**“DIVERSITY AND INCLUSION IN U.S. SOCIETY (DIAUSS[[1]](#footnote-1))”**

**3 CREDIT UNIVERSITYWIDE UNDERGRADUATE REQUIREMENT,**

**UNM CURRICULUM COMMITTEE**

**UNM PROVOST DIVERSITY COUNCIL**

**PRELIMINARY LIST OF COURSES THAT ALREADY EXIST IN THE UNM CATALOG**

**THAT WOULD FULFILL THE REQUIREMENT, (11/8/12 version)**

**The 3 credit requirement can be fulfilled in one of two ways:**

**(1) via Core Curriculum Courses on the DIAUSS List of Approved Courses;**

**(2) via department-level course offerings.**

**This is a very preliminary list of courses. These courses can include courses primary focus (50% content) on race, class, gender, sexual orientation, disability in the U.S. context. Courses can be at the 100-400 level and can double count with any degree or core curriculum requirements/electives. We also include a list of graduate courses, as undergraduate may enroll in graduate-level courses if they have earned a required number of undergraduate credits and obtained the required permissions.**

**Nancy Lopez, Associate Professor, Sociology (**[**nlopez@unm.edu**](mailto:nlopez@unm.edu)**) and Glenabah Martinez, Associate Professor, Language, Literacy and Sociocultural Studies, (**[**glenie@unm.edu**](mailto:glenie@unm.edu)**) are the co-chairs of the curriculum committee. One of our committee members is currently collecting syllabi for this proposal. Please email syllabi to Swechha Singh (**[**swechha@hotmail.com**](mailto:swechha@hotmail.com)**). Thank you!**

**Africana Studies (AFST)**

**251. Black Books I. (3)** also offered as ENGL 281.) The course introduces students to the African American classics of the slavery era. Daily experiences of the characters in these books become the basis for discussing race, class, gender, revolt, freedom, peace and humanity.

**297. Interdisciplinary Topics. (1-3)** Special topic courses in specialized areas of African- Personality.

**299. Black Leaders in the U.S. (3)** a comparative study of major African-American leaders and their impact on race relations in the United States. {Spring}

**381. Black Books II. (3) (Also offered as ENGL 381.)** This is the second phase of a three-part journey through the Black experience in search of humanity and peace. The vehicle is post-slavery books written by and about Black people. Issues raised and the characters in the books provide the occasion for in-depth discussion of inhumanity, protests, self definition, race relationships, liberalism, etc**.**

**453. African American Art. (3)** (Also offered as ARTH 453.) This class provides an overview of African American artists and contextualizes their creativity within the wider framework of U.S. art. What, for example, are the benefits and pitfalls of assigning race to any creative practice?

**Related Courses**

**LLSS 393. School and Society.** The purpose of this course is for students to examine issues that have an impact on the way in which schools operate in the United States by examining how race, class, gender, culture and sexual orientation shape educational experiences, and how power (social, economic, political, and cultural) operates in schools and their surrounding communities.

**LLSS 518. Comparative Education. (3)** Explores the connection between modes of education andthe construction of inequality within and between nation states. The impact of race, ethnicity, gender, religion, class, and politics on educational systems around the world will be considered.

**LLSS 530. Whiteness Studies. (3)** Looks at how white power and privilege shapes schools and society. Studies the impact for both people of color and whites. Possibilities and limitations of white antiracism, multiracial alliances, and antiracist education are explored.

**LLSS 587. Education and Gender Equity. (3)** Explores gender-related issues in the field of education by examining explanations of gender in socio-cultural contexts and its intersection with race, class, ethnicity and sexuality. Students address these issues in teacher practice, policy and curriculum.

**LLSS 615. Contemporary Philosophies of Education. (3)** Focuses on the most recent trends in educational thought from the U.S. and other societies. Special attention is paid to texts that speak directly to issues of race, class, and gender.

**American Studies**

**180. Introduction to American Studies. (3)**Introduces 19th and 20th century American culture.Demonstrates interdisciplinary approaches to American culturestudies. Content varies by semester and topics includepopular culture, comparative studies of race and ethnicity,nationalism and citizenship, critical regionalism.

**385. Theories and Methods of American Studies. (3)**Introduces students to interdisciplinary approaches in thestudy of American culture, focusing on “Race, Ethnicity,Gender and National Identity,” “Media, Popular Culture, and Cultural Studies,” “Critical Regionalism,” and “Environment,Science and Technology.”

**315./515. Race, Class & Gender in the Culture Industry.(3)**This course will focus on 20th century U.S. cultural historyand cultural studies. Proceeding chronologically, the courseintegrates a range of cultural mediums to investigate the constructionof social identity.

**508./308. Cultural Autobiography. (3)**This course is concerned with meaning, identity and subjectformation in the autobiographical text. Readings will focuson contemporary critical theory about autobiography andpost-colonial studies. Students will draw on a broad rangeof personal accounts that result from the construction ofrace, gender, class and ethnicity in the United States pastand present.

**515./315. Race, Class & Gender in the Culture Industry.(3)**This course will focus on 20th century U.S. cultural historyand cultural studies. Proceeding chronologically, the courseintegrates a range of cultural mediums to investigate the constructionof social identity.

**Race, Class and Ethnicity**

**185. Introduction to Race, Class and Ethnicity. (3)**An interdisciplinary introduction to the issues of race, class

**350./550. Topics in Race, Class, Ethnicity. (3 to a maximumof 6)** ΔOffers specialized topics on an alternating basis dealing withrace, class and ethnicity in the formation of American life andsociety. Subject areas include immigration, class formation,conquest, colonization, public policy and civil rights.

**353./553. Race Relations in America. (3)**An interdisciplinary investigation of the development of raceas a set of power relations, lived identities and ideas. Paysparticular attention to the relationship of race to work, immigration,gender, culture and intellectual life.

**359./559. Interracialism in America. (3)**This course introduces students to historical and contemporarydebates about the meaning of interracial romance,marriage and sexuality–and its relationship to definitionsof American citizenship and democracy. Through engagedstudy of primary and secondary, social and cultural forms,students will develop an interdisciplinary understanding ofrace, gender and sexuality.

**550./350. Topics in Race, Class, Ethnicity. (3 to a maximumof 6)** ΔOffers specialized topics on an alternating basis dealing withrace, class and ethnicity in the formation of American life andsociety. Subject areas include immigration, class formation,conquest, colonization, public policy, and civil rights.

**553./353. Race Relations in America. (3)**An interdisciplinary investigation of the development of raceas a set of power relations, lived identities and ideas. Paysparticular attention to the relationship of race to work, immigration,gender, culture and intellectual life.

**555. Theories and Methods of Race, Class, Ethnicity. (3)**This course will survey the theoretical and methodologicalconvergence/divergence of race, class and ethnicity. Thisclass is designed as a graduate-multidisciplinary approachto racial, class and ethnic formations, relations, structures,institutions and movements.

**559./359. Interracialism in America. (3)**This course introduces students to historical and contemporarydebates about the meaning of interracial romance,marriage and sexuality–and its relationship to definitionsof American citizenship and democracy. Through engagedstudy of primary and secondary, social and cultural forms,students will develop an interdisciplinary understanding ofrace, gender and sexuality.

**344. Comparative Ethnic Relations. (3)**Ethnic and race relations are examined through focus oncase studies from the Americas. Basic questions are pursuedabout the nature of and relationships among ethnicity, race,gender and class. (E) {Alternate years}

**469. Multiculturalism, Gender and Media. (3)**(Also offered as WMST 469.) Exploration of how gender,race, class, sexual orientation, ethnicity and other socialpositions affect media coverage, portrayals, production andreception. The course focuses on theories, methods of analysisand topics of current interest.

**565. Multiculturalism, Gender and Media. (3)**Exploration of how gender, race, class, sexual orientation,ethnicity and other social positions affect media coverage,portrayals, production and reception. The course focuses ontheories, methods of analysis and topics of current interest.

**239. Economics of Race and Gender. (3)**Examines economic situation of women and minorities in theUnited States. Explores effects of race, gender and ethnicityon the economic performance of workers and evaluates variousstrategies for social change.

**457./557. Victorian Studies. (3 to a maximum of 12)** ΔStudies in the literature and culture of the Victorian era;recent offerings have included Dickens, the Bronte’s; andspecial topics such as Sensation’ Detection and the DetectiveNovel; Victorian Sexualities; and Race, Class and Gender.

**486./586. British Fiction. (3 to a maximum of 6)** ΔStudies in the literary and cultural emergence and formationof fiction as a genre in English. Course content varies; recenttopics include The Early English Novel; The 18th-CenturyComic Novel; and Race, Class and Gender in the 19th-Century Novel.

**Health, Medicine and Human Values (HMHV)**

**310. Health and Cultural Diversity. (3)**Seminar exploring cultural variables that affect the experienceand practice of health and health care: how culture,ethnicity, race, and gender inform ideas of health and illness,death and dying, and the patient-physician relationship.Restriction: Students enrolled in the HMHV program.

**History**

**342./542. Constitutional History of the United States to1877. (3)** YazawaThe American Constitution from English origins through theCivil War and Reconstruction. The continuing effort to fashiona frame of government broad enough to embrace diversepeoples of different races, religious, national origins andvalue systems.

**440./640. Atomic America. (3)**The history of atomic America in the 20th century, with focuson the political, social and cultural dimensions of the nucleararms race; the controversy over nuclear energy; and thespecter of nuclear terrorism.

**300./500. Studies in History. (1-3, no limit)** ΔWill vary from instructor to instructor, but will be an in-depthanalysis of specific historical problems. For course content,consult *Schedule of Classes*.

**370./570. Inca Empire to Spanish Colony: SpanishSouth America to 1824. (3)** GaudermanThe native cultures in pre-Conquest times; the conquestof the Incas and the colonial settlement of the remainderof Spanish South America; economic, social and culturaldevelopments of colonial times, concentrating on the centralAndean region, but with accounts of varying developmentin other areas; the origins and accomplishment of independencein the early 19th century.

**542./342. Constitutional History of the United States to1877. (3)** YazawaThe American Constitution from English origins through theCivil War and Reconstruction. The continuing effort to fashiona frame of government broad enough to embrace diversepeoples of different races, religious, national origins andvalue systems.

**650./470. Labor and Working Class in Latin America.(3)** HutchisonThis course traces the

**654./474. Slavery and Race Relations. (3)** BieberOverview of slavery, the slave trade and post-emancipationrace relations in the U.S., the Caribbean and Latin America.

**Sociology**

**216. Dynamics of Prejudice. (3)** Lopez, Gonzales, Ibarra, Santoro, Huyser, Velez

This course explores the social construction of inequalities by race, gender, class, sexuality, nationality, ethnicity, disability, immigrant status, and age. Students will learn how to conceptualize intersecting oppressions and resistance at the individual, institutional and structural levels.

**\*420. Race and Cultural Relations. (3)** Gonzales, LopezComparative and structural analysis of intergroup relations inthe United States and/or other countries and regions.Prerequisite: 101 and 216. {Offered upon demand}

**424. Race, Class and Crime. (3)** LopezThis class will examine the relationships between race,ethnicity, socio-economic status and involvement in criminal behavior, focusing on the influence of structural, cultural andhistorical influences. We will also explore contemporary criminal justice issues pertaining to race and class.Prerequisite: 312 and 313.

**428. Sociology of Mexican Americans. (3)** Gonzales,LopezThe historical, comparative and contemporary study of theMexican American in the U.S. Race and ethnic relationstheories and the Chicano Movement.Prerequisite: 101. {Offered upon demand}

**520. Racial and Ethnic Relations. (3)** Gonzales, LopezHistorical and comparative analysis of race and ethnic relationsin the U.S., with comparative reference to WesternEurope, Latin America, Asia. Origins and maintenance ofslavery; minority community development; causes and consequencesof prejudice.

**528. Sociology of Mexican Americans. (3)** GonzalesThe historical, comparative and contemporary study of theMexican American in the U.S. Race and ethnic relations theoriesand the Chicano Movement. {Offered upon demand}

**Women Studies**

**304. Feminist Theories: Identity, Knowledge, and Power. (3)** Exploration of the intersections, connections, and tensions between feminist theory and queer, critical race, and postcolonial theories. Theoretical focus on the discussion around previous and emerging analyses of identity, knowledge/power, and justice.

**325.** [322.] **Race, Class and Feminism. (3)**This course will open discussion on the significance of raceand class as an integral component in the development offeminist movements.

**469. Multiculturalism, Gender and Media. (3)**(Also offered as CJ 469.) Exploration of how gender, race,class, sexual orientation, ethnicity and other social positionsaffect media coverage, portrayals, production and reception.The course focuses on theories, methods of analysis andtopics of current interest.

**Language, Literacy and Sociocultural Studies**

**500. Issues in Language/Literacy/Sociocultural Studies.(3)**Required core course for new LLSS Master’s students.Addresses how social, political, economic, and culturalforces shape beliefs about race, class, language, gender, andliteracy. Implications for teaching, learning and educationalchange will be examined

**511. History of U.S. Education. (3)**This course explores the significance and function of educationalendeavors and institutions in U.S. society from thesixteenth century to the present. Emphasizes the relationshipbetween schooling and race, class, and gender.

**515. Philosophies of Education. (3)**Introduces students to the foundations of educational philosophy.It focuses on thought from the 20th century whilerecognizing the historical influences from Western andnon-Western nations. Special attention on race, class, andgender.

**518. Comparative Education. (3)**Explores the connection between modes of education andthe construction of inequality within and between nationstates.The impact of race, ethnicity, gender, religion, class,and politics on educational systems around the world will beconsidered.

**521. Proseminar: Sociology of Education. (3)**Introduces students to the structures and functions of schoolsin the U.S. and other societies through an examination ofempirical research that looks at race, class, and genderoppression.

**524. Critical Race Theory. (3)**Engages the premises of Critical Race Theory (CRT).Focuses on theorists and philosophers of color who writeabout racial struggle in White hegemonic societies. Exploresthe implications of CRT for educational research, policy, andpractice.

**529. Race, Ethnicity, and Education. (3)**Concentrates on empirical studies that reveal how schoolswork to create racial and ethnic inequality. Explores currentdebates about the concepts “race” and “ethnicity” andevaluates the consequences of these debates for educationalstudies.

**615. Contemporary Philosophies of Education. (3)**Focuses on the most recent trends in educational thoughtfrom the U.S. and other societies. Special attention is paid totexts that speak directly to issues of race, class, and gender.

**Art and art history**

**453./553. African American Art. (3)** Buick(Also offered as AFST 453.) This class provides an overviewof African American artists and contextualizes their creativitywithin the wider framework of U.S. art. What, for example,are the benefits and pitfalls of assigning race to any creative practice?

**Cinematic Arts**

**336./\*436. Images of (Wo)men. (3)** Our study will regard films about women, men, and everybody else. With feminism, queer theory, critical race studies, and transgender film theory, we’ll consider cinema from “women’s pictures” to films about the permutations of gender. Special fee required. Restriction: junior or standing.

**Family and community medicine**

**585. Public Health Mental Health. (3)** Covers the history and epidemiology of mental health, nationally and internationally, and mental health cross-culturally and in contexts of age, race, gender, and ethnicity. Also explores social determinants of mental illness and mental health promotion.

CHMS Proposed Courses for Diversity Requirement

University of New Mexico

June 20, 2012

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| CHMS 201 | Introduction to Chicana and Chicano Studies |

* Students will evaluate historical and contemporary relationships of Chicanos/Hispanos/Mexicanos to other US populations;
* Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to Chicano, Hispano, and Mexicano communities in national and transnational contexts;
* Students will assess the social, historical and cultural development of New Mexico’s Hispano communities within the larger context of Mexican American history;

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| CHMS 332 | Intro to Chicana Studies |

* Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to Chicano, Hispano, and Mexicano communities in national and transnational contexts;
* Students will employ advanced research skills in producing a research paper and oral presentation using video/audio, oral history documentation, and other interdisciplinary methods of documentation and presentation and present the product in class or at an academic venue. In this process, students will demonstrate the following abilities:
* Students will apply technology in collaborative learning situations to engage key concepts and problems, solve tasks, or develop solutions to problems;

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| CHMS 342 | Race Culture Gender Class in NM |

* Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to Chicano, Hispano, and Mexicano communities in national and transnational contexts;
* Students will interpret, analyze and evaluate textual and cultural production among diverse Chicano and Mexicano communities and explicate the social and historical context of cultural production.
* Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging;

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| \*CHMS 480 (Can count for graduate credit) | Approaches in Chicana/o Studies |

* Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to Chicano, Hispano, and Mexicano communities in national and transnational contexts;
* Students will interpret, analyze and evaluate textual and cultural production among diverse Chicano and Mexicano communities and explicate the social and historical context of cultural production.
* Students will evaluate the applicability and relevance of specific theories and approaches to Chicana/o experiences and to the discipline.

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| CHMS 310 | Immigration and Assimilation |

* Students will examine how Mexican and Latino immigration to the United States has been a influenced by Transnational and Global forces and has shaped nearly every major change in immigration policy;
* Students will evaluate historical and contemporary relationships of Chicanos/Hispanos/Mexicanos to other US populations;
* Students will employ advanced research skills in producing a research paper and oral presentation using video/audio, oral history documentation, and other interdisciplinary methods of documentation and presentation and present the product in class or at an academic venue. In this process, students will demonstrate the following abilities:

PSYCHOLOGY

Psy 250 Special Topics: Psychology of Stereotypes and Prejudice; Psychology of Race, Class and Gender

Psy 636 Diversity and Multicultural Perspectives in Clinical Psychology

Psy 650 Indigenous Mental Health

Psy 650 Research Methods in Cultural Psychology

COLLEGE OF EDUCATION

School and Society, Instructor: Glenabah Martinez

1. DIUSS could be the acronym for the requirement. [↑](#footnote-ref-1)