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 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 disciplinal 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.
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

<table>
<thead>
<tr>
<th></th>
<th>new students</th>
<th>oversupply</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>freshmen (Fall 2015)</td>
<td>5000</td>
<td>750</td>
<td>5750</td>
</tr>
<tr>
<td>transfers (Fall 2017)</td>
<td>3000</td>
<td>450</td>
<td>3450</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>9200</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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 the 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 buyouts 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 = $187,500 total for years 1-3 or $62,500 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 ($108,000). 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: $75,000/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: $85,000/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: $25,000 in year 1; $10,000/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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Initial investment</th>
<th>Recurring costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. New course development</td>
<td>25 new courses @ $7500/cris *</td>
<td>187,500</td>
</tr>
<tr>
<td>B. Re-tooling of existing courses</td>
<td>15 courses (3000/cris)</td>
<td>45,000</td>
</tr>
<tr>
<td>C. TA support</td>
<td>15 TAs @ 50%</td>
<td>108,000</td>
</tr>
<tr>
<td>D. Senior endowed lectureship (one quarter)</td>
<td>1 visiting professor</td>
<td>75,000 (not recurring once endowed)</td>
</tr>
<tr>
<td>E. Junior endowed lectureship (12 months)</td>
<td>1 visiting professor</td>
<td>85,000 (not recurring once endowed)</td>
</tr>
<tr>
<td>F. Faculty development</td>
<td>Launch event</td>
<td>25,000</td>
</tr>
<tr>
<td>G. Biennial Diversity Symposia</td>
<td>new resources for OID</td>
<td>20,000</td>
</tr>
<tr>
<td>H. TA training</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total initial investment</strong></td>
<td>545,500</td>
<td><strong>Total recurring</strong></td>
</tr>
</tbody>
</table>

*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 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


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 and inclusiveness?

Thank you.

Figure A.1: Diversity Course Information Sheet
APPENDIX B  EXAMPLE SYLLABI

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.
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 conferment 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.
Appendix B

Asian American Studies 50: Asian American Women

Required Books (available at ASUCLA bookstore):
- Lê Thúy Diễm, The Gangster We are All Looking For
- Required Films (Screened in class and also available for viewing at Instructional Media Laboratory, 270 Powell Library):
  - Richard Fong, "Dirty Laundry"
  - Takagi and Park, "The Women Outside"
  - Don B romance, "A&O's Don Romance"

Required Articles: available as downloadable PDF from the course website, accessed through myucla.edu-page.

Course Requirements

- Section Attendance and Participation: 25%
- Reading Response Assignment: 15%
- Term Paper: 15%
- Final Exam: 15%

Assignments

- 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 comments or ideas from the assigned texts that strike you as significant, striking, challenging, or surprising.
- FOR NON-FICTION READINGS, you should keep in mind the following questions as you read:
  - What is the argument of the text?
  - What is the argument's purpose or project?
  - What previous existing conceptions, ideas, or arguments is the author critiquing, completing, or contributing to?
- For 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.
  - Academic cheating, including, but not limited to, submitting (nearly) identical papers to two classes. 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?
- For creative readings or for films, you should keep in mind the following questions as you read:
  - What is the argument of the text?
  - What is the argument's purpose or project?
  - What is the argument or project?

Course Policies

- Final: 15%
- Term Paper: 15%
- Reading Response Assignment: 15%

Reading response assignment: a written response to questions distributed in class on a course reading (about 2 pages)

Term Paper: 4-5 pages, 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.

Course Policies

- We will NOT be giving out any PTE numbers for this course. Absolutely no exceptions.
- You may enroll in another course with a more convenient time.
- Reading response assignment: written response to questions distributed in class.
- For writing assignments, please make note of the date and time of the scheduled exam.
- For writing assignments, please make note of the date and time of the scheduled exam.
- Term paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.
- No breach of academic integrity is tolerated at UCLA, and will result in disciplinary review by the Office of the Dean of Students for writing assignments.

Schedule of Readings and Class Discussions

Week 0 (September 26) — Introduction: Race, Gender, Sexuality: Interpreting Asia
- Asian Reproductive and U.S. Capitalism

Week 1 (September 26) — Asian American Sexualities

Week 2 (October 3) — Asian American Sexualities
- Asian American Sexualities

Week 3 (October 10 & 12) — Asian American Sexualities

Week 4 (October 24 & 26) — "Cold" War Occupation: Asian Women and White Men

Week 5 (October 31 & November 2) — Anti-Asian Racialization

Week 6 (November 7 & 9) — HIV/AIDS: Globalization

Week 7 (November 14 & 16) — Reproductive Rights

Week 8 (November 21 & 23) — Reproductive Rights

Week 9 (November 28 & 30) — Reproductive Rights

Week 10 (December 5 & 7) — Reproductive Rights

Week 11 (December 12 & 14) — Reproductive Rights

Week 12 (December 19 & 21) — Reproductive Rights

Week 13 (January 20 & 22) — Reproductive Rights

Week 14 (January 27 & 29) — Reproductive Rights

Week 15 (February 3 & 5) — Reproductive Rights

Week 16 (February 10 & 12) — Reproductive Rights

Week 17 (February 17 & 19) — Reproductive Rights

Week 18 (February 24 & 26) — Reproductive Rights

Week 19 (March 3 & 5) — Reproductive Rights

Week 20 (March 10 & 12) — Reproductive Rights

Week 21 (March 17 & 19) — Reproductive Rights

Week 22 (March 24 & 26) — Reproductive Rights

Week 23 (March 31 & April 2) — Reproductive Rights

Week 24 (April 7 & 9) — Reproductive Rights

Week 25 (April 14 & 16) — Reproductive Rights

Week 26 (April 21 & 23) — Reproductive Rights

Week 27 (April 28 & 30) — Reproductive Rights

Week 28 (May 5 & 7) — Reproductive Rights

Week 29 (May 12 & 14) — Reproductive Rights

Week 30 (May 19 & 21) — Reproductive Rights

Week 31 (May 26 & 28) — Reproductive Rights

Week 32 (June 2 & 4) — Reproductive Rights
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


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

Final Exam: Thursday, December 12, 3 to 6 pm
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%
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 tutor in 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.).

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 tutor in 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.).

CLASS SCHEDULE

WEEK 1:

INTRODUCTORY REMARKS: course requirements, site information, etc.

BACKGROUND READING: (reflective journal entries not required):

- R.D. Shumer, “A Short Guide to Successful Field Work and Field Study”
- C. Larrotta, “Written Conversations with Hispanic Adults Developing English Literacy” [NOTE: We may experiment with this technique this quarter]

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

- S. Scribner, “Literacy in Three Metaphors”
- P. Freire, “The Last Word of Colonial Handwriting”
- C. Larrotta, “Written Conversations with Hispanic Adults Developing English Literacy” [NOTE: We may experiment with this technique this quarter]

ADDITIONAL READING (optional):

- 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 Hogg, 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 Conscientization”
- P. Freire, “Reading the World and Reading the Word: An Interview with Paulo Freire”
- E. Mintz, “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
Appendix B

Chicana/o Studies M170S Latinos, Linguistics, and Literacy

• 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: Latino Immigrants as 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, Telingual Mexican”
• J. Horizon, “Moving beyond ‘stupid’: Taking Account of the Impact of Violence on Women’s Learning”
• A. Marco and E. Mire, “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”

IN CLASS:

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 7:

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 Chicano 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 Center 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.

• 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 8:

CONTINUE TUTORING

READINGS: NATIONAL LITERACY CAMPAIGNS; THE EXAMPLE OF THE NICARAGUAN LITERACY CRUSADE
• R.F. Arnow and H.J. Reivich, “Provincial Literacy Campaigns”
• R.F. Arnow, “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 Rodriguez, Lester Fox Rosales, the Sandinista literacy campaign.

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.
Appendix B

Chicana/o Studies M170S Latinos, Linguistics, and Literacy

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 Lemmas Basic, Lemmas Grammar, and English as a Second Language. Dates 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

CONTACT FOR CLASSROOM VOLUNTEERS:

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 learners populations. The new mandates going through are showing that the needs of newcomer ELs (English Learners) are completely different from LTEL (Long Term English Learners). Your students are showing that they need support with decoding 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.

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.

Para los Niños:
Contact Dr. Sheena Nahm, snahm@paralosninos.org
SITE DETAILS to be provided the first day of class.
INSTRUCTIONS, FINAL PAPER (suggested length, 8-10 pages + bibliography):

BEFORE YOU GET STARTED, read the prize-winning paper by former student Jenna Timinski, “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 the 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.
   • description of learners' progress
   • how this experience has affected you personally (e.g. your view of il/-literacy, 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

3. Information about the instructional program, including:
   • 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 the learner 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?

4. A description of your tutoring experience, including:
   • your personal reaction to tutoring, including but not limited to:
     • your feelings about literacy before and after participating
     • your reactions to the classroom setting
     • your reactions to the learner(s)
     • your reactions to the class itself
     • your reactions to 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)
     • your reactions to the learner(s)’ progress
     • your reactions to the learner(s)’ social network
   • 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 (Burche 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

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:
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 you in complex writing tasks. As critical points, you will be asked to participate in a thoughtful and structured revision process that is intended to improve your writing skills and to enhance your critical thinking, evaluation of evidence, and feedback of perspective and ideas. If you have any questions or concerns about the readings, please speak with your TA before or after class or in office hours.

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

RECOMMENDED Literature:
It is strongly suggested that you join the E-S-HUM electronic discussion list, which is a freely provided service that can provide you with a sense of the voice and perspectives within the field of Disability Studies. You may do so by emailing: E-S-HUM-subscribe-request@listserv.ucla.edu

If you are interested in disability history, you may also wish to subscribe to the Disability list by emailing: DISABILITY-subscribe-request@listserv.net.ucla.edu.

ASSIGNMENTS CALENDAR:

I. Disability Studies 101W: Perspectives on Disability

1. Written assignments (65 points)
   - First paper: 5 points
   - Second paper: 20 points
   - Third paper: 5 points
   - Fourth paper: 35 points
   - Total: 100

   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 equality and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with disabilities (emotional, medical, physical and/or learning) consult the Office for Students with Disabilities (OSD), located in 420 Murphy Hall to secure the necessary academic accommodation.

   SCHEDULE:
   - Week 1: Overview of Disability Studies
   - Week 2: History of Disability
   - Week 3: Disability in the Media
   - Week 4: Disability Studies in the Classroom
   - Week 5: Disability Studies in the Community
   - Week 6: Disability Studies in the Workplace
   - Week 7: Disability Studies in the Family
   - Week 8: Disability Studies in the Law

   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 other disciplinary actions including expulsion from UCLA. To view the Code of Conduct, go to www.ode.ucla.edu.

   ASSIGNMENT CALENDAR:
   - Week 1: From Disability-as-pathology to Civil Rights Movement
     - Readings:
     - Weekly Summary due via email by 8 a.m.

   - Week 2: Disability Studies and the Social Model of Disability
     - Readings:
       - Weekly Summary due via email by 8 a.m.

   - Week 3: Disability Studies and the Medical Model of Disability
     - Readings:
       - Weekly Summary due via email by 8 a.m.

   - Week 4: Disability Studies and the Social Model of Disability
     - Readings:
       - Weekly Summary due via email by 8 a.m.

   - Week 5: Disability Studies and the Cultural Model of Disability
     - Readings:
       - Weekly Summary due via email by 8 a.m.
Appendix B

Disability Studies 101W: Perspectives on Disability

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: Representations of “Disability” in Visual Art and Curatorship

**Guest Speaker:**
Dr. Georgia Kleege, Lecturer, UC Berkeley Department of English

**Readings:**

**Assignments:**
- Second paper due in class.
- Optional: Revised first paper based on feedback from the instructor or TA.
- Extra Credit Opportunities:
  - Attend Andrew Solomon’s presentation on his book Far From the Tree, February 4 from 7:00-9:00 p.m. in UCLA’s Northwest Campus Auditorium
- Attend Andrew Solomon’s presentation on his book Far From the Tree, February 4 from 7:00-9:00 p.m. in UCLA’s Northwest Campus Auditorium

**Viewings:**
- [Documented Performance]. United States: Youtube, [Link]
- [Documented Performance]. United States: Youtube, [Link]
- [Disability Theater: Selections from the DisAbility Project]. [Link]
- [Visual Culture]. [Link]
- [Audition]. [Link]
- [Documented Performance]. [Link]
- [Documented Performance]. [Link]
- [Disability Studies Quarterly]. 33(1), 54-70.
- [Awards Show]. United States: ABC Network, [Link]

**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.

Week 6: Choreography and Performance in relation to Neurodiversity

**Guest Speaker:**
Dr. Anurima Banerji, Assistant Professor in the Department of World Arts and Cultures/Dance

**Readings:**

**Assignments:**
- Weekly Summary due via email by 8 a.m.
- Extra Credit Opportunity:
  - Prepare to visit the instructor or TA in office hours to receive feedback on your proposal.

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

The goals for these final weeks are to introduce students to the histories of disability, to think about the ways in which these histories and narratives impact present-day discourse, and to consider how disability studies intersect with other disciplinary fields. Students will engage with readings and assignments that explore the ways in which disability studies intersect with other fields, including Deaf Studies, Autism Studies, and Neurodiversity. They will also have the opportunity to explore how disability studies can be applied to contemporary issues and policies.
Appendix B

Disability Studies 101W: Perspectives on Disability

Week 7: Deaf and Disability Studies in Conversation

GUEST SPEAKERS:
Dr. Benjamin Lewis, Lecturer, UCLA Department of Linguistics
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

Readings:

Assignments:
Weekly Summary due via email by 8 a.m.

Week 8: Autism and Neurodiversity in Conversation

GUEST SPEAKERS:
* Dr. Aravindan, 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

Readings:

Assignments:
Weekly Summary due via email by 8 a.m.

Week 9: (Re)thinking Intersections of "Disability" and Genetics

GUEST SPEAKERS:
Lisa B. Deyan, MS, CGC, Prenatal Genetic Counselor, UCLA Prenatal Diagnosis Center & Preconception Clinic

Readings:

Assignments:
Weekly Summary due via email by 8 a.m.

Week 10: 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 and 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.

Week 10: Disability Social Policy

GUEST SPEAKER:
Dr. Beth Ribet, Visiting Professor, UCLA School of Law.

Readings:

Assignments:
Weekly Summary due via email by 8 a.m.

March 21 Fourth paper due to TA via email or hand-delivery in Kaufman Hall by 4:30 p.m.
B.4. FRANCE AND ITS OTHERS: RACE, ETHNICITY, AND DIFFERENCE IN FRENCH CINEMA

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).
Appendix B

France and its others: race, ethnicity, and difference in French cinema

To begin answering this question and reframing other, more race-based questions, the course places a selection of films by mainstream French directors in their respective historical contexts. The films chosen reflect a sustained understanding of race and ethnicity, moving from relatively narrow definitions to a broader, more expansive construct of difference. While colonial films are not the focus of the course, any discussion of race and difference in French cinema must be foregrounded by an understanding of the French imperial project and its cultural outputs. The films, then, can be grouped into two main categories: colonial and postcolonial representations. Titles from the colonial category include Jean Cocteau's Pépé le Moko (1937) set in the Casbah of Algiers and the pre-WWII propaganda documentary France is an Empire/La France est un Empire set we eagerly (1938). Also included in this category are Bernard Tercier's Shot Film/Coup de torchon (1995) and Claire Denis's Chacun son vin (1999), which, despite being produced after decolonization, nevertheless offer two essential examples of the colonial cinema in West Africa. The second half of the course trains its focus on the representation of difference in mainland France. Mathieu Kassovitz's Le Fabuleux destin d'Amélie Poulain (2001) and Yvan Mouchet (1993) as "race movie" and "race classic" are valuable choices of the gritty Parisian housing projects, Paris La Folière (2005). The Secret of the Free World/La secret des libres (2007) by French Tunisian director Abdellatif Kechiche, the "shipped from the headlines" film Tcheky Karyo's (Philippe Leotard, 2009) documenting the plight of Jewish refugees in northern France; and Laurence Cassé's post-documentary The Checkpoints de nos mœurs (2008), which chronicles social and ethnic tensions within the high-school classroom. The course concludes with another French blockbuster. Welcome to the Electric Chair does more for (more?) a utopian vision of regional difference that might be read as an allegory for social unity.

In addition to the colonial context, the course proposes a selection of readings that fall into two categories:

1) In order to deepen your understanding of the representation of race and ethnicity in the selected films and in their historical contexts, the course includes readings to be published alongside lecture notes. In the first half of the course, these include essays on race, ethnicity, difference, identity (Beninart, France), culture. French cinema "postcolonial" studies on representation and the shifting narrative, and contemporary politics (Agendebo, Thomas, Charvey). In the second half of the term, the course introduces scholarly essays on each of the films that were covered in class. In addition to the cinema and culture, we offer examples of how cultural knowledge and formal film analysis can be fruitfully brought together to create critique.

2) In order to provide you with an analytical vocabulary for discussing the films, the course includes readings in film analysis. The Yale French Studies "Film Analysis Guide" is available online.

References: Recommended resources. Occasional essays in Film Flavors (Flicks) may be included.

Instructor
BROZGAL, LIA N.
Email
lbrozgal@humnet.ucla.edu
Office
Royce Hall 232A
Office hours
Tuesdays, 12:30pm-1:30pm; Thursdays, 10:30am-11:30am.

Teaching Assistant
MADELEINE ANNEMARIE ALMEIDA
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almeida@humnet.ucla.edu
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Royce Hall 1212
Office hours
Thursdays, 11:30am-1:30pm.

GAYATRI HARIKUMAR
Email
gharikumar@humnet.ucla.edu
Office
Royce Hall 1212
Office hours
Tuesdays, 10:30am-11:30am; Thursdays, 12:30pm-1:30pm.

Site invitation tool
Access Course (Private/Confidential)
Interact Forum (Public/Confidential)
**Appendix B: France and its Others: Race, Ethnicity, and Difference in French Cinema**

**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.

Students who have taken French 41 in the past may repeat the course for credit.

**PREPARATION AND PARTICIPATION**

This category is not about attending class, but about how eagerly you engage with the material while in class (lecture and section). This includes demonstrating that you have read and understood the sources, have engaged with the material presented in lecture, and that you are an active participant in your own learning.

**ATTENDANCE**

Your presence at screenings (Thurs), lectures (Tues and Thurs) and section meetings (Fri) is mandatory. No exceptions. In cases of illness or other extreme circumstances, written documentation is required.

**Practical Matters**

**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.

**ONLINE ACCESS TO FILMS**

Laptops/tablets MAY be used for note-taking only during LECTURE (however, if you do not 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.

- Students who have taken French 41 in the past may repeat the course for credit.

**STUDENTS WITH DISABILITIES**

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.

**On reading, viewing, writing**

**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 avant-garde works of postcolonial theory. Regardless of the genre, it is essential to approach each text with a reading strategy. You will find that 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 the rhetorical moves and deeper meanings. Click here for Reading Strategies PDF.

**STRATEGIES FOR EFFECTIVE VIEWING**

Engaged, intelligent film scholarship is a RITE. It helps you prepare for screenings, and it gets you thinking about how to watch a film. Please consult Tim Corrigan’s Short Guide to Writing about Film, Chapter 2 “Beginning to Think, Preparing to Watch, and Starting to Write” for help.

**STRATEGIES FOR EFFECTIVE WRITING**

Corrigan’s Short Guide (see hyperlink above for PDF) also contains numerous useful tips for writing about film.

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**SYLLABUS**

This CLEE Moodle website for French 41 is the primary management tool for the course and contains the definitive version of the syllabus.

**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.cc.cmu.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. SVoF are available at Powell Library. Please consult the website for hours and access: http://www.lib.olemiss.edu/video/.

**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.

**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 of your papers. Do not rephrase (or write ironically) other people’s ideas without citing them. PLEASE FAMILIARIZE YOURSELF WITH UCLA’S POLICY ON ACADEMIC INTEGRITY: http://www.studentgroups.ucla.edu/docs/students/integrity/. Do not hesitate to consult Professor Bregal or your Teaching Assistant if you have any questions regarding academic integrity.

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**RESPONSE PAPER PROMPTS**

1. Select one of the objects below and write a coherent and concise response (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).

2. French cinema is an Empire: How is the concept of the civilizing mission—as articulated by Jules Ferry’s speech before the Chamber of Deputies—reflected in France and its Others?

3. (See Calendar for dates.)

   - Accessibility Statement
   - Diversity, Equity, and Inclusion
   - Feedback
   - Privacy
   - Terms of Use

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**Class Resources**

**DESCRIPTION OF COURSE**

This course offers an overview of the history and development of French cinema, from silent to digital, with a focus on the years 1960 to 2010. We will examine key films, directors, and auteurs, as well as the broader social, cultural, and political contexts in which they were produced and received. By the end of the course, students will have a deeper understanding of the ways in which cinema reflects and shapes society, and a critical perspective on the role of film in contemporary culture.

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**Course Resources**

- Syllabus
- Course Website
- Reading List
- Assignment Guidelines
- Exam Dates
- Grading Policy
- respawn Paper Prompts

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**Additional Resources**

- Film Studies Sites
- Film Festivals
- Online Video Platforms
- LibGuides
- Student Support Services

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**Contact Information**

- Professor: Mathieu Bregal
- Office: Doolittle Hall 3100B
- Email: bregal@ucla.edu
- Office Hours: Tues, Wed, Thurs 2-4pm

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**Course Evaluation**

Please review the course and provide feedback on your experience. Your input is valuable and will help us improve the course for future students.

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**Next Steps**

- Submit your response papers by the due dates indicated in the syllabus.
- Attend all screenings and lectures regularly.
- Engage in discussions and participate actively.
- Submit your response papers on time.

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**Credits**

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

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**Acknowledgments**

This course is based on the course structure and resources of several other courses at UCLA and elsewhere. Our thanks to all those who contributed to the development of this course.
Appendix B

France and its others: race, ethnicity, and difference in French cinema

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Optional viewing/reading

**La Haine**

**Frame**

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Week 1

Beginning at the end: how France became color blind

**Bascom, The French Revolution and Human Rights: A Brief Documentary History**

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Course: French Cinema and Culture

https://ccle.ucla.edu/course/view/14W-FRNCH41-1?show_all=1

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https://ccle.ucla.edu/course/view/14W-FRNCH41-1?show_all=1

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Course: French Cinema and Culture

https://ccle.ucla.edu/course/view/14W-FRNCH41-1?show_all=1
Appendix B

France and its others: race, ethnicity, and difference in French cinema

Week 2
Documenting Difference: the imperial project, the civilizing mission, and racism

- France is an Empire (La France est un empire) 1939
  - Jules Ferry, "On Colonial Expansion" (1884)
  - Albert Memmi, "Definitions" in Racism (1982)
  - "Basic Terms" and "Mise en Scène" in Yale Film Studies

FILM ANALYSIS GUIDE

Week 3
Orientalizing Cinema (or "Mapping the Casbah")

- Pépé le moko (1937)
  - Edward Said, "Introduction" to Orientalism (1978)
  - Franz Fanon, excerpt on the colonized city in "On Violence" (pgs 4-6) in The Wretched of the Earth (1963)

FILM ANALYSIS GUIDE

Week 4
Race and the Colonies I: "adapting" to West Africa

- Clean Slate (Coup de Torchon) 1981
  - Franz Fanon, Introduction, Chapters 1 and 5 in Black Skin, White Masks (1952)

FILM ANALYSIS GUIDE

Week 5 (Midterm)

- Race in the Colonies II: France/Love/Proteus

FILM ANALYSIS GUIDE

Week 6
Margins at the Center (2 by Kassovitz)

- Café au lait (Métisse) 1983
  - Carrie Tarr, "Introduction" to Framing Difference: Beur and Banlieue Filmmaking in France (2005)

FILM ANALYSIS GUIDE

Week 7
Domestic Spaces of Alterity: an intimate regard

- Chocolat (1998)
  - Claire Denis, Chapters 2 and 3 in Black Skin, White Masks (1952)

FILM ANALYSIS GUIDE

Week 8
Ethnicity and Ethics: legal frameworks of xenophobia

- Éthique et Ethos (L’Haine) 1995
  - Paul Picot, "Visual Pleasure and Narrative Cinema" in Screen (1975)

FILM ANALYSIS GUIDE
Appendix B France and its others: race, ethnicity, and difference in French cinema

- Giorgio Agamben, "We Refugees" in Symposium (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.]

TUESDAY INTRODUCTION PPT
THURSDAY LECTURE PPT

Week 9
Schooling the "Others" (or teaching the teacher?)

Screen:
*The Class* (Entre les murs) 2008
Dir. Laurent Cantet (Runtime: 130 mins)

Read:

NOTE: Response Paper 3 is due on Friday of this week.

Thurday's lecture PPT

Week 10 (Final exam)
Internal Others: Humoring Heterophobia

Screen:
*Welcome to the Sticks* (Bienvenue chez les ch'tis) 2008
Dir. Danny Borel (Runtime: 106 mins)

NOTE: Final exam given in class on Thursday; review for final on Tuesday after screening.

REVIEW NOTES IN PPT

New section
New section
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...
Appendix B

History 8A: Colonial Latin America

(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, presentation 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 11/9 covering the first half of the course, worth 15% of grade.
3. Two essays, due 10/22 (5 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.

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

Week  Date  Lecture Topics; Reading Assignments

0  9/26  Introduction to Latin America and Themes of Course  
   Readings: Begin to read ahead

1  10/1  Indigenous Backgrounds  
   Readings: Text (Blue) Reader: Chapters 1, 2  
   Mesoamerican Voices (MV): Chapters 1, 2  
   Letters and People (L&P): Prelude to Children of God’s Fire (CGF): Prelude

2  10/8  Contact and Conflict  
   10/10  Invasion and Settlement  
   Readings: Blue Reader: Chapters 3, 4  
   MV: Documents 3.1, 3.2, 3.3, 3.4, 3.5  
   L&P: Documents 1.1, 2.4, 7.10  
   Sources (Red): Reader: Documents 1-5

3  10/15  Views of the Other  
   10/17  Debates on "Just War" and "True History"  
   Readings: Blue Reader: 5, 6

4  10/22  Colonial Institutions  
   10/24  Native Peoples Under Spanish Rule  
   Readings: Blue Reader: 7, 8, 9, 13, 14  
   MV: Docs. 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.6  
   L&P: Docs. 27, 28  
   Red Reader: 8, 9

5  10/29  Portuguese Brazil  
   10/31  Africans in the Americas  
   Readings: Blue Reader: 10, 11  
   CGF: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5  
   L&P: Docs. 11, 13, 15, 19, 23, 30, 33

6  11/5  MIDTERM EXAM  
   11/7  Old and New Societies  
   Readings: Blue Reader: 12  
   MV: 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.4, 7.9  
   L&P: Docs. 11, 13, 15, 19, 23, 30, 33  
   CGF: 4.4, 4.8, 4.10

7  11/12  Gender and Sexual Relations  
   11/14  Ethnicities and Identities  
   Readings: Blue Reader: 15, 16, 17, 18  
   MV: 5.2, 5.3, 5.4, 5.5, 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, 5.6  
   Red Reader: 10, 11, 12

8  11/19  Resistance and Rebellion  
   11/21  Atlantic and Pacific Worlds  
   Essay #2 due in lecture

Schedule

Week  Date  Lecture Topics; Reading Assignments

9  11/26  Reading Day: No Lecture  
   11/28  Thanksgiving Holiday  
   Readings: Review and read ahead  
   Sections do not meet this week

10  12/3  Late Colonial Changes  
    12/5  Independence and Beyond  
    Readings: Blue Reader: 19, 20  
    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)

(lecture in our usual classroom)
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
Appendix B

MCDB 50: Stem Cell Biology, Politics, and Ethics

2

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.

Required Texts
Jonathan Slack’s Stem Cells: A Very Short Introduction
MCDB 50 Course Texts (available at the UCLA bookstore)

Course Requirements
Attendance and participation: 10%
Exam 1: 15%
Exam 2: 25%
Final Exam (cumulative): 30%

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 session attendance is mandatory, and you must attend your assigned section to receive credit. There will be an opportunity to make up any “two” days without an attendance penalty. Details will be given later in the quarter.

Class Rules
• 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 talk up early. This is distracting to your classmates, and to me. Please don’t do it.
• 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 in the middle of a presentation), let me know and we’ll work something out.

About the Midterms/Final Exam
You will be responsible for all of the material discussed in lecture/session, and all the material from the readings (even if we did not go over 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.

Other Grading and Assignment Details
All assignments and exams must be completed in order to pass the course. Incomplete’s 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.

NOTE: questions related to increasing your understanding of the material are always welcome. We love that stuff... ask away! But be sure to formulate your questions about the material.

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.

If you don’t score as highly as you’d like, there is a much better way to handle things than grade grubbing. Come talk to your TA’s and/or me about how to do better in the future. That is why we’re here!

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

But let me paraphrase: don’t cheat. This includes all forms of gaining undue advantage or placing others at undue disadvantage. All (1) 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.

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 insights 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.

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 readings 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.

Collective group study guides or flash cards that happen outside our course Facebook group are problematic. They are not for use 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 classmates have the right answers. Better to know the material yourself, so you can quality control.

3

Technology
We will occasionally send out emails delivered to the address you have registered on URSI. It would be wise to make sure that URSI has the email you actually check.

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 timeslots for office hours.

While office hours are an excellent place to go 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 joining to 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 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.

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=0). 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. Braun 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 J. Braun’s grade would be calculated: (12 x 10%) + (7 x 15%) + (6 x 20%) + (10 x 25%) + (11 x 30%) = 10, which equals a B+. Scores of 5 and higher will be rounded UP.

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.

A note on grade complaints: We are aware that your grades are extraordinarily important to you. Some of you will not score as high as you’d like. There are several ways to handle this.

You may be tempted to engage in what is often called “grade grubbing.” Grade grubbing is the act of attempting to challenge/perturb/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.

Don’t do it. Your course 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 job properly. I do not take this claim lightly. Crying will not win this dispute regardless both the TA’s and my (already limited) time.

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I do not (and have not) authorized 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.

If you have any questions about the line between appropriate and inappropriate collaboration, please do not hesitate to ask me.

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) 206-5000, or in person at 255 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.

Welcome to the class! I’m looking forward to spending the quarter with you!

Lecture and Reading Schedule
Most of the readings for this course (excepting the Slack book) can be found in the course readers: 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. Don’t be troubled, 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.

Week 0
Thurs 9/2: Introduction to the Class and the Controversies Reading: None

Week 1
Tues 9/10: Stem Cell Policy Today
The unit covers the current legal status of stem cell research, and the history of how this legislation developed. We will use the readings to help understand and answer the questions behind the arguments presented in the current regulations and the objections against them.

Reading: “President George W. Bush on Stem Cell Research”
“Obama Overturns Bush Policy on Stem Cells” (link on website)

Kiejzler, “The History of the Dickler-Wicker Amendment” (link on website)

Reading: Slack, Stem Cells, A Very Short Introduction, Chapter 1

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This unit focuses on stem cell biology. Students will be expected to learn the relevant technical information of iron 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.

Reading: Slack, Stem Cells, A Very Short Introduction, Chapter 1
Appendix B

MCDB 50: Stem Cell Biology, Politics, and Ethics

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Week 2
Tues 10/14: Cont.
Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 4
Thurs 10/16: Cont.
Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 2

Week 3
Tues 10/21: A Brief Primer on Working with Controversy
This unit concerns the method of working with controversial materials. Students will be expected to develop fluency in recognizing and formulating well-grounded, justifiable arguments and objections without the use of hyperbole or empty rhetoric.
Reading: Cvetkovich, “Arguments: An Owner’s Manual” (on website)
Thurs 10/23: Midterm 1
Reading: none

Week 4
Tues 10/28: Guest Lecture by Dr. Amanda Clark
Reading: none

Thurs 10/30: The Moral Status of the Embryo
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 contrasting 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.
Reading: Beauchamp/Childress, “Moral Status” pp. 62-65

Week 5
Reading: Beauchamp/Childress, “Moral Status” pp. 85-100
Thurs 11/6: SCNT, Cloning, and Chimeras
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 Kass’s very famous “reproach” argument. We’ll consider Kass’s argument by means of comparison to other political arguments centered on “repugnance” – in particular, the rights of LGBT+ individuals. We will consider whether taking Kass’s argument seriously means we are also obligated to restrict LGBT+ individuals’ rights, or whether we have independent reasons to think that it is morally impermissible to limit their rights. Expounding 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.
Reading: Slack, Stem Cells: A Very Short Introduction, Chapter 3

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Week 6
Tues 11/11: Veterans’ Day, No Class
Reading: none
Thurs 11/13: Cont.
Reading: Kass, “The Wisdom of Repugnance”

Week 7
Tues 11/18: Guest Lecture by Steven Perelman
Reading: none
Thurs 11/20: Midterm 2
Reading: none

Week 8
Tues 11/25: Religion, Science, and Politics
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 erect 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 use 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.
Reading: Audi, “Liberal Democracy and the Place of Religion in Politics”

Thurs 11/27: Thanksgiving, No Class
Reading: none

Week 9
Tues 12/2: Buying and Selling Human Eggs
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 ovaries in particular in order to prevent women from exploitation? This discussion will require working with the nuances 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 these arguments to the particular question of ovum markets domestically.
Reading: Greene, “Ovutes for Sale?”
Thurs 12/4: Biology, Expense, and Questions of Fairness
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 discussions

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In 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 bone marrow 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 the notion of justice require in this context.
Reading: Faden, et al., “Public Stem Cell Banks: Considerations of Justice in Stem Cell Research and Therapy”

Week 10
Tues 12/9: Cont.
Reading: none
Thurs 12/11: Final Exam
Reading: none
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:

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

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

Section 1: Judaism

Week 1 Discussion: Introduction and Expectations

Week 2

January 13
The Biblical Period: Torah
Reading: Genesis 1-23; Exodus 19-20; Leviticus 17-26
Oxtoby: 66-86

January 15
The Biblical Period: Monarchy, Retribution Theology and the Exile
@Reading: 2 Samuel 7; Micah 2-4, Jeremiah 1-4; Ezra 8-10
Oxtoby: 79-90

Week II Discussion: The Hebrew Scriptures

Week 3

January 20
Martin Luther King Jr. Holiday
No Class

January 22
The Biblical Period: Retribution Theology, Prophets, and the Exile
@Reading: 2 Samuel 7; Micah 2-4, Jeremiah 1-4; Ezra 8-10
Oxtoby: 79-90

Week III Discussion: Retribution theology, Exile, and prophetic response

Week 4

January 27
Hellenistic Judaism, and Judaism in the First Century CE
Reading: Daniel 7-9; 2 Maccabees 1-15
Oxtoby: 90-98

January 29
Jewish and Christian Canons—A Comparative Perspective including Rabbinic Literature
Reading: The Contents of the Hebrew Bible and the Christian Bible (Horondal)
Oxtoby: 98-113, 246-249
Selections from the Dead Sea Scrolls, Rabbinic Literature and Jewish Pseudepigrapha to be posted on course website.

Week IV Discussion: The Second Temple Period, Rabbinic Judaism, Canons of scripture

Week 5

Section 2: Christianity

February 3
The New Testament
Reading: Matthew 3-2, Mark, Luke 1, John
Oxtoby: 166-175

February 5
Paul and the Early Church
Reading: Paul’s Letters to the Corinthians, Romans and Galatians
Oxtoby: 175-182


Week 6

February 10
### Appendix B  The Origins of Judaism, Christianity and Islam (MES 50B/REL M50)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>5</td>
<td>February 12</td>
<td>The Patristic Era and the Primacy of Doctrine</td>
<td>Oxtoby 182-193, 198-206</td>
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<td>February 17</td>
<td>Midterm Examination: The Early Church and the Evolution of Interpretation. Midterm Review</td>
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<td>6</td>
<td>February 19</td>
<td>The Protestant Reformation and the Catholic Counter Reformation</td>
<td>Oxtoby 209-214, 219-221, 239-243, 249-265</td>
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<td>Week VI Discussion: The early Church and the Evolution of Interpretation. Midterm Review</td>
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<td>7</td>
<td>February 24</td>
<td>Section III Islam</td>
<td>Oxtoby 266-275</td>
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<td>Readings: Oxtoby 266-275</td>
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<td>February 26</td>
<td>Muhammad and the Early Community</td>
<td>Oxtoby 266-275</td>
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<td>Readings: Oxtoby 266-275</td>
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<td></td>
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<td>Qur’an chapters 112, 109, 96, 43, 45, 29, 21, 20, 17, 14, 12, 2</td>
<td>Oxtoby 275-283</td>
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<td>***Please bring Qur’an to class</td>
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<td>Week VIII Discussion: Muhammad and the Qur’an</td>
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<td>8</td>
<td>March 3</td>
<td>The Caliphate and Shi’ism</td>
<td>Oxtoby 283-297</td>
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<td>Readings: Oxtoby 283-297</td>
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<td>March 5</td>
<td>Religious Life: Belief, Practice and Law</td>
<td>Oxtoby 127-161, 227-239, 297-320 handouts</td>
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<td>Week IX Discussion: Religious Life in comparison</td>
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<td>9</td>
<td>March 10</td>
<td>Comparative Scriptural Exegesis: Adam and Eve, Noah and the Flood, Ishmael and Isaac</td>
<td>Gen. 3 and Qur’an 7:19-22; Gen. 6-9, 16-17, 21, 25 and Qur’an 11:25-49</td>
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<td>***Carefully analyze each story and be able to discuss their differences.</td>
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<td>March 12</td>
<td>RESEARCH PAPER DUE at the beginning of lecture</td>
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<td>Notions of Authority and Revelation in Judaism, Christianity and Islam</td>
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<td>Week X Discussion: Review for Exam</td>
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<td>Final Exam – Thursday March 20, 2014 8:00AM-11:00AM</td>
<td>Final will be in the usual lecture room.</td>
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</table>
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).
Module 1 (September 26, 2013 – October 3, 2013): Environmental and Societal Systems

September 26 (Tuesday): Course Overview
- Background and foundation
- Introduction, review syllabus
- Class survey

October 1 (Tuesday): The Environment and People
- What is “environmentalism”?
- The human-nature relationship
- Regional and micro environments
- Concepts of nature

October 3 (Thursday): Societal Systems
- Human systems, institutions and technology
- Politics, economy, and social relations
- Spatiotemporalized patterns
- Influence on environmental behavior

Module 2 (October 8, 2013 – October 24, 2013): Social Spatial Construction of Inequality

October 8 (Tuesday): Assignment 1 – Spatial Stratification and Environmental Risk
- Introduction to assignment context and method
- Class discussion

October 10 (Tuesday): Difference, Stratification, and Social Construction of Race
- The social construction of racial inequality (cultural anthro)
- How human system straitly people: class and race
- Identification as differentiated economic, social and political power
- Political economic inequality – class divide and conquer
- The genetic challenge

October 15 (Tuesday): Spatialized Stratification
- 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

October 17 (Thursday): Socioeconomic Interaction with Spatialized Environmental Risk
- Overview of socioeconomic and environmental issues
- Production and causality: Sorting and NIMBY/lam
- Review of the evidence

October 22 (Tuesday): Assignment 1 Meta-Analysis
- Class discussion
- DUE: Assignment 1 – Paper on Social Construction of Environmental Justice

October 24 (Thursday): Assignment 2 – Survey of Science and Engineering Students
- Introduction to assignment context and method
- Class discussion

Module 3 (October 29, 2013 – November 11, 2013): Harnessing Science & Engineering

October 29 (Tuesday): Review of the Scientific Method and Epistemology
- Different forms of knowledge and knowing, and the special role of science
- Technical knowledge (Jeschke)
- Neighborhood knowledge and ground-truthing (mixed) introduced in brief
- Practical knowledge (mixed) introduced in brief

October 31 (Tuesday): EJ Through Lens of Science and Engineering (SIDE) Guest Lecture on Environmental Science and Engineering by Professor Cully Nordby


November 14 (Tuesday): EJ as Social/Political Movement
Readings: Wittlin, W., “Concerned Citizen: Environmental (In)Justice in Black Los Angeles”
- Schlo, D., and Shipley, P. “An Analysis of the Path of Least Resistance: Argument in Three Environmental Justice Success Cases”
- Defining Action and Agency

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.”
- Law, state institutions, Executive Order 12898

November 21 (Thursday): Evaluating EJ policies/programs

November 26 (Tuesday): Preliminary Discussion of EJ Campaigns

November 28 (Thursday): NO CLASS – Thanksgiving

December 3 (Tuesday): Presentations of EJ Campaigns

Wrap Up (June 5, 2013 – June 10, 2013)

December 5 (Thursday): Summing up
- Knowledge and social agency (effective action)

Readings for Module 3

- Defining/differentiating knowledge and belief, basic and instrumental knowledge, evaluation as action/theory/knowledge
- How do we envision an environmentally just world?
- From resistance/opposition to philosophies of justice and normative claims

Course Readings

Readings for Module 1

- Schlo, D., and Shipley, P. “An Analysis of the Path of Least Resistance: Argument in Three Environmental Justice Success Cases”
- Defining Action and Agency

Readings for Module 2

- Review of the Scientific Method and Epistemology

Additional Readings

- Frickel, S. “Who Are the Experts of Environmental Justice?”
- Kim, Jae Hong and Nathan Juny. “Local and Regional Government Structures.”
- Pastor, M. J., and M. Winant, “Racial Formalizations”
- Readings for Module 1 – Paper on Social Construction of Environmental Justice
- Readings for Module 2 – Survey of Science and Engineering Students
- Readings for Module 3 – Paper on Social Construction of Environmental Justice
- Readings for Module 4 – Paper on Social Construction of Environmental Justice

Appendix B

Env/UP M167: Environmental Justice Through Multiple Lenses'
### Readings for Module 3


### Readings for Module 4


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### 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


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*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.*
Psychology 188A Special Topics Seminar: Psychology of Diversity

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

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

Office Hour: Immediately after class or by appointment

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 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
Appendix B

Psychology 188A Special Topics Seminar: Psychology of Diversity

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 will 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 you to understand something new about the human experience in diverse environments? Or is 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 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 recommendations).

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” (20%). 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.


Discussion Paper:


Week 4 1/29 Contemporary Forms of Racial Prejudice

Discussion Leaders: 1. ___________________________   2. ___________________________


Discussion Papers:


Week 5 2/5 Persistence of Gender Inequality

Discussion Leaders: 1. ___________________________   2. ___________________________


Discussion Papers:


Discussion Paper:


Week 4 1/29 Contemporary Forms of Racial Prejudice

Discussion Leaders: 1. ___________________________   2. ___________________________


Discussion Papers:


Week 5 2/5 Persistence of Gender Inequality

Discussion Leaders: 1. ___________________________   2. ___________________________


Discussion Papers:


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. ___________________________


Discussion Papers:

Week 8  2/26  Diversity Management
Discussion Leaders: 1. ___________________________  2. ___________________________


Discussion Papers:


Discussion Papers:

Week 9  3/5  Using Social Science Evidence to Address Real World Problems
Discussion Leaders: 1. ___________________________  2. ___________________________


Week 10  3/12  Student Presentations
** TAKE HOME FINAL EXAMS DUE: NOON, MONDAY 3/17.**
C. SYLLABI SUBMITTED BY DEPARTMENT

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# APPENDIX D TRANSFER STUDENT DATA

## D. TRANSFER STUDENT DATA

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<td>9</td>
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Source: UCLA UA 2014 AS SIRs by Major Jun04.pdf

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