by Restall, Sousa, and Terraciano), features native-language writings from Colonial Mexico and Guatemala. The second, *Letters and People of the Spanish Indies* (edited by Lockhart and Otte), contains personal letters sent across the Atlantic Ocean by Spaniards (with a few exceptions) in the sixteenth century. The third, *Children of God's Fire*

(edited by Conrad), presents documents written about (and a few by) Africans in Brazil, from the sixteenth to the nineteenth centuries. The fourth collection of documents, the *Sources Reader* (edited and translated by Terraciano), offers a selection of writings by several men and women from Spanish America. All the primary sources have been translated into English.

Schedule:

Selected topics will be discussed in class according to the schedule below, on pages 3 and 4 of this syllabus. Each week's assigned readings should be completed before your discussion section meeting. Study questions, exam review questions, powerpoint lectures, essay topics, and other materials will be posted on the course web site.

Books and Readers:

The text and a selection of primary sources (both in the form of readers) and three books can be purchased in the UCLA textbooks store (Ackerman Student Union). Copies of all five readings are also available on reserve at the College Library. All reading assignments are mandatory. Sections of books not assigned may be used for exams and essays.

Course Requirements:

1. Attendance and participation in weekly discussion section, worth 10% of grade.
2. In-class midterm exam on 11/5 covering the first half of the course, worth 15% of grade.
3. Two essays, due 10/22 (3 pages) and 11/21 (4 pages), based on primary sources, worth 35% combined.
4. Final exam on 12/12, cumulative, worth 40% of grade.

Discussion Sections:

Attendance and participation in the weekly discussion sections are mandatory. You will lose points in the class by not attending, and you will lose a valuable opportunity to express yourself and to learn by not participating. Your Teaching Assistant or TA, who runs your discussion section, is primarily responsible for grading your assignments and calculating your final grade. Since you cannot discuss what you have not read, it is important to read each week's assignment before attending section. Note that some readings are reviewed in more than one meeting because they apply to more than one topic. You should also work with your TA to prepare for and learn from your essays and exams. Finally, please be aware that unexplained and/or unverified absences and missed deadlines will affect your final grade in the course. Your TA will inform you of her/his expectations in the first section meeting. Please give your TA the respect and courtesy that she or he deserves. In the event of emergencies or crises, please inform your TA and the professor of the situation as soon as possible.



SCHEDULE

<i>Week</i>	<i>Date</i>	<i>Lecture Topics: Reading Assignments</i>
0	9/26	Introduction to Latin America and Themes of Course Readings: Begin to read ahead
1	10/1 10/3	Indigenous Backgrounds European and African Backgrounds Readings: Text (Blue) Reader: Chapters 1, 2 <i>Mesoamerican Voices</i> (MV): Chapters 1, 2 <i>Letters and People</i> (L&P): Preface <i>Children of God's Fire</i> (CGF): Preface
2	10/8 10/10	Contact and Conflict Invasion and Settlement Readings: Blue Reader: Chapters 3, 4 MV: Documents 3.1, 3.2, 3.3, 3.4, 3.6 L&P: Documents 1, 2, 4, 7, 10 Sources (Red) Reader: Documents 1-5
3	10/15 10/17	Views of the Other Debates on "Just War" and "True History" Readings: Blue Reader: 5, 6

4	10/22 10/24	Colonial Institutions Native Peoples Under Spanish Rule ESSAY #1 due in lecture Readings: Blue Reader: 7, 8, 9, 13, 14 MV: Docs. 4.1, 4.2, 4.4, 4.5, 8.4, 8.5, 8.6 L&P: 26, 27, 28 Red Reader: 8, 9
5	10/29 10/31	Portuguese Brazil Africans in the Americas Readings: Blue Reader: 10, 11 CGF: 1.1, 1.2, 1.6, 2.1, 2.2, 2.4, 2.6, 2.8, 2.11, 2.12, 3.1, 3.12, 4.2, 4.5, 4.6, 8.1, 8.2, 8.4, 8.5, 8.10, 8.11, 8.13

<i>Week</i>	<i>Date</i>	<i>Lecture Topics: Reading Assignments</i>
6	11/5 11/7	MIDTERM EXAM Old and New Societies Readings: Blue Reader: 12 MV: 5.1, 5.3, 5.6, 6.1, 6.3, 6.5, 6.10, 7.4 L&P: Docs. 11, 13, 15, 19, 23, 30, 33 CGF: 4.4, 4.8, 4.10
7	11/12 11/14	Gender and Sexual Relations Ethnicities and Identities Readings: Blue Reader: 15, 16, 17, 18 MV: 5.2, 5.5, 6.4, 6.6, 6.7, 7.3, 7.5, 7.7, 9.2 CGF: 3.5, 3.6, 3.7, 3.8, 3.9, 5.1, 5.2, 5.3, 5.5 Red Reader: 10, 11, 12
8	11/19 11/21	Resistance and Rebellion Atlantic and Pacific Worlds ESSAY #2 due in lecture Readings: CGF: 1.7, 4.9, 6.6, 7.4, 7.8, 9.1, 9.3, 9.5, 9.8, 9.11, 9.12, 9.13, 9.14, 9.15

9	11/26 11/28	Red Reader: 13 <i>Reading Day: No Lecture</i> <i>Thanksgiving Holiday</i> Readings: Review and read ahead Sections do not meet this week
10	12/3 12/5	Late Colonial Changes Independence and Beyond Readings: Blue Reader: 19, 20 Red Reader: 14 CGF: 10.1, 10.2, 10.4, 10.5, 10.11, 10.12
11	12/12	FINAL EXAM: Thursday 3:00-6:00 (in our usual classroom)

B.6. MCDB 50: STEM CELL BIOLOGY, POLITICS, AND ETHICS

1

**MCDB 50: Stem Cell Biology, Politics, and Ethics
Fall 2014**

Instructor: Dr. Tiffany Cvrkel
Email: cvrkel@ucla.edu

NOTE: Email is not the appropriate place to ask me long or content-oriented questions. Bring them to office hours, where I can give them the attention they deserve, or post them on the class Facebook group. **TO DEFEAT MY OVERLY-AGGRESSIVE SPAM FILTER, YOU MUST PUT “MCDB 50” IN THE SUBJECT LINE OF THE EMAILS YOU SEND TO ME.** I will respond within 48 hours. If you don’t receive a response in 48 hours, the void might have eaten your email. Please resend!

Office Hours

TBA. Office hours will be held on the Kerckhoff Patio or in Hershey 325 (check the class Google calendar for up-to-date location information).

Lecture Room/Times

Franz 1260, TR 2:00-3:15

Teaching Assistants

TBA

TBA

About This Course

Welcome to **MCDB 50 - Stem Cell Biology, Politics, and Ethics: Teasing Apart Issues**. Few areas of scientific research have captured public attention like stem cell research. On any given day, news agencies report on the amazing therapeutic possibilities of stem cells, the ethical controversies that surround them, and the convoluted political policies that have followed.

This class is designed to cut through the rhetoric and get to the bottom of the mess. This will require discussing a non-trivial amount of stem cell biology, and a non-trivial amount of ethics and political theory. First, we’ll start with the science, so we can develop an accurate understanding of the biology. This gives us our common vocabulary, and helps us appreciate what is possible with the development of this technology.

Then, we turn to the social questions that the science raises. We’ll be discussing what role religious beliefs should play in shaping laws that regulate science, and we’ll explore how to think about religious disagreement and science in a diverse society. We’ll consider whether researchers should be able to pay a woman for her oocyte, or whether that is exploiting a vulnerable population. We’ll talk about cloning and creating human/non-human chimeras, and what regulations should look like when different populations strongly disagree about controversial subjects. And finally, we’ll look at questions of justice and access to stem cell research. Given the expense and limitation on resources, who should get access to stem cell

<p>2</p> <p>therapies? In the first part of the class, we explore the science itself. In the second, we explore the science in a larger social context.</p> <p>Required Texts Jonathan Slack's Stem Cells: A Very Short Introduction MCDB 50 Course Reader (available at the UCLA bookstore)</p> <p>Course Requirements Attendance and participation: 10% Exam I: 15% Exam II: 20% Essay: 25% Final Exam (cumulative): 30%</p> <p>About Attendance and Participation Grades in this category will be assigned based on both the quantity of attendance and quality of participation, in both section and lecture. Discussion section attendance is mandatory, and you must attend your assigned section to receive credit. There will be an opportunity to miss up to *two* days without an attendance penalty. Details will be given later in the quarter.</p> <p>Class Rules</p> <ul style="list-style-type: none"> • No audio recording of any kind is permitted in this class. • Put your cell phone away (with your ringer off). If you have a pressing reason why you must keep your cell phone out, tell me your situation in advance. • Don't pack up early. This is distracting to your classmates, and to me. Please don't do it. I promise to let you out on time. Please do not be disruptive by shuffling around two minutes before class ends. If you have a pressing time commitment where you must leave class early (such as a class immediately after ours all the way across campus), let me know and we'll work something out. <p>About the Midterms/Final Exam You will be responsible for all of the material discussed in lecture/section, and all the material from the readings (even if we did not get to it in lecture). All of the midterms are non-cumulative (they cover only new material since the last midterm), but the final exam is comprehensive.</p> <p>Other Grading and Assignment Details All assignments and exams must be completed in order to pass the course. Incompletes are only granted in exceptional circumstances, if exactly one assignment is missing and the student has an otherwise passing grade. No make-up exams are given. If there is an emergency or conflict, please speak with me directly.</p>	<p>3</p> <p>Technology We will occasionally send out emails delivered to the address you have registered on URSA. It would be wise to make sure that URSA has the email you actually check.</p> <p>Our class also has a public Google Calendar called "MCDB 50" – search for it in Calendars or find the link on our course website. On this calendar, you'll find our lectures and the times/locations for office hours.</p> <p>While office hours are an excellent place to get your questions answered, I know that not everyone is comfortable asking questions in person. And sometimes brilliant insight happens at 3AM! To that end, we have a completely optional course Facebook group, for class discussion and studying. It is called "MCDB 50: Fall 2014" and you can find it via the link on our course webpage. Make sure you are asking to join the right quarter. This is the very best place to ask content or logistical questions, arrange study groups, post interesting topic-related articles, etc. You are very much encouraged to answer each other's questions – it is great practice for both the people who ask questions and the people who answer them. I will occasionally pop in and add my two cents. Please keep postings respectful and relevant, with no spamming.</p> <p>MCDB 50 Grading There is no curve in this class. You will be graded using letter grades and a 12-point scale. Here's how it works. Each letter grade is assigned a numerical point (A=12, A-=11, B+=10, B=9, B-=8, C+=7, C=6, C-=5, D+=4, D=3, D-=2, F=1). Each assignment will be graded with a letter grade. To calculate your final grade, simply convert your letter grade for each assignment onto the 12-point scale and do the math. Here is a sample. Suppose J. Bruin earned an A in participation, a B- on the first midterm, a B on the second midterm, a B+ on the paper, and an A- on the final exam. Here is how J. Bruin's grade would be calculated. $(12 \times .10) + (8 \times .15) + (9 \times .20) + (10 \times .25) + (11 \times .30) = 10$, which equals a B+. Scores of .5 and higher will be rounded up.</p> <p>Exam grades and comments will be delivered via rubric (a sample rubric can be found on our course website). If you would like to view the hard copy of your graded exam, please notify your TA in advance so he or she can bring it to office hours.</p> <p>A note on grade complaints: We are aware that your grades are extraordinarily important to you. Some of you will not score as highly as you'd like. There are several ways to handle this.</p> <p>You may be tempted to engage in what is often called "grade grubbing." Grade grubbing is the act of attempting to challenge/pester/bully additional points from your TAs or me. Some of you might think to do this because it has worked in other classes. Some of you might think to do this because you believe there is no harm in asking.</p> <p>Don't do it. Your class is run by an ethicist who puts an enormous amount of time, thought, and effort into the accuracy of your grades. When you attempt to challenge your grade, you are making a VERY serious claim: you are arguing that your TAs did not do their jobs properly. I do not take this claim lightly. Crying wolf on this disrespects both the TA's and my (already limited) time.</p>
<p>4</p> <p>NOTE: questions related to increasing your understanding of the material are always welcome. We love that stuff – ask away! Just be sure to formulate your questions about the material.</p> <p>If you'd like to file a grade challenge, here is the procedure: from the date that your exam or paper is returned, you will have seven days to register any concerns with your assigned grade. All concerns must be in writing, and this written document must contain an argument defending the correctness of your answer using textual citations and/or lecture notes. Please deliver this written document to your TA. Such a document will trigger a regrading of the ENTIRE exam or assignment, and the results could be higher *or lower* than originally given.</p> <p>If you did not score as highly as you'd like, there is a much better way to handle things than grade grubbing. Come talk to your TAs and/or me about how to do better in the future. That is why we're here!</p> <p>Academic Code of Conduct UCLA has a strict and well-defined code of conduct, which can be found here: http://www.deanofstudents.ucla.edu/assets/documents/StudentCC.pdf</p> <p>But let me paraphrase: don't cheat. This includes all forms of gaining undue advantage or placing others at undue disadvantage. All (!) instances of cheating will be reported to the Dean. To say I have zero tolerance for this is an understatement. Let me repeat: if you are afraid of doing poorly in this class, talk to me or your TA, early and often. We can help.</p> <p>A Note on Collaboration The ideas and issues that we work with in this class are extraordinarily interesting; that is why they're on the syllabus. Discussing the concepts and arguments from this class with friends and classmates can enrich your insight and understanding, and I very much encourage you to do it. Such discussion is one of the best parts of being a student and a scholar.</p> <p>That said, it is important to pay attention to when discussion becomes collaboration, because collaboration is not a part of the assignments in this class. It is important for you to make sure the work you do is entirely your own. Here is a good start to understanding that line. If your discussion focuses on clarifying a position and/or argument from the reading or lecture, it is entirely appropriate to talk about it with others. This kind of dialogue is a very effective way to study, and the course Facebook group is a perfect place for this to happen.</p> <p>Collective group study guides or flash cards that happen outside our course Facebook group are problematic. They veer too far over the "collaboration" line. For the record, they have also historically led to students performing worse on exams. After all, there is no quality control on those things, and there is no guarantee that your classmate has the right answers. Better to know the material yourself, so you can quality control.</p>	<p>5</p> <p>I do not (and have not) authorize(d) any of my exams or material to be stored in any test banks, and any use of test banks for this class will be considered a form of academic dishonesty. It will be punished.</p> <p>If you have any questions about the line between appropriate and inappropriate collaboration, please do not hesitate to ask me.</p> <p>Services for Students with Disabilities UCLA is dedicated to making this class accessible for all students. If you require accommodations or adaptive technologies, please contact the Office for Students with Disabilities (OSD) at http://www.osd.ucla.edu, by phone at (310) 825-1501, or in person at A255 Murphy Hall. If you are not sure about your eligibility for services, I strongly suggest speaking with them. Such conversations are strictly confidential, and they are a very helpful bunch.</p> <p style="text-align: center;">Welcome to the class! I'm looking forward to spending the quarter with you!</p> <p>Lecture and Reading Schedule Most of the readings for this course (excepting the Slack material) can be found in the course reader. Chapters from the Slack book are listed accordingly, and a few of your readings can be found via our course webpage (also listed accordingly). Much of this reading is hard going, and it needs some time to work through. If you're having trouble, talk with me or your TA about strategies for approaching this stuff. Note: Readings should be FINISHED by the date they are listed on the syllabus.</p> <p>Week 0 Thurs 10/2: Introduction to the Class and the Controversies Reading: None</p> <p>Week 1 Tues 10/7: Stem Cell Policy Today <i>This unit covers the current legal status of stem cell research, and the history of how this legislation developed. Students will be expected to understand both the arguments behind the current regulations and the objections against them.</i> Reading: "President George W. Bush on Stem Cell Research" "Obama Overturns Bush Policy on Stem Cells" (link on website) Kiessling, "The History of the Dickey-Wicker Amendment" (link on website)</p> <p>Thurs 10/9: What Are Stem Cells and What Can They Do? <i>This unit focuses on stem cell biology. Students will be expected to learn the relevant technical definitions of stem cell types, what they are used for today, what we hope to use them for in the future, and the method of acquiring/deriving these cells.</i> Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 1</p>

<p>6</p> <p>Week 2 Tues 10/14: Cont. Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 4</p> <p>Thurs 10/16: Cont. Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 2</p> <p>Week 3 Tues 10/21: A Brief Primer on Working with Controversy <i>This unit concerns the method of working with controversial materials. Students will be expected to develop fluency in recognizing and formulating well-grounded, justified arguments and objections without the use of hyperbole or empty rhetoric.</i> Reading: Cvrkel, "Arguments: An Owner's Manual" (on website)</p> <p>Thurs 10/23: Midterm 1 Reading: none</p> <p>Week 4 Tues 10/28: Guest Lecture by Dr. Amander Clark Reading: none</p> <p>Thurs 10/30: The Moral Status of the Embryo <i>This unit considers different perspectives around the moral permissibility of using or destroying a human embryo for research or therapeutic purposes. We will frame this question by comparing the dominant culture's religious beliefs to minority approaches. Students will be expected to engage with this comparison, and consider how to understand the ethics of scientific research within a religiously diverse society.</i> Reading: Beauchamp/Childress, "Moral Status" pp. 62-85</p> <p>Week 5 Tues 11/4: The Moral Status of the Embryo, cont. Reading: Beauchamp/Childress, "Moral Status" pp. 85-100</p> <p>Thurs 11/6: SCNT, Cloning, and Chimeras <i>This unit addresses the technical definitions, methods, and purposes of SCNT, cloning, and the creation of chimeras. We will consider several arguments for and against the use of these technologies, including Leon Kass's very famous "repugnance" argument. We'll consider Kass's argument by means of comparison to other political arguments centered on "repugnance" – in particular, the rights of LGBTQA individuals. We will consider whether taking Kass's argument seriously means we are also obligated to restrict LGBTQA individuals' rights, or whether we have independent reasons to think that it is morally impermissible to limit their status. Unpacking that argument will help us consider whether Kass's argument holds weight in respect to the creation of cloning or chimeras. Students will be expected to master the technical details of SCNT/cloning/chimeras, and to understand the arguments and objections considered.</i> Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 3</p>	<p>7</p> <p>Karpowicz, et al., "Developing Human- Nonhuman Chimeras in Human Stem Cell Research: Ethical Issues and Boundaries"</p> <p>Week 6 Tues 11/11: Veterans' Day, No Class Reading: None</p> <p>Thurs 11/13: Cont. Reading: Kass, "The Wisdom of Repugnance"</p> <p>Week 7 Tues 11/18: Guest Lecture by Steven Peckman Reading: none</p> <p>Thurs 11/20: Midterm 2 Reading: none</p> <p>Week 8 Tues 11/25: Religion, Science, and Politics <i>In earlier units, we worked with questions of religious diversity within ethics. In this unit, we consider the question in the larger context of legislation. This unit explores whether it is just for government to create laws stemming from the religious beliefs of the majority of the citizens, or whether doing so oppresses religious minorities. We will also consider whether it is morally permissible for citizens to vote for laws using religious justifications. Students will be expected to understand the arguments and objections offered concerning both the obligations of the state and the obligations of the citizenry (and how those may or may not overlap) in a just society.</i> Reading: Audi, "Liberal Democracy and the Place of Religion in Politics"</p> <p>Thurs 11/27: Thanksgiving, No Class Reading: none</p> <p>Week 9 Tues 12/2: Buying and Selling Human Eggs <i>In this unit, we consider two primary questions. First, is the buying and selling of human tissue ever morally permissible? And second, given the state of gender inequality, should we restrict the buying and selling of oocytes in particular in order to protect women from exploitation? This discussion will require working with the nature of gender discrimination and paternalism. Students will be expected to engage with the moral arguments for and against human tissue markets on a global scale, and to apply those arguments to the particular question of oocyte markets domestically.</i> Reading: Gruen, "Oocytes for Sale?"</p> <p>Thurs 12/4: Biology, Expense, and Questions of Fairness <i>Our final unit engages with questions around fairness of access to newly developed technology. We will discuss the limitations of biological access and stem cell banks, framing the discussion</i></p>
<p>8</p> <p><i>by considering the current likelihood of a European-American finding a genetic match in the bone marrow registry to the current likelihood of an African-American finding a genetic match. When we choose which stem cell lines to bank, what is the fair system to choose? Should we aim to bank lines that offer access to the maximum number of citizens – even if that means that white Americans would have a far greater chance of finding a match – or should we bank cell lines that will offer coverage to more diverse racial groups, even if that means fewer overall people will be covered? Students will be expected to engage deeply with Rawlsian justice and be able to develop an argument for what this notion of justice requires in this context.</i> Reading: Faden, et al. "Public Stem Cell Banks: Considerations of Justice in Stem Cell Research and Therapy"</p> <p>Week 10 Tues 12/9: Cont. Reading: none</p> <p>Thurs 12/11: Final Exam Reading: none</p>	

B.7. THE ORIGINS OF JUDAISM, CHRISTIANITY AND ISLAM (MES 50B/REL M50)

The Origins of Judaism, Christianity and Islam
MES 50B/REL M50

Professor: Dr. Peter Lanfer
OFFICE: Humanities Bld 349
Email: planfer@ucla.edu
Office Hours: Wednesday 10:00-11:00, and by appointment
Lectures: Mondays and Wednesdays 8:30-9:45am Broad 2160E

Discussion Sections:

<u>Section</u>	<u>TA</u>	<u>Time</u>	<u>Location</u>
1A	Channah Barkhordari	W 12-12:50	PAB 2748
1B	Joseph Azizi	W 1-1:50	Haines A74
1C	Albert Johns	R 1-1:50	Humants A26
1D	Albert Johns	R 2-2:50	Royce 152
1E	Channah Barkhordari	T 1-1:50	PubAff 2238
1F	Jessica Felber	F 10-10:50	PubAff 1222
1G	Scott Abramson	F 1-1:50	Moore 1003
1H	Scott Abramson	F 2-2:50	Moore 1003
1I	Joseph Azizi	M 1-1:50	PubAff 2325
1J	Jessica Felber	M 2-2:50	PubAff 2325

Course Description:

This course offers students an opportunity to examine the three major monotheisms of western cultures—Judaism, Christianity and Islam—historically and comparatively. We will study the development, teachings and ritual practices of each tradition up to and including the medieval period.

The course will emphasize questions about the composition and development of the various sacred texts, highlighting key themes and ideas within the different historical and literary strata of the traditions, such as the mechanisms of revelation, the struggle for religious authority, and common theological issues such as the origin of evil and the status of non-believers.

Students of all backgrounds, cultures, and faith traditions are encouraged to take this course. Prior knowledge of Christianity, Judaism, Islam or other ancient near eastern religions is not required or expected.

<p style="text-align: center;">)</p> <p>Professors Note: It is not the goal of this course, nor my personal objective, to make you either more or less religious, however it will be important for this course that you are open to viewing your own tradition and others from an objective and historical perspective. As a foundational course in the study of western religions, NE 50B is designed to enable students to access and appreciate the complex history of individual religious traditions through independent developments as well as dynamic interdependence.</p> <p>REQUIREMENTS</p> <p>*Class attendance and participation in discussion (10%) Please note that we will take attendance in discussion sections. You may also be required to compose short summaries of various topics discussed in class lecture or in your reading.</p> <p>***Instructor reserves the right to lower final grade due to poor attendance.</p> <p>*One in-class midterm worth 15%</p> <p>*Final Exam 40% Friday March 20 8:00AM- 11:00 AM</p> <p>NO CHANGES will be made to the final exam schedule. If you are a student with special needs, please let me and your TA know as soon as possible, and please contact the Office for Students with Disabilities to make arrangements for you examination. OSD Office: 181 Powell Library (310-825-2651)</p> <p>*Research Paper (35%) Due at the beginning of class on March 12 In consultation with your TA, you will write a 2000-2500 word essay on a topic of your choosing relating to the interaction between Judaism, Christianity, and Islam. This might take the form of literary interaction (interpretation, shared scriptures, etc.), historical interactions, theological interactions, political interactions, etc. Your paper should have a minimum of seven scholarly sources approved by your TA (books and /or articles). Your TA will provide you with guidelines for the essay and a list of potential research topics during the course of the semester.</p>	<p>□ All papers and the close reading assignment will also be turned in using Turnitin.com. To access turnitin.com, students should first login into their myucla.edu account, then click on classes. The turnitin.com link will appear directly under the class name on myucla.edu.</p> <p>On Plagiarism Plagiarism is a serious offense that subverts the goals and endeavors of higher education. The work you submit in this course should be your own, and should NOT be material previously written for another class, for this undermines the spirit of educational endeavors. When citing or referring to secondary sources, you should indicate the author, title, publisher, place, date of publication, and page number. Any standard form for providing this information may be used; just be consistent. Furthermore, such papers require a bibliography page. I strongly suggest consulting the MLA handbook for citation and reference queries.</p> <p>BOOKS: Oxtoby, <i>World Religions: Western Traditions</i> The Harper Collins Study Bible (or any Bible) Dawood, <i>The Koran</i>, Penguin edition Selected reading assignments that will be distributed in class, or posted to the course website.</p> <p>THE SYLLABUS – Instructor reserves the right to make changes to daily reading assignments. It is your responsibility to make sure you are reading the proper materials. You will also be responsible for readings that will be distributed in class or posted onto the course website.</p> <p>Week 1</p> <p>Introduction January 6 Introduction to the course: Western Monotheisms and the Sacred Basic Dimensions of Religion; “Abrahamic” (?) Traditions Readings: Oxtoby: 1-26</p> <p>January 8 Ancient Religions and the emergence of Monotheism</p>
<p>Readings: Oxtoby: 28-65</p> <p>Week I Discussion: Introduction and Expectations</p> <p>Section 1: Judaism</p> <p>Week 2</p> <p>January 13 The Biblical Period: Torah Readings: Genesis 1-23; Exodus 19-20; Leviticus 17-26 Oxtoby: 66-86</p> <p>January 15 The Biblical Period: Monarchy, Retribution Theology and the Exile (Readings: 2 Samuel 7; Micah 2-4; Jeremiah 1-4; Ezra 8-10 Oxtoby: 79-90</p> <p>Week II Discussion: The Hebrew Scriptures</p> <p>Week 3</p> <p>January 20: Martin Luther King Jr. Holiday No Class</p> <p>January 22 The Biblical Period: Retribution Theology, Prophets, and the Exile (Readings: 2 Samuel 7; Micah 2-4; Jeremiah 1-4; Ezra 8-10 Oxtoby: 79-90</p> <p>Week III Discussion: Retribution theology, Exile, and prophetic response</p>	<p>Week 4</p> <p>January 27 Hellenistic Judaism, and Judaism in the First Century CE Readings: Daniel 7-9; 2 Maccabees 1-15 Oxtoby 90-98</p> <p>January 29 Jewish and Christian Canons—A Comparative Perspective including Rabbinic Literature Readings: The Contents of the Hebrew Bible and the Christian Bible (Handout). Oxtoby 98-113, 246-249 Selections from the Dead Sea Scrolls, Rabbinic Literature and Jewish Pseudepigrapha to be posted on course website.</p> <p>Week IV Discussion: The Second Temple Period, Rabbinic Judaism, Canons of scripture</p> <p>Week 5</p> <p>Section 2: Christianity February 3 The New Testament Readings: Matthew 1-2, Mark, Luke 1, John Oxtoby 166-175</p> <p>February 5 Paul and the Early Church Readings: Paul’s Letters to the Corinthians, Romans and Galatians Oxtoby 175-182</p> <p>Week V Discussion: Comparing the gospels. Paul and the theology of the church. Midterm Review.</p> <p>Week 6</p> <p>February 10</p>

)

The Patristic Era and the Primacy of Doctrine
Readings: Oxtoby 182-193, 198-206

February 12
The Protestant Reformation and the Catholic Counter Reformation;
Readings: Oxtoby 209-214, 219-221, 239-243, 249-265

Week VI Discussion: The early Church and the Evolution of Interpretation.
Midterm Review

Week 7

February 17 : President's Day
No Class Meeting

February 19
Midterm Exam: Judaism, Christianity, Hebrew Bible and New Testament

Week VII Discussion: Theology and Interpretation

Week 8

Section III Islam

February 24
Muhammad and the Early Community
Readings: Oxtoby 266-275

February 26
Qur'an
Readings: Qur'an chapters 112, 109, 96, 45, 43, 29, 21, 20, 17, 14, 12, 2
 Oxtoby 275-283

***Please bring Qur'an to class

Week VIII Discussion: Muhammad and the Qur'an

Week 9

March 3
The Caliphate and Shi'ism
Readings: Oxtoby 283-297

March 5
Religious Life: Belief, Practice and law
Readings: Oxtoby 127-161, 227-239, 297-320 handouts

Week IX Discussion: Religious Life in comparison

Week 10

March 10

Comparative Scriptural Exegesis: Adam and Eve, Noah and the Flood, Ishmael and Isaac

Readings: Gen. 3 and Qur'an 7:19-22; Gen. 6-9, 16-17, 21, 25 and Qur'an 11:25-49

****Carefully analyze each story and be able to discuss their differences.

March 12
****RESEARCH PAPER DUE at the beginning of lecture**

Notions of Authority and Revelation in Judaism, Christianity and Islam

Week X Discussion: Review for Exam

Final Exam – Thursday March 20, 2014 8:00AM-11:00AM
 -Final will be in the usual lecture room.

B.8. ENV/UP M167: ENVIRONMENTAL JUSTICE THROUGH MULTIPLE LENSES'

This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.

**Env/UP M167 Environmental Justice Through Multiple Lenses – Fall 2013
Tuesday & Thursday, 9-10:20am, YRL 11630F (New Classroom)**

Instructor: Professor Paul Ong TA: Adam Dorr

Office Hours: T/Th 11 am – 1 pm (5391 Public Affairs Building, Sign-up Sheet on Door)

COURSE OVERVIEW

This upper division course examines the intersection between race, class and the environment in the United States, focusing on issues related to social justice. Because environmental inequality is a highly complex phenomenon, the class takes a multidisciplinary and multi-population approach, utilizing alternative ways of understanding, interpreting and taking action. The course integrates knowledge from ethnic studies, environmental science, and the problem-solving professions such as law and public policy, urban planning, and public health.

The course is organized into four modules. The first two focus on defining and understanding the nature, magnitude and causes of environmental inequality, along with establishing a normative foundation for environmental justice. The second two modules examine actions whose goal is to identify and redress environmental inequality. Each module comprised roughly of three lectures and one discussion. The four are:

- Module 1: Environmental and Societal Systems
- Module 2: Social and Spatial Construction of Environmental Inequality
- Module 3: Generating Local Knowledge
- Module 4: Action, Agency and The State

COURSE REQUIREMENTS

Class attendance is mandatory. There will be assigned readings throughout the course in which you are required to write a four to five page, double-spaced, reflection paper for each module EXCEPT for module three and four.

Grading

- 10% Pop Quizzes: The quizzes will consist of multiple-choice and/or fill-in-the-blank questions. (Top four of five scores.)
- 15% Attending Discussion/Participation
- 25% Assignment 1 - Analytical Social-Construction Paper
- 25% Assignment 2 - Survey of North and South Campus Students
- 25% Assignment 3 - EJ Campaign Design

Required Readings: Students are expected to do the weekly readings (and in some cases, watch a video). All readings (or links to them) are accessible on the CCLE Class website: <https://ccle.ucla.edu/course/view/13F-ENVIRONM167-1>.

Requirements for Assignment 1, Social-Spatial-Construction of Environmental Inequality Paper: Students will submit an analysis of the nexus between social construction of groups and environmental justice. The 6-7 page paper has to be typed, double-spaced, in Times New Roman 12-point font with 1-inch margins. The reflection paper must be four to five pages- references do not count as text- and written without subheadings. A good paper addresses the questions for the assignment, includes critical and insightful thoughts, is well organized and has well-formatted paragraph, and uses an appropriate scholarly style. References should be done using an appropriate scholarly style; the references in this syllabus can be used as a model (ask TA for details and information about using Zotero).

<p>This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.</p> <p>Requirements for Assignment 2, Creating Local Knowledge through Survey of UCLA Students: Students will submit an analysis of the relationship between individual characteristics (e.g., gender) and environmental beliefs using primary data. Each student must complete a minimum of 10 surveys of science and engineering students at UCLA, and teams of 5 students will pool the responses for analysis of hypotheses. Students will submit a 6-7 page paper that summarizes the data collection (including impressions of the effort), empirically tests at least one reasonable hypothesis, interprets the results, and discusses the implications. This paper will be 6-7 pages, double-spaced, 12-point font in Times New Roman with 1 inch margins. The completed 10 surveys will be turned in as well. Specific instructions on how to write the report will be given during Module 3.</p> <p>Requirements for Assignment 3 EJ Campaign Design: TBA</p> <p>Plagiarism: Plagiarism violates the UCLA Student Code of Conduct on Academic Dishonesty, section 102.01(c): Plagiarism includes, but is not limited to, the use of another's words or ideas as if they were one's own, including, but not limited to, representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work. Penalties for plagiarism can include Suspension or Dismissal from the University.</p> <p>Students with Disabilities: If you qualify for classroom accommodation because of a disability, please submit your Accommodation Authorization to me as soon as possible, preferably within the first two weeks of the quarter.</p> <p>Module 1 (September 26, 2013 – October 3, 2013): Environmental and Societal Systems</p> <p>September 26 (Thursday): Course Overview</p> <ul style="list-style-type: none"> Background and foundation Introduction, review syllabus Class survey <p>October 1 (Tuesday): The Environment and People Readings: Pepper, D. "The Roots of Modern Environmentalism", Chapter 2 and Chapter 3; Liu et al. "Coupled Human and Natural Systems".</p> <ul style="list-style-type: none"> What is "environment"? The human-nature relationship Regional and micro environments Concepts of nature <p>October 3 (Thursday): Societal Systems Readings: Folmer and Johansson-Stenman, "Does Environmental Economics Produce Aeroplanes Without Engines?"; Jae Hong Kim and Nathan Jurey, "Local and Regional Governance Structures."</p> <ul style="list-style-type: none"> Human systems, institutions and technology Politics, economy, and social relations Spatialized/localized patterns Influence on environmental behavior <p>Module 2 (Oct. 8, 2013 – Oct. 24, 2013): Social/ Spatial Construction of Inequality</p>	<p>This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.</p> <p>October 8 (Tuesday): Assignment 1 – Spatial Stratification and Environmental Risk Readings: Andrews, R. "Managing the Environment, Managing Ourselves", Chapter 11.</p> <ul style="list-style-type: none"> Introduction to assignment content and method Class discussion <p>October 10 (Thursday): Difference, Stratification, and Social Construction of Race Reading: Omi, M. and H. Winant, "Racial Formations"</p> <ul style="list-style-type: none"> The social constructions of racial inequality (cultural anchors) How human system stratify people: class and race Stratification as differentiated economic, social and political power Political economic inequality – class divide and conquer The genetic challenge <p>October 15 (Tuesday): Spatialized Stratification Readings: Charles, C. Z., "Los Angeles: A Window on the Future of the Nation" and Ong, P. "An ethnic trade: The Chinese laundries in early California"</p> <ul style="list-style-type: none"> Spatial as social control The historical origins of land-use control as social control Zoning and restrictive covenants The anti-discrimination state and contemporary segregation practices Spatial dimension of environmental impacts <p>October 17 (Thursday): Socioeconomic Intersection with Spatialized Environmental Risk Readings: Pastor, M., J. Sadd and J. Hipp, "Which Came First? Toxic Facilities, Minority Move-in, and Environmental Justice"; and Houston, D., J. Wu, P. Ong and A. Winer, "Structural Disparities of Urban Traffic in Southern California: Implications for Vehicle-Related Air Pollution Exposure in Minority and High-Poverty Neighborhoods."</p> <p>Overlay of socioeconomic and environmental spaces</p> <ul style="list-style-type: none"> Production and causality: Sorting and NIMBYism Review of the evidence <p>October 22 (Tuesday): Assignment 1 Meta-Analysis</p> <ul style="list-style-type: none"> Class discussion DUE: Assignment 1 – Paper on Social Construction of Environmental Justice <p>October 24 (Thursday): Assignment 2 – Survey of Science and Engineering Students Readings: Fowler, "Survey Research Methods", Introduction and Chapter 1.</p> <ul style="list-style-type: none"> Introduction to assignment content and method Class discussion <p>Module 3 (October 29, 2013 – November 12, 2013): Harnessing Science & Engineering</p> <p>October 29 (Tuesday): Review of the Scientific Method and Epistemology</p> <ul style="list-style-type: none"> Different forms of knowledge and knowing, and the special role of science Technical knowledge (<i>technis</i>) Neighborhood knowledge and ground-truthing (<i>metis</i>) introduced in brief Practical knowledge (<i>praxis</i>) introduced in brief <p>October 31 (Thursday): EJ through Lens of Science and Engineering (S/E) Guest Lecture on Environmental Science and Engineering by Professor Cully Nordby</p>
<p>This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.</p> <p>Reading: Carey, S. S. "Science"</p> <ul style="list-style-type: none"> What is S/E? Similarity/differences across fields/discipline <p>November 5 (Tuesday): Environmental and Ecological Justice Compared Readings: Florman, S. C. "Decline and Fall"; Frickel, S. "Who Are the Experts of Environmental Health Justice"; Corburn, J. "Characterizing Local Knowledge"</p> <ul style="list-style-type: none"> Indigenous studies and ecological justice Minority position on global environmental issues Neighborhood knowledge and ground-truthing (<i>metis</i>) revisited in depth Practical knowledge (<i>praxis</i>) revisited in depth <p>November 7 (Thursday): Assignment 2 Meta-Analysis</p> <ul style="list-style-type: none"> Class discussion Generating local knowledge and understanding EJ opinions DUE: Assignment 2 – Survey of Science and Engineering Students <p>November 12 (Tuesday): Assignment 3</p> <ul style="list-style-type: none"> Introduction to assignment content and method Class discussion <p>Module 4 (November 14, 2013 – December 5, 2013): Action, Agency, and the State</p> <p>November 14 (Thursday): EJ as Social/Political Movement Readings: Winton, S., "Concerned Citizens: Environmental (In)Justice in Black Los Angeles"; Schelly, D., and Stretesky, P. "An Analysis of the 'Path of Least Resistance' Argument in Three Environmental Justice Success Cases"</p> <ul style="list-style-type: none"> Defining Action and Agency <p>November 19 (Tuesday): State Response Readings: President William Clinton, "Executive Order 12898, Federal Actions To Address Environmental Justice in Minority Populations and Low-Income Populations."</p> <ul style="list-style-type: none"> Law, state institutions, Executive Order 12898 <p>November 21 (Thursday): Evaluating EJ policies/programs Readings: Callahan, C., J. R. DeShazo and C. Kenyon. "UCLA Luskin School of Public Affairs Luskin Center for Innovation: Pathways to Environmental Justice: Advancing a Framework for Evaluation." http://luskin.ucla.edu/sites/default/files/Pathways to Environmental Justice.pdf; U.S. GAO, "Report to the Ranking Member, Subcommittee on Investigations and Oversight, Committee on Science, Space, and Technology, House of Representatives" http://www.gao.gov/products/GAO-12-77</p> <p>November 26 (Tuesday): Preliminary Discussion of EJ Campaigns</p> <p>November 28 (Thursday): NO CLASS – Thanksgiving</p> <p>December 3 (Tuesday): Presentations of EJ Campaigns</p> <p>Wrap Up (June 5, 2013- June 10, 2013)</p> <p>December 5 (Thursday): Summing up</p> <ul style="list-style-type: none"> Knowledge and social agency (effective action) 	<p>This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.</p> <ul style="list-style-type: none"> Defining/differentiating knowledge and belief, basic and instrumental knowledge, evaluation as action-centric knowledge How do we envision an environmentally just world? From resistance/opposition to philosophies of justice and normative claims <p>COURSE READINGS</p> <p>Readings for Module 1</p> <p>Folmer, Henk and Olof Johansson-Stenman (2011). "Does Environmental Economics Produce Aeroplanes Without Engines? On the Need for an Environmental Social Science." <i>Environmental Resource Economics</i>, 48:337–361.</p> <p>Kim, Jae Hong and Nathan Jurey (2013). "Local and Regional Governance Structures: Fiscal, Economic, Equity, and Environmental Outcomes," <i>Journal of Planning Literature</i>, 28:111-123.</p> <p>Pepper, David (1984). <i>The Roots of Modern Environmentalism</i>. Croom Helm Natural Environment—problems and Management Series. London ; Dover, N.H: Croom Helm.</p> <p>Liu, Jianguo, Thomas Dietz, Stephen R Carpenter, Carl Folke, Marina Alberti, Charles L Redman, Stephen H Schneider, et al. (2007). "Coupled Human and Natural Systems." <i>Ambio</i> 36(8):639–649.</p> <p>Additional Optional Readings:</p> <p>Andrews, R.N.L., (2006). <i>Managing the Environment, Managing Ourselves: A History of American Environmental Policy</i>. 2nd ed. Yale University Press, New Haven.</p> <p>Ruby, Alan P. and Jason Konfal, (2007). "Nature, Sociology, and Social Justice: Environmental Sociology Pedagogy, and the Curriculum." <i>American Behavioral Scientist</i>, 51:495-515.</p> <p>Readings for Module 2</p> <p>Charles, C. Z. (2009). <i>Los Angeles: A Window on the Future of the Nation. Won't You be My Neighbor?: Race, Class, and Residence in Los Angeles</i>. Russell Sage Foundation Publications: 6-38.</p> <p>Fowler, F. J. (2009). <i>Survey research methods</i> (4th ed.). Thousand Oaks: Sage Publications.</p> <p>Houston, D., J. Wu, P. Ong and A. Winer (2004). "Structural Disparities of Urban Traffic in Southern California: Implications for Vehicle-Related Air Pollution Exposure in Minority and High-Poverty Neighborhoods." <i>Journal of Urban Affairs</i> 26(5): 565-592.</p> <p>Omi, M. and H. Winant (1994). <i>Racial Formations. Racial Formation in the United States: From the 1960s to the 1990s</i>. M. Omi and H. A. Winant. Psychology Press: 9-15.</p> <p>Ong, P. (1981). "An ethnic trade: The Chinese laundries in early California." <i>Journal of Ethnic Studies</i> 8(4): 95-112.</p> <p>Pastor, M., J. Sadd and J. Hipp (2001). "Which Came First? Toxic Facilities, Minority Move-in, and Environmental Justice." <i>Journal of Urban Affairs</i> 23(1): 1-21.</p>

This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.

Readings for Module 3

Carey, S. S. (2011). *Science. A beginner's guide to scientific method*. Wadsworth Publishing Company: 1-11.

Corburn, J. (2005). Characterizing Local Knowledge. *Street science: Community knowledge and environmental health justice*. The MIT Press: 47-77.

Florman, S. C. (1996). Decline and Fall. *The existential pleasures of engineering*. St. Martin's

Frickel, S. (2011). Who Are the Experts of Environmental Health Justice. *Technoscience and environmental justice: expert cultures in a grassroots movement*. G. Ottinger and B. R. Cohen, MIT Press: 21-39.

Readings for Module 4

Callahan, C., J. R. DeShazo and C. Kenyon. (2012). "UCLA Luskin School of Public Affairs Luskin Center for Innovation: Pathways to Environmental Justice: Advancing a Framework for Evaluation." from [http://luskin.ucla.edu/sites/default/files/Pathways to Environmental Justice.pdf](http://luskin.ucla.edu/sites/default/files/Pathways%20to%20Environmental%20Justice.pdf).

Delegates to the First National People of Color Environmental Leadership Summer. (1991). "Principles of Environmental Justice." Retrieved March 29, 2013, from <http://www.ejnet.org/ej/principles.html>.

Fixico, D. L. (2011). Healing the Earth in the Twenty-first Century. *The invasion of Indian country in the twentieth century*. University Press of Colorado: 219-240.

President William Clinton (2008). "Executive Order 12898, Federal Actions To Address Environmental Justice in Minority Populations and Low-Income Populations. February 11, 1994." *Executive Office of the President of the United States*.

Schelly, David, and Paul B. Stretesky (2009). "An Analysis of the 'Path of Least Resistance' Argument in Three Environmental Justice Success Cases." *Society & Natural Resources* 22.4:369-380.

United States Government Accountability Office. (2011). "Report to the Ranking Member, Subcommittee on Investigations and Oversight, Committee on Science, Space, and Technology, House of Representatives." Retrieved March 29, 2013, from <http://www.gao.gov/products/GAO-12-77>.

Winton, S. (2010). Concerned Citizens: Environmental (In)Justice in Black Los Angeles. *Black Los Angeles: American Dreams and Racial Realities*. D. M. Hunt and A.-C. Ramón, NYU Press: 343, 344-345, 354-355.

6

This is a Living Document. Dates and Contents Are Subject to Change. Updated September 28 2013.

Extra Credit: Students can earn up to 5% by writing a 4-5 page reflection paper on the definition(s) of justice that incorporates readings from course materials with a personal normative position. The paper should address the following questions:

- (1) Which of the philosophical conceptualization of justice is most aligned to your views? Which ones are not? What forms and types of injustices are addressed and not addressed by your choice?
- (2) What factors influence your choice. Explain in terms of your background, experiences, religious and other beliefs, and education.
- (3) How important is your justice philosophy in your everyday life? If possible, provide examples of putting your belief into practice.
- (4) How does your view of justice relate (or not) to the environment?

The reflection paper has to be typed, double-spaced, in Times New Roman 12-point font with 1-inch margins. The reflection paper must be three to four pages (references do not count as text), and written without subheadings. A good paper addresses the questions for the assignment, includes critical and insightful thoughts, is well organized and has well-formatted paragraph, and uses an appropriate scholarly style. Students may work in groups to produce a paper. References should be done using an appropriate scholarly style; the references in this syllabus can be used as a model (ask TA for details and information about using Zotero).

Professor must be notified by the end of fourth week if students want to turn in an extra credit assignment. The deadline for turning in the extra credit is the end of 8th week.

Readings for Extra Credit

Illinois State University. "Three Theories of Justice: Utilitarianism, Justice as Fairness, and Libertarianism." <http://lib.iistu.edu/pefranc/3-ts-of-justice.htm>.

Schlosberg, D. (2007). *Defining environmental justice: theories, movements, and nature*. Oxford University Press New York (particularly "Distribution and Beyond: Conceptions of Justice in Contemporary Theory and Practice." pp 11-41).

7

B.9. PSYCHOLOGY 188A SPECIAL TOPICS SEMINAR: PSYCHOLOGY OF DIVERSITY

Psychology 188A Special Topics Seminar: Psychology of Diversity

**Winter 2014 Wednesdays 1-3:50pm
1571 Franz Hall**

Instructor
appointment

Office Hour: Immediately after class or by

Yuen Huo
4625 Franz Hall
huo@psych.ucla.edu
310-794-5305

Course website: <https://ccle.ucla.edu/course/view/14W-PSYCH188A-1>

Course Overview:

Diversity science is an emerging field that examines how group differences are created, perceived, and maintained. Using readings, media, and discussion, we will sample key research streams from the psychological study of diversity and focus on how the empirical evidence can address challenges in our society including managing diverse workforces, reducing racial disparities in health, law, and education, generating effective responses to rapid demographic l changes, and resolving intercultural conflicts.

In each class, we will tackle a specific topic related to the experience of diversity and review the theoretical and empirical evidence available to us. We will also examine related social issues and consider how existing psychological evidence can inform potential solutions.

Statement on UCLA Letters and Science Diversity requirement:

This course fulfills the UCLA College of Letters and Science diversity requirement. First, we will address the experiences of different groups in the U.S. including ethnic groups, cultural groups, gender, sexual orientation, and class. In addition, students will be encouraged to analyze how structural, interpersonal, and person factors interact to shape how individuals living in diverse contexts respond to perceived differences. Lastly, we will reflect upon evidence-based practices that can contribute to promoting inclusion and the reduction of existing group-based inequities.

Requirements:

This is an upper division seminar. The class is structured to be student centered. The instructor will begin each class with an overview of the topic and related theory and research. Students are expected to raise questions and share reactions to the ideas presented in the overview and the assigned readings.

Each week after initial meeting, there will be a lead-in article that provides an overview of the topic, followed by 2-3 readings that will form the basis of class discussion. To facilitate active participation, each student will be required to post to the class website two brief reactions to the readings. A discussion team will be assigned to organize student comments and to lead class discussion.

There are four requirements for the course:

1. Class Participation (50%)

General Participation and Written Comments (25%). Students are required to be active participants in class. Each student will post to the class discussion board **two** brief well thought out reactions and/or critiques based on the day's readings and be prepared to elaborate on and defend their written responses in class. Each comment should be written concisely in no more than two or three sentences (you will be expected to provide additional details in class discussions). **The two written comments must be posted on the course webpage no later than 12:00 noon the day before each class meeting.** It is important to recognize that the most useful contributions should be in the form of a statement reflecting your thoughts and opinions and NOT simply a question. If a question comes to mind, try to formulate an answer, however tentative. Oftentimes there is no "correct" answer. When you share your thoughts, you will give us an opportunity to collectively consider the idea and see whether it holds up or would benefit from modification.

Below are suggestions to keep in mind as you formulate your responses to the readings.

1) **Utility/Application:** To what extent is the current research useful in helping us to understand something new about the human experience in diverse environments? Or in what ways can the research inform practice or policy?

2) **Gaps/Limitations:** What are some limitations about how the research was conducted? What are some assumptions underlying the research and/or its interpretation that you disagree with?

Leading Class Discussion (25%). Pairs of students will be assigned to lead class discussion for one week. Discussion leaders will: 1) organize the posted comments; 2) propose a plan for discussing each reading; 3) find ways to integrate themes and ideas across readings.

2. Real World Application Presentation (20%): One goal of this class is to encourage students to consider the translational aspects of research in the psychology of diversity. How might research in this area generate insights for solving problems in contemporary society? Application and intervention will be theme of Week 9 readings.

During Week 10, students will be required to make presentations in small groups (3-4). The presentation will include: 1) identifying a known social problem (e.g., health

2

disparity, policy quandary, diversity strategy); 2) translate how research from the psychology of diversity can inform efforts to find solutions; and 3) propose a next step toward social action (i.e. policy recommendation).

Presentations are limited to 20 minutes with 10 minutes of discussion. Students will prepare PowerPoint slides for their presentations. Groups will be formed by Week 6 based on common interests and students will have time to meet with their group in class. Additional details for the project will be distributed in class.

3. Take home, open book written "exam" (30%): The goal of this last requirement is to assess your ability to synthesize ideas from the course and to apply research insights to social problems. You may use the readings, notes, and other materials available to you. You may brainstorm with your classmates. However, each student must independently formulate their written response. The questions will be available on the last day of class and will **due by noon on Monday of Finals Week.**

3

TENATIVE CLASS SCHEDULE AND READING LIST

All readings will be uploaded to the course website, organized by meeting weeks.

Week 1 1/8 Course Overview and Introduction to Diversity Science

Please read the two brief papers prior to our initial meeting.

Mendoza-Denton, R., & España, C. (2010). Diversity Science: What Is It? *Psychological Inquiry*, 21(2), 140-145.

Fredrickson, G. M. (1999). Models of American ethnic relations: A historical perspective. In D. A. Prentice & D. T. Miller (Eds.), *Cultural divides: Understanding and overcoming group conflict* (pp. 23-34). New York: Russell Sage Foundation.

Week 2 1/15 Cultural Influences on Psychology

Discussion Leaders: 1. _____ 2. _____

Markus, H.R., & Kitayama, S. (2010). Cultures and Selves: A Cycle of Mutual Constitution. *Perspectives on Psychological Science*, 5: 420-430.

Discussion Papers:

Stephens, N. M., Townsend, S. S. M., Markus, H. R., & Phillips, L. T. (2012). A cultural mismatch: Independent cultural norms produce greater increases in cortisol and more negative emotions among first-generation college students. *Journal of Experimental Social Psychology*, 48(6), 1389-1393.

Chiang, J. J., Saphire-Bernstein, S., Kim, H. S., Sherman, D. K., & Taylor, S. E. (2013). Cultural differences in the link between supportive relationships and proinflammatory cytokines. *Social Psychological and Personality Science*, 4(5), 511-520.

Greenfield, P. M. (2013). The changing psychology of culture from 1800 through 2000. *Psychological Science*, 24(9), 1722-1731.

Week 3 1/22 Social Class

Discussion Leaders: 1. _____ 2. _____

4

Kraus, M. W., Piff, P. K., & Keltner, D. (2011). Social Class as Culture: the Convergence of Resources and Rank in the Social Realm. *Current Directions in Psychological Science*, 20(4), 246-250.

Discussion Paper:

Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. *Science*, 341(6149), 976-980.

Kraus, M. W., Côté, S., & Keltner, D. (2010). Social class, contextualism, and empathic accuracy. *Psychological Science*, 21(11), 1716-1723.

Piff, P. K., Stancato, D. M., Côté, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 109(11), 4086-4091.

Week 4 1/29 Contemporary Forms of Racial Prejudice

Discussion Leaders: 1. _____ 2. _____

Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. *Social and Personality Psychology Compass*, 3, 314-338.

Discussion Papers:

Richeson, J. A., Baird, A. A., Gordon, H. L., Heatherton, T. F., Wyland, C. L., Trawalter, S., & Shelton, J. N. (2003). An fMRI investigation of the impact of interracial contact on executive function. *Nature Neuroscience*, 6(12), 1323-1328.

Payne, B. K. (2006). Weapon bias: Split-second decisions and unintended stereotyping. *Current Directions in Psychological Science*, 15(6), 287-291.

Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy perceived stereotypicality of black defendants predicts capital-sentencing outcomes. *Psychological Science*, 17(5), 383-386.

Week 5 2/5 Persistence of Gender Inequality

Discussion Leaders: 1. _____ 2. _____

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109-118.

Discussion Papers:

5

Biernat, M., Tocci, M. J., & Williams, J. C. (2012). The language of performance evaluations: Gender-based shifts in content and consistency of judgment. *Social Psychological and Personality Science*, 3(2), 186-192.

Rudman, L. A., & Mescher, K. (2013). Penalizing men who request a family leave: Is flexibility stigma a femininity stigma? *Journal of Social Issues*, 69(2), 322-340.

Ceci, S. J., & Williams, W. M. (2011). Understanding current causes of women's underrepresentation in science. *Proceedings of the National Academy of Sciences of the United States of America*, 108, 3157-3162.

Week 6 2/12 Film: School Colors

No readings for this week.

Meet with group to discuss class presentation.

Week 7 2/19 Intergroup Contact

Discussion Leaders: 1. _____ 2. _____

Pettigrew, T. F. (2008). Review: Future directions for intergroup contact theory and research. *International Journal of Intercultural Relations*, 32(3), 187-199.

Discussion Papers:

Juvonen, J., Nishina, A., & Graham, S. (2006). Ethnic diversity and perceptions of safety in urban middle schools. *Psychological Science*, 17(5), 393-400.

Mendoza-Denton, R., & Page-Gould, E. (2008). Can cross-group friendships influence minority students' well-being at historically white universities? *Psychological Science*, 19(9), 933-939.

Avery, D. R., Richeson, J. A., Hebl, M. R., & Ambady, N. (2009). It does not have to be uncomfortable: The role of behavioral scripts in Black-White interracial interactions. *Journal of Applied Psychology*, 94(6), 1382-1393.

Week 8 2/26 Diversity Management

Discussion Leaders: 1. _____ 2. _____

Dovidio, J. F., Saguy, T., & Gaertner, S. L. (2010). Appreciating the role of the "individual mind" in diversity science: Commonality, harmony, and social change. *Psychological Inquiry*, 21(2), 108-

114. Discussion Papers:

Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 20(4), 444-446.

Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. *The Journal of Applied Behavioral Science*, 44, 116-133.

Unzueta, M. M., Knowles, E. D., & Ho, G. C. (2012). Diversity is what you want it to be: How social-dominance motives affect construals of diversity. *Psychological Science*, 23(3), 303-309.

Week 9 3/5 Using Social Science Evidence to Address Real World Problems

Discussion Leaders: 1. _____ 2. _____

Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science*, 313(5791), 1307-1310.

Discussion Papers

Nier, J. A., Gaertner, S. L., Nier, C. L., & Dovidio, J. F. (2012). Can racial profiling be avoided under Arizona immigration law? Lessons learned from subtle bias research and anti-discrimination law. *Analyses of Social Issues and Public Policy*, 12(1), 5-20.

Cheryan, S., Meltzoff, A. N., & Kim, S. (2011). Classrooms matter: The design of virtual classrooms influences gender disparities in computer science classes. *Computers & Education*, 57(2), 1825-1835.

Herek, G. M. (2006). Legal recognition of same-sex relationships in the US: A social science perspective. *American Psychologist*, 61, 607-21.

Week 10 3/12 Student Presentations

**** TAKE HOME FINAL EXAMS DUE: NOON, MONDAY 3/17.**

C. SYLLABI SUBMITTED BY DEPARTMENT

Subject Area	Course Title
African American Studies	African-American Nationalism
African American Studies	Introduction to African-American Life
African American Studies	Social Organization of Black Community
American Indian Stds	Introduction American Indian Studies
American Indian Stds	California Indian Strategies for Contemporary Challenges
American Indian Stds	Contemporary Indigenous Nations
American Indian Stds	Language Endangerment and Linguistic Revitalization
American Indian Stds	Cultural Resources Protection in California
Ancient Near East	Jerusalem: The Holy City
Anthropology	The Anthropology of Gender Variance Across Cultures: From Third Gender to Transgender
Anthropology	The Cultural Construction of Gender and Sexuality: Cross-Cultural Aspects of Homosexualities
Anthropology	Psychological Anthropology: Current Topics and Research
Anthropology	Language and Identity
Anthropology	Race and Racism
Anthropology	Urban Anthropology
Anthropology	Introduction to Archaeology
Anthropology	Economic Anthropology
Anthropology	Anthropology of Race
Anthropology	Anthropology of Chiefdoms
Applied Linguistics	Language and Social Interactions
Applied Linguistics	Language and Gender
Art	History of Ethnic Clothing
Art	Whose Monument Where?: A Course on Public Art
Art	Chicana Art and Artists
Art	Beyond the Mexican Mural: Beginning Muralism
Art History	Art of India and Southeast Asia
Art History	Korean Art
Arts & Architecture	Introduction to Arts Education for Multiple Publics: Theory and Practice
Asian American Studies	Asian American Women
Asian American Studies	Power to the People
Asian American Studies	Comparative Racialization and Indigeneity
Asian American Studies	US-Vietnam Relations and the Vietnamese Refugee Movements
Chemistry	Chemical Structure
Chicana/o Studies	Barrio Service Learning
Chicana/o Studies	Barrio Popular Culture
Chicana/o Studies	Understanding Whiteness
Chicana/o Studies	Community Cultural Development in Public Art
Chicana/o Studies	New Social Media and Activist Art
Civic Engagement	Perspectives on Civic Engagement
Civic Engagement	Community or Corporate Internship
Classics	Fantastic Journey: Antiquity and Beyond
Classics	The Female in Roman Literature and Culture
Communication Studies	Gender & Communications
Community Health Sciences	Introduction to Interventions for At-Risk Populations
Community Health Sciences	Introduction to Interventions for At-Risk Populations
Comparative Literature	Survey of Literature: Enlightenment to the Present
Comparative Literature	Alternate Traditions: In Search of Female Voices in Contemporary Literature
Dance	World Dance Histories
Disability Studies	Perspectives on Disability Studies
Education	Perspectives on the American College: Student Activism, Diversity, and the Struggle for a Just Society
Education	The Theory and Practice of Intergroup Dialogue: Building Facilitation Skills
Education	Intergroup Dialogue on Race and Class
Education	Instructional Apprenticeships in Teaching and Learning
Education	Teaching in Urban Schools - Exploring Identities: Lived Experiences, Positionality and Implications for Social Justice
English	Critical Reading and Writing with Service Learning (2 versions submitted)
English	Community-based Studies of Popular Literature
English	The Cultures of the Middle Ages
English	American Political Novel
English	African American Literature at the Turn of the 20th Century
English	Early African American Literature
English	African American Literature in the 1960s
English	Black American Fiction in the Sixties
Environmental Science	Environmental Justice through Multiple Lenses
EPSS	Natural Disasters
Film and Television	Film Genres: African American Cinema
French	France and its Others: Race, Ethnicity, and Difference in French Cinema
French	Superheroes and Diversity: The Batman Paradigm
French	Medieval Flix

Appendix C

Gender Studies	Introduction to Gender Studies
Gender Studies	Power
Gender Studies	Knowledge
Gender Studies	Indigenous Women and Violence
Gender Studies	Sex Work
Gender Studies	Law, Gender and Disability
Gender Studies	Masculinities
Gender Studies	Gender, Race, and Class in Latin American Literature and Film
Gender Studies	Women and Gender in the Caribbean
Gender Studies	Bodies
Gender Studies	Race, Gender, and Punishment
Gender Studies	African American Women's History
Gender Studies	Media: Gender, Race, Class and Sexuality
Gender Studies	Senior Research Seminar
General Education Clusters	Interracial Dynamics in American Society and Culture
General Education Clusters	Interracial Dynamics in American Society and Culture
General Education Clusters	America in the Sixties
General Education Clusters	America in the Sixties
General Education Clusters	Sex: From Biology to Gendered Society
General Education Clusters	Sex: From Biology to Gendered Society
Geography	Population in an Interacting World
Geography	Cities and Social Differences
History	Holocaust: History and Memory
History	Colonial Latin America
History	Modern Latin American History
History	Contemporary Latin American Culture
History	History of the Near and Middle East
History	The Middle East, 1500 - present
History	History of the Israeli-Palestinian Conflict
History	The Arab Uprisings as History
History	American Popular Culture
History	History of Women in the U.S., 1850-2000
History	The American West
History	The Cuban Revolution
History	History of Modern Japan: 1850-1945
History	Indo-Islamic Interactions, 700 to 1750: Saints, Sultans and Scholars
History	Indo-Islamic Interactions, 1750 to 1950
History	Historical Perspectives on Globalizing Feminism: 1848-present
History	Applied Jewish Studies and Social Ethics
History	Landscapes of Segregation in US History
History	Introduction to Western Civilization: Ancient Civilizations to 843 CE
History	Culture Wars and the Making of Modern America
History	Introduction to African American History
Honors Collegium	Racial and Ethnic Disparities in Health Care
Honors Collegium	Terrorism, Counterterrorism, and Weapons of Mass Destruction: A Practical Approach
Information Studies	Introduction to Information Studies
Italian	Italian Cinema and Culture: Sex and Politics
Italian	Italy between Europe and Africa
LGBT Studies	Introduction to Lesbian, Gay, Bisexual, and Transgender Studies
LGBT Studies	Hetero-normative Colonialism
Linguistics	Introduction to Linguistics
MCDB	Stem Cell Biology, Politics, and Ethics
MCDB	Biomedical Ethics
MENAS	Other Islams: Comparative Approaches to Middle Eastern Islam
Music History	American Musical
Music History	Music in Los Angeles
Music History	Motown and Soul: African-American Popular Music of the 1960s
Music History	Music and Gender
Music History	LGBTQ Perspectives in Popular Music
NELC	Women and Power in the Ancient World
NELC	Social, Cultural, and Religious Institutions of Judaism
Political Science	Introduction to American Politics
Political Science	Diversity and Disagreement: How to Succeed in Politics Without Really Trying
Political Science	Community or Corporate Internship
Political Science	World Politics
Psychology	Culture and Human Development
Psychology	Intimate Relationships
Psychology	Psychology of Diversity
Psychology	Asian American Personality and Mental Health

Appendix C

Religion	The Origins of Judaism, Christianity and Islam
Religion	Judaism, Christianity, and Islam
Religion	Religion in Los Angeles
Slavic	Christianities East and West: History, Doctrine, Culture
Slavic	Introduction to Slavic Civilizations
Society and Genetics	Problems of Identity at the Biology/Society Interface
Sociology	Sociology of Mental Illness
Sociology	Sociology of Gender
Sociology	Sociology of Family
Sociology	Hip & Cool: A Study of Distinction & Exclusion
Sociology	Community or Corporate Internship
Sociology	Sociology of Migration
Sociology	Comparative Immigration
Sociology	Comparative Acculturation and Assimilation
Sociology	Social Stratification
Sociology	Sociology of Education
Sociology	La migracion Mexico-Estados Unidos
Spanish	Latinos, Linguistics, and Literacy
Urban Planning	Community-based Research in Planning
World Arts & Cultures/Dance	American Indian Arts in Performance
157	

D. TRANSFER STUDENT DATA

UCLA Transfer SIRs
 ALL Colleges
 2014 as of June 4

	2012	2013	2014
ALL Colleges	3,218	2,867	3,325
Humanities	649	544	630
Life Sciences	513	445	489
Physical Sciences	510	369	417
Social Sciences	1,218	1,285	1,403
International Institute	77	79	95
General Studies	7	5	9
Letters and Science	2,974	2,727	3,043
Engineering	134	60	176
Theater, Film & TV	21	18	22
Arts & Architecture	79	52	75
Nursing	10	10	9

Source: UCLAUA2014 AS SIRs by Major Jun04.pdf

ts-c/06/04/14