

# ETHNIC STUDIES PROGRAM

<http://www.pacific.edu/Academics/Schools-and-Colleges/College-of-the-Pacific/Academics/Departments-and-Programs/Ethnic-Studies.html>  
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## Minors Offered

### Ethnic Studies

Ethnic Studies is an interdisciplinary minor, incorporating courses offered in various schools and departments. It provides students with multiple models of critical theories and methodologies for examining the intersections of race, ethnicity, gender, culture, and class in the historical formations of the United States, with an emphasis on the experiences and perspectives of historically disenfranchised populations such as African Americans, Asian Americans, Latinos, and Native Americans.

Ethnic Studies broadens students' major fields of study, prepares students for interdisciplinary inquiries at the graduate level, and enhances students' employment opportunities in law, education, business, medicine, government, communication, and social services, among other professions.

## Mission Statement

The Ethnic Studies Program at the University of the Pacific is dedicated to interdisciplinary learning which equips students with the conceptual and practical skills necessary for participating competently and responsibly in all aspects of civic life, which contribute to advancing social equity, inclusive democracy, and global citizenship.

## Objectives

The Ethnic Studies Program's Goals and Objectives consist of the following:

1. to provide an opportunity for all students to gain a deeper understanding of the relationship between social structure and the experience of racial and ethnic difference;
2. to examine the problems of racial and ethnic inequality as a means of promoting the pursuit of social justice and equity;
3. to investigate the intricate relationships among race, class, gender, and culture historically and in contemporary society;
4. to facilitate the incorporation of scholarship on underrepresented racial and ethnic groups into the university curricula;
5. to equip students with historical frameworks and theoretical tools that will enable them to engage more productively in their respective areas of study, and to better prepare them for their leadership roles in a democratic society; and
6. to foster ties among all students of various racial and ethnic backgrounds, and between students and local communities.

## Minor in Ethnic Studies

Students must complete a minimum of 20 units and 5 courses with a grade point average of at least 2.0 in order to earn the minor in ethnic studies.

## Minor Requirements:

ETHN 011	Introduction to Ethnic Studies	4
Electives (Four additional courses from Ethnic Studies course offerings)		16

**Note: 1) See the list at the end of ETHN course offerings. 2) At least two of these courses must be 100 or above. 3) These 5 courses have to be taken in more than one discipline.**

Students are not required to take a capstone course to complete the minor.

<b>Optional</b>		<b>4</b>
ETHN 189	Service Learning Practicum	
ETHN 197	Undergraduate Research	

**Note: 1) Student must have a 2.5 GPA in order to take ETHN 197. 2) ETHN 011 is a prerequisite for the above capstone courses.**

## Ethnic Studies Courses

### ETHN 011. Introduction to Ethnic Studies. 4 Units.

This course introduces students to the theories and practices of Ethnic Studies, with a focus on the racial formation in the United States, and its impact on the experiences and social statuses of racialized groups, including Blacks, Latinx, Native Americans, Asian Americans, and Whites. We will explore how identities of race, nationality, ethnicity, class, gender, and culture are interrelated and constructed in the formation of race, class, the U.S. nation-state, and democracy in the U.S. While California serves as the major geographical location of racial formation in this study, the issues the class explores are situated in national and global contexts. The contributions of historically marginalized groups to the development of democracy in the U.S. will be a major component of this course. (DVSY, ETHC, GE1B, GEDI, GESO)

### ETHN 189. Service Learning Practicum. 2-4 Units.

As one of the capstone courses, the Service Learning Practicum offers students an opportunity to integrate and apply the skills, knowledge, and theories that they have learned to community-based service learning projects related to their academic interests. Each student works with a faculty supervisor, who provides guidance for the student's experiential learning. While a capstone course is strongly recommended, it is optional. Students can take an alternative course for completing a minor in Ethnic Studies. Prerequisite: Completion of ETHN 011 and another course in Ethnic Studies. (ETHC)

### ETHN 191. Independent Study. 2-4 Units.

This course is an undergraduate independent study. A student who takes this course works with a faculty member approved by the Director of Ethnic Studies.

### ETHN 193. Special Topics. 2-4 Units.

### ETHN 197. Undergraduate Research. 2-4 Units.

This is one of the two capstone courses. It offers students an opportunity to integrate and apply the skills, knowledge, and theories they have learned to a particular research project in a field of their academic interest. Each student works with a faculty supervisor who has expertise in the student's research topic. While this course is strongly recommended, it is optional. Students do not need to take this course for completing a minor in Ethnic Studies. Prerequisite: Overall GPA 2.5 or above, completion of ETHN 011 and another course in Ethnic Studies.

## Other Ethnic Studies Courses

### **ANTH 053. Cultural Anthropology. 3 Units.**

This introductory course covers the anthropological view of humanity, the character and nature of culture, and the diversity of the human species. The major concepts, methods, and theoretical assumptions of the discipline are illustrated by applying anthropological perspectives to peoples from around the world. Topics include culture, ethnicity, and language; kinship, marriage, and social organization; time and space; religion, magic and rituals; gender and sexuality; power, inequality, and political relations; economic production, circulation, and consumption; social control; and the various forces and forms of change. (DVSY, ETHC, GE1C, GEDI, GEWE)

### **ANTH 161. Urban Society. 4 Units.**

In this course we look at urban life from various perspectives: ethnographic, historical, geographic, and critical-theoretical. The course surveys cases from across the globe, focusing on South and East Asia; North, South and Central America; Africa; and the Middle East. We aim to see the city in a global and cross-cultural perspective and to question and contextualize the supposedly universal models of urbanism based on the Western experiences. (ETHC)

### **BUSI 165. International Marketing. 4 Units.**

Students examine the environment for marketing across borders. The course covers marketing practice, policies and strategies in the multinational setting. Students complete a global screening of countries and draw up a marketing plan and strategy for a given product. Prerequisite: BUSI 107 with a "C" or better. Junior standing. (ETHC)

### **COMM 133. Documentary Film as Persuasive Communication. 4 Units.**

This course is a survey of documentary film beginning at the turn of the century and continuing through contemporary productions from a historical and rhetorical perspective. Students explore documentary film's origins and trace out its development in relation to its use and reception as students become familiar with the history of the documentary, the evolution of the genre, its rhetorical construction and its cultural influences. (DVSY, ETHC, FILM, GEDI)

### **COMM 143. Intercultural Communication. 4 Units.**

This course analyzes the major variables affecting communication between persons of different cultural backgrounds, explores essential intercultural communication theories that allow access to explanations and descriptions of cultural norms and values, and identifies guidelines for achieving intercultural communication competence. This course fulfills the diversity requirement. (DVSY, ETHC, GE1C, GEDI, GESO)

### **COMM 193A. Special Topics. 1-4 Units.**

### **ECON 180. Labor Economics. 4 Units.**

This course examines labor's role in the market system and the response of labor and government to market failures. Microeconomic analysis of labor supply and demand, wage and employment determination, and the effects of discrimination are also studied as well as the development of the labor movement from a chronological and theoretical perspective with emphasis on the collective bargaining process. The influence of public policy on labor relations and labor market functioning is also discussed. This course is also listed as a Gender Studies course. Prerequisite: ECON 053. (ETHC)

### **EDUC 129. Seminar: Cultural Basis of Conflict in Education. 3 Units.**

Analysis of cultural diversity in American classrooms. Not open to doctoral students. (ETHC)

### **EDUC 163. Teaching English Learners. 4 Units.**

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. (ETHC)

### **EDUC 164. Introduction to Bilingual Education. 4 Units.**

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. Prerequisites: EDUC 100 and EDUC 131. (ETHC)

### **EDUC 166. Teaching English Learners, Single Subject. 3 Units.**

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-12 classrooms. Teachers develop appropriate strategies and approaches for developing language proficiency and link their practice to the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objective include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 140 or instructor/C & I department permission; minimum 2.5 GPA; Fingerprint and TB test clearance. (ETHC)

### **EDUC 181. ECE: Social Justice/Diversity. 3 Units.**

This course is conducted as an undergraduate level seminar that is designed to examine key normative issues in the area of social justice, diversity and multiculturalism with an emphasis in early childhood education. The relation of social diversity (race, ethnicity, gender, language, societal attitudes and class) to equality in education and education reform movements is viewed from multiple contexts. Topics explored are diversity, sociopolitical aspects of history and the impact on education, and specifically, early childhood education and multiculturalism. A practicum is required in this course. (DVSY, ETHC)

### **EDUC 204. Education for a Diverse Democracy. 3 Units.**

This course is a multidisciplinary exploration of the intersections of education, diversity, and democracy. It introduces foundational and emerging theories and perspectives to examine the interplay of race, class, gender, ability, national origin, and other forms of difference in shaping educational policy, practice and experience, and considers fundamental questions including, "What is education?" and "What is education for?" (ETHC)

**EDUC 264. Introduction to Bilingual Education. 4 Units.**

This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. (ETHC)

**ENGL 126. Environmental Health and Literature. 4 Units.**

This course introduces students to a wide range of perspectives on the intimate connections between the environment and human health. As the COVID-19 pandemic indicates, the beliefs, values, political systems, and cultural practices can transform the living environment, alter how we relate to other species, and affect our health and our risk for infections. Given the global scale of climate change and its root causes of ecological degradation, the scope of our study will be both local and global; the readings are from natural, social sciences, and the humanities; and the approaches are interdisciplinary. (DVSY, ETHC, GEGR, GEND)

**ENGL 160. Blues, Jazz, and Literature. 4 Units.**

Students in this interdisciplinary seminar explore how thematic and formal aspects of work songs, spirituals, blues, and jazz have shaped and been shaped by 19th and 20th century (African) American literature and culture. Students will examine the assigned blues, jazz, fiction, novels, and poetry as explorations of the history of racial and class conflict in America; as mediations on individual and collective loss and longing; and as means of aesthetic transcendence. Students will conduct independent research. (ETHC, GE1B, GEAP, GEDI)

**ENGL 161. Topics in American Ethnic Literature. 4 Units.**

Studies of contributors to American Literature within the context of their shared ethnicity are the focus of this course. Topics change and possible offerings include American Immigrant Literature, African-American Poetry, Black Women Writers, Blues, Jazz and Literature, and Chicano/a Literature. This course may be repeated once for credit with a different focus. (DVSY, ETHC, GEND)

**ENGL 162. Asian American Literature. 4 Units.**

This course introduces students to the representative works of major contemporary Asian American writers. We will examine the thematic concerns, innovative use of language and narrative strategies, and aesthetic styles of a diverse group of authors with various ethnic backgrounds. Our inquiry includes the ways in which Asian American writers intervene in the master narrative of history as a mode of identity construction and knowledge production, through counter-memory, which re-represents, re-imagines the past from transnational perspectives for better understanding of the world we live in. Our analyses of the texts will draw from relevant critical theories and secondary sources. (DVSY, ETHC, GE1C, GEDI, GELN, GEND)

**HIST 120. Native American History. 4 Units.**

Taking an international interdisciplinary approach, this course examines the history of native peoples of different regions of North America from contact to the present. This course looks at how environmental change, disease, and biological vulnerability interacted with racial ideologies, economic, and social factors to facilitate European conquest. While this course is primarily concerned with the United States, considering the whole of North America enables students to see the similarities and differences between Indian experiences in a variety of regions. (DVSY, ETHC, GE1B, GEDI, GESO)

**HIST 123. Civil War Era. 4 Units.**

This course begins with an analysis of events and factors leading up to the Civil War. It then examines in depth the war years covering the development of technology, leadership, military medicine, and the social experience of war for men and women, free and slave. The course concludes with a study of the immediate post-war years of Reconstruction across the nation. (DVSY, ETHC, GE1B, GEDI, GEND, GESO)

**HIST 124. History of the American West. 4 Units.**

This course studies the causes and consequences of America's westward expansion and along with the beginnings of Spanish and French settlements to modern times, with emphasis on the people, the myths, and the technologies that have shaped western development and culture. (ETHC)

**HIST 125. Early America: From Settlement to New Nation. 4 Units.**

This class focuses on the period from the arrival of Europeans and Africans in British North America at the beginning of the seventeenth century through the establishment of the new United States. In a combination of lecture and seminar format, we explore the social, political, cultural, and environmental changes that occurred as the new arrivals and native peoples learned about each other. They created a new world and ultimately, formed a new nation born in blood and fire. But exactly what kind of nation that would be was something that still needed to be resolved. (ETHC)

**HIST 130. History of California. 4 Units.**

This course is a survey of the Golden State from its first description as a mythical island in the sixteenth century to the state's economic and political prominence in our own times. Native American beginnings, Spanish Mission Period, Mexican California, the Gold Rush and its consequences, and Modern California from World War II to the present are emphasized. In addition, we will also be exploring the immense diversity that created California, from its Native American origins up through its recently arrived immigrants. Class participants select famous "California History Makers" and present their own research with presentations on notable figures in the State's unique history from Spanish friars and explorers to politicians, inventors, scientists, Hollywood's most influential, and others in California's Hall of Fame. This class is especially recommended for future educators, but it is open to all. (ETHC, GESO)

**HIST 132. American Immigration. 4 Units.**

This course focuses on immigration in the 19th and 20th centuries exploring the experiences of the diverse immigrant communities in the United States. It also explores causes of immigration; experiences within the U.S.; effects of class, race and gender; and issues of identity. America's changing understandings of race and ethnicity over time are also central themes covered. Immigration and ethnicity are pressing social concerns in contemporary America. Congress debates "reform" bills while ordinary Americans protest current policy. While immigration policy issues impress us with their urgency, they are by no means new. (DVSY, ETHC, GE1C, GEDI, GESO)

**HIST 137. His-panic USA. 4 Units.**

When writer Oscar Hijuelos first set eyes on the word "Hispanic" he read it as "His-Panic," believing that this group of people caused alarm to Anglo society. Why do Hispanics cause so much panic? Hispanics have replaced African Americans as the largest minority group in the United States. Major news sources have written about the US government's preoccupation and concern with what "Hispanics"/Latinos do, eat, say, wear, and watch. Yet, and perhaps what is at the root of the "panic", the "largest minority" continues to be seen as "foreign." As a group, Hispanics represent all racial groups, while at the same time, they continue to identify with their country of origin rather than with a particular racial group, making it difficult to fit them into the United States' system of racial categorization. (ETHC)

**HIST 139. Borderlands. 4 Units.**

This course takes a unique approach by combining historical inquiry with analysis of contemporary issues in teaching this course. The relationship between Mexico and the United States has been one of conflict and codependency, constantly changing with the shifts in domestic politics and economics on each side of the border. The Mexican and U.S. communities located on or near the border frequently feel the strongest and most immediate impact of this (dis)union. The borderlands are the areas of intersections between cultures, nations, histories. The borderlands, straddling the periphery of two nations, are fundamentally different from either country. Moreover, the border and its culture have many implications that reach far beyond that region, affecting the lives of migrants, laborers, and, on a larger scale, governments and the environment. (ETHC)

**HIST 167. Gender in the History of Science/Medicine/Technology. 4 Units.**

This course introduces students to the literature on gender in the history of science, technology, and medicine. Students learn how to use gender to analyze scientific practice and examine how it intersects with other historical categories such as race, ethnicity, sexuality, class, and nationality. The course explores five interrelated topics: (1) The historical participation of women and men in scientific work, (2) the scientific and historical construction of sex and sexuality, (3) the influence of ideologies of gender on the methodology of science, medicine, and engineering, (4) the gendering of technologies and artifacts, (5) the relation between ideas of gender, science, and politics. Based on their increased historical understanding, students reflect upon their own gendered experiences and expectations in encountering science as students, as laboratory workers, patients, and consumers. This course is open to both science and non-science majors. (DVSY, ETHC, GE3C, GEND, GESO)

**MHIS 007. Topics in American Popular Music. 3 Units.**

Each semester will focus on a particular subject in American popular music. Semester topics can range from music of the 1960's to the Great American Songbook of the 1920's to 1950's to folk music throughout American history to History of Hip Hop. Open to all students. No pre-requisites and no music reading required. (ETHC, GE2C, GEAP)

**MUJZ 008. Introduction to Jazz. 3 Units.**

This is an introduction to jazz studies and performers through intelligent listening and historical research. This course teaches jazz as an art form created by African-Americans and it investigates issues concerning race, ethnicity, and social justice. Topics include connections to slavery, Civil and World Wars, segregation, and the musical response of African-Americans. Students write a live performance critique, album reviews, artist papers, and a research paper. No previous study of music is required. (ETHC, GE2C, GEAP)

**POLS 104. Urban Government. 4 Units.**

Students examine the structure and operation of urban units of government with emphasis on inter-governmental and inter-group relations in the United States. Problems of finance, racial, ethnic and class conflict, the adequacy of services and planning for future growth are included. The course emphasizes the role of race, class, and ethnicity in the city and is approved by Ethnic Studies. (DVSY, ETHC, GEDI)

**POLS 134. American Political Thought. 4 Units.**

Principles and problems of political theory within the American setting are examined as they emerge from the founding period to the present. The course explores both the mainstream tradition and branches of counter traditions of political ideas in America. Emphasis is on the themes of authority, community, equality, liberty. (DVSY, ETHC, GE2B, GEDI, GEWE)

**POLS 138. Feminist Theory. 4 Units.**

Feminist theory seeks to provide a philosophical foundation for the pursuit of "real world" goals and the improvement of women's (and LGBTQ) lives. This course provides an introduction to contemporary feminist political theories. Throughout the semester we will interrogate key concepts and issue in both contemporary and historical feminist theory, such as: race, sexuality, gender identity and expression, capitalism, labor, and the state. The goal of this course is to understand the evolution of feminist thought and political praxis and also to draw connections between feminist theory and lived experiences. (ETHC, GEDI, GEND)

**PSYC 017. Abnormal and Clinical Psychology. 4 Units.**

This course covers the history of mental health and mental health diagnoses; past and current research findings, and prevailing thoughts and current controversies in the field of mental health and treatments. (DVSY, ETHC, GE1A, GEDI, GESO)

**PSYC 129. Advanced Lab in Developmental Psychology. 4 Units.**

This advanced lab will focus on a more in-depth exploration of a specific topic area within the field of Developmental Psychology. The course will include a strong research/ applied component that will help students get a more hands on feels for research and/ or application of the concepts within the field. Possible topics include The Study of Infants, Psychology of Aging, Cognitive Aging, or other topics. Prerequisites: PSYC 029, PSYC 050 with a C- or better. (ETHC)

**RELI 143. Religion, Race, Justice in US. 4 Units.**

Throughout American history, religion has played a pivotal role in discussions of race, both in justifications for slavery and racial discrimination and in movements for social justice. In the 19th century, white supremacists argued that a passage in Genesis about Noah and his sons preordained the enslavement of Black people. During the Civil Rights movement, the Black church played a central role and Martin Luther King quoted extensively from the Bible in speeches such as his "I Have a Dream speech." Other Black civil rights advocates argued that the connection between racism and Christianity ran so deep that true liberation could not be found in the Christian church. This course will examine the intersection of religion and race. We will look at race and ethnicity in the Bible and early biblical interpretation and then turn to the American experience. The course will address multiple religious traditions, although it will concentrate primarily on Christianity. We will look at both history and pressing contemporary issues. (DVSY, ETHC)

**SLPA 143. Culturally Responsive Practices. 3 Units.**

Students examine theoretical models of normal second language acquisition and bilingualism that emphasize the relationship to accurate identification of communication disorders. The content distinguishes between language differences due to differing cultural linguistic variables and underlying, cross-lingual language impairment. Current research and trends in diagnosis and re-mediation techniques for multicultural clients is studied as well as problem-solving approaches for specific clinical cases. Open to non-majors and SLP minors with instructor permission. Prerequisites: SLPA 051, SLPA 101, SLPA 121, SLPA 125, SLPA 127, SLPA 129, & SLPA 131. (DVSY, ETHC, GEDI)

**SOCI 027. Sociology of Marriage and Family. 4 Units.**

In this course, family life is examined through a historical, cultural and political lens to contextualize the changing institution of the family. The evolution of the family is studied both historically and comparatively, but the focus is on the contemporary U.S. family. Special attention is given to the changing significance of sexuality in marriage, the persistent gendered nature of family structure and organization, and evolving norms around childbearing and childrearing. Other topics that will be addressed include domestic violence, divorce, out-of-wedlock childbearing, and alternative family forms. The course emphasizes how family life varies across race and ethnic groups, social class, religion and geographic location. (ETHC, GEND)

**SOCI 033. Introduction to Criminology and Criminal Justice. 4 Units.**

This course provides an overview of the nature and extent of crime, theories of crime causation, the social correlates of crime, and the structure of the criminal justice system. The geographic focus of the course will be the United States, though international comparisons may be brought in for a comparative perspective. (ETHC, GE1A, GESO, PLAW)

**SOCI 041. Social Problems. 4 Units.**

This course is an exploration of the process by which various social conditions become labeled as social problems worthy of policy responses. It examines the various roles played by the media, government actors, activists and everyday citizens in this process, and pays particular attention to the role of power in enabling some social groups to label the behaviors of others as problematic while deflecting attention from their own practices. This course focuses predominantly on the US, but also engages in comparative analysis with other countries. (DVSY, ETHC, GE1B, GEDI, GEGR, GEND)

**SOCI 108. Food, Culture and Society. 4 Units.**

Are you what you eat, or do you eat what you are? This course focuses on the role of food in society, with an emphasis on understanding food in its social and cultural contexts. Topics include food and nutrition; problems of over- and under-eating; food fads; food sacrifices and taboos; food and social and ethnic identity; and the global politics of food. Although beginning with a look at American food ways, the course is highly cross-cultural and comparative in nature. (DVSY, ETHC, GEDI)

**SOCI 111. Environmental Justice. 4 Units.**

Global warming, toxic cities, resource exploitation, species extinction. These are among the most pressing issues of our time. What do these problems tell us about the effects of society on the natural world, and of the natural world's capacity to affect, or even destroy, our society? What kinds of social systems, institutions and behaviors contribute to the current environmental crisis? And what is the relationship between environment and inequality? This course will take an interdisciplinary approach to the above-described problems, and will highlight and critique potential solutions. (DVSY, ETHC, GEDI, GEGR)

**SOCI 123. Sex and Gender. 4 Units.**

This course introduces students to the sociological study of sex and gender. Sociologists define gender as a social category that is organized around perceived biological differences between men and women. As such, the study of gender is not simply the study of women. It is the study of how gender categories, identities, and institutions structure our lives and society. The course critically analyzes the sex and gender categories that organize social life and investigates how gender identities are constructed in everyday social life. Particular attention is paid to how social institutions reinforce gender identities and reproduce gender inequalities over time, as well as how sex and gender are intricately linked to other social statuses such as race, class, and sexuality. (DVSY, ETHC, GEDI, GEND)

**SOCI 125. Sociology of Health and Illness. 4 Units.**

This course introduces students to the sociology of medicine and the delivery of health care, with an emphasis on the interaction of patients, health care professionals, and social institutions. Topics of examination include health care settings, provider-patient relationships, ethical issues in health care, and trends in medicine and policies. Additionally, the course explores how race, class, and gender affect people's health and illness in addition to how health policies shape the medical system, and how definitions, attitudes, and beliefs affect health and illness. (DVSY, ETHC, GE1B, GEDI, GEND, GESO)

**SOCI 141. Race and Ethnicity. 4 Units.**

Historical and contemporary forms of prejudice and racism are the focus of this course. Social institutions such as the media, education, family and government are examined for their role in fostering and challenging prejudice and racism. Course readings address how race intersects with other forms of inequality (e.g., gender, class, etc.) Although centered in Sociology, the course materials are interdisciplinary in nature. (DVSY, ETHC, GEDI)

**SOCI 161. Urban Society. 4 Units.**

What effects has the historical emergence of cities had on human social interaction and public life? How do urban places structure social relations and create identities and cultural meanings? This course explores the development of the city and its effects on social life. Particular attention is given to issues of poverty, interracial interaction and segregation, suburbanization, gentrification, urban development and urban cultural movements. Though this course takes US metropolitan areas as its primary focus, it also draws on global examples. (ETHC)

**SOCI 172. Diversity, Equity and Inequality. 4 Units.**

This course examines the historical causes, current structure, and various consequences of structural inequalities in the United States. It focuses on various social inequalities, including those based on class, race, gender, sexuality, disability, nationality, and immigrant status. Sociological perspectives and research are applied to better understand how social differences (diversity) become a basis for unequal access to economic, political and social power (inequality), as well as how a more equitable social system might be achieved. Prerequisites: SOCI 051, SOCI 071, and SOCI 079. (DVSY, ETHC, GEDI, GEND)

**SPAN 124. Escritores hispanos en los Estados Unidos. 4 Units.**

This course is a systematic survey of U.S. Latino literature. This course provides an overall view of Hispanic literature in the United States with emphasis on the literature of one or more of its major groups: Mexican-Americans, Cuban-Americans, or "Nuyoricans." This course may be repeated with permission of the instructor. Recommended: SPAN 101 or SPAN 103 with a "C-" or better. (DVSY, ETHC, GEDI)