DIAC Diversity Rich Course List
Fall 2018 (Updated 4/12/18)

SCHOOL OF ARTS AND SCIENCES

ART
90710 ARTH 100 Idea and Image, Staff (not yet assigned)
90726 ARTH 100 Idea and Image, Staff
91026 ARTH 100 Idea and Image, McNamara
91542 ARTH 100 Idea and Image, McNamara
90384 ARTH 101 Survey of Art: Ancient to Renaissance, Downing
92198 ARTH 365 Art and Culture in China, Perkins

ENVIRONMENTAL STUDIES
ENVR 395 Equity in the Outdoors, CRN 92173 TuTh 12:30-1:45, A. Reis
This course will introduce students to the concept of the “adventure gap,” which will illuminate for them the reality that individuals hailing from minority, indigenous, LGBTQIA, disabled, and/or middle- and lower-class communities, among other marginalized communities, are underrepresented in outdoor recreation. In this course, we will interrogate the ways in which majority communities have excluded marginalized individuals from the arena of outdoor and adventure recreation. We will, moreover, attend to shifting trends in contemporary outdoor recreation, wherein minority recreationists and athletes are carving out a space for themselves in the able-bodied, white-male-dominated realm of outdoor recreation. They are utilizing new—or newly-available to them—mediums, telling their stories in articles, blogs, and podcasts alike. Accordingly, popular outdoor media are engaging in various modes of storytelling that highlight exclusion and harassment at the crag and amongst the rapids, along the thru-hiking trail and on the ski slopes, and we will attend to and interrogate the effectiveness of this shifting cultural trend as well. This course will, at its core, investigate the act of storytelling, which marginalized recreationists and athletes are utilizing to amplify their efforts to reassert their place in the outdoors. What is more, it will illustrate how these individuals and communities are developing and advancing a powerful discourse that highlights the weight different identity groups bring with them as they venture outdoors, how long-standing histories of oppression, discrimination, and violence determine their varied outdoor experiences, and how engaging in inclusive and equitable outdoor recreation experiences stands to uplift and sustain these vibrant communities.

ENVR 340 Env. Justice Narratives, CRN 92211 TuTh 9:30-10:45, A. Reis
This course examines the concept of environmental justice, as well as the associated concepts of environmental racism and radioactive colonization, through an interdisciplinary lens. It begins with a broad introduction to these concepts, which illuminate environmental inequality. Focusing on environmental justice in the U.S. for reasons of time and scope—although environmental justice issues are also important at the global level—we will analyze environmental issues through the lens of social justice and inequality, specifically via categories of race, class and gender, and within the framework that critiques the role of colonialism, capitalism, and globalization in environmental inequity. The environmental justice narratives we find in literature, nonfiction, and documentary films will introduce environmental studies students to the experiences of marginalized, oppressed, and overlooked individuals and communities contending with and responding to environmental harm, which comes to bear on such communities disproportionately. An examination of these
narratives will, moreover, demonstrate to students that nature is not only found in “wilderness,” but also in the places where many of us live and work; and revise our understanding of “environment,” showing that nature exists in National Parks and nuclear waste sites, wild rivers and mega-dams, industrialized food production and the human body. Ultimately, this course will illuminate for students the reality that environmental harm always comes to bear on human lives, and that environmental challenges are inseparable from social issues and concerns.

HISTORY

HIST 100 - World History, CRN 90594/92256 T/TH 11:00-12:15, CRN 91299/92257 T/TH 12:30-1:45, L. Freed
This course examines world history from roughly 1400 to 2000 c.e., focusing our attention on trade and evolving connections between peoples and lands. We will look at the causes and consequences of various movements of people, ideas, and things around the world, including the ways societies, individual people, and geography have helped shaped our world’s history.

HIST 240 – Immigrant America, CRN 91440 T/TH 9:30-10:45, S. Imai
This course takes a cross-cultural approach to American history with a focus on the movement of people, goods, and ideas across national boundaries. Special attention to America’s evolving relationships with Asia, Africa, and Latin America.

HIST 331 – Africa to 1870, CRN 91012 M/W 2:00-3:15, L. Freed
Explores African history from the emergence of the earliest human societies through the mid-nineteenth century, with particular focus on the period after 1400. Considers the developments of lineage societies and centralized states, the trans-Saharan trade, the Atlantic slave trade, the spread and influence of religions such as Islam and Christianity, and Africa’s encounters with other parts of the world. Counts towards Africana Studies minor.

HIST 370 – African American History Since 1865, CRN 92149 T/TH 12:30-1:45, K. Smith

HIST 210, American Identities in Song, K. Smith

HIST 314, The Vietnam War, T/TH 9:30-10:45, K. Smith
This course deals extensively with the racial components of the war, for example US racism toward Asians, the proportion of white versus black casualties, race relations among US troops, etc.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

PUBLIC HEALTH AND HUMAN PERFORMANCE

HLTH 200 and WILD 200: Therapeutic Recreation, T/TH 2:00-3:30, A. Wheeler
This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Fall. Cross-listed as HLTH 200. Previously WILD 445.

TEACHER EDUCATION
GRDG 610 Seminar: Literacy Research
The purpose of this seminar is to acquaint students with research methods and current topics, studies and writings in the area of literacy. The objectives of this course include preparing students to be consumers of literacy research and enhance their ability to find information, studies, and data in a variety of research journals and texts both online and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course. Candidates complete a cultural diversity and equity reflection.

GRDG 615 Literacy: Family/School/Community Collaboration
In this course students examine the role that community and family literacy programs, and parent-school partnerships have played in the literacy development and education of children. Students will evaluate practices of these social institutions and their effectiveness in light of current research concerning literacy education and diverse families and communities. Students will discuss current practices and future trends of collaboration between diverse literacy models of development of schools, families, and communities to support children’s literacy development.

GRDG 620 Literacy and Linguistically Diverse Learners
This course explores the many challenges to literacy achievement that confront linguistically diverse learners (speakers of non-standard English varieties and English speakers of other languages). From a contemporary perspective, the course examines the characteristics of linguistically diverse learners in B–12 classrooms and focuses on instructional responses that foster literacy competencies and achievement in school.

GRDG 640 Literature Based Literacy
Selected examples of children’s and young adult literature are utilized in demonstrating methods of developing literacy using a literature based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs, individualizing student literacy development, and designing literacy intervention programs. This course involves extensive reading of literature, developing of strategies for teaching reading, writing, speaking, and listening through the use of literature, and focusing curricula development to represent the multiple levels, broad interests, cultural and linguistic backgrounds of all learners B-12.

SPED 601 Characteristics of Learners with Mild/Moderate Disabilities
Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners.

SPED 637 Diagnosis and Assessment of Educational Disabilities
Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or corequisite
**SPED 638 Literacy Assessment and Practices for Students with Diverse Needs**
The purpose of this course is to prepare preservice and inservice Inclusive and Special Education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). Content includes critical evaluation of assessments and interpretation of data to inform selection of research based instructional practices. These incorporate strategies in reading, writing, listening, and speaking in teaching content across the general curriculum; and for enhancing communication for ELL.

**GRED 516 Diversity and Advocacy in Education**
This course is designed to help increase teacher education students’ awareness of cultural diversity and its relationship to advocacy in education. Upon completion of this course students will see themselves as advocates-utilizing equity pedagogy and prejudice reduction strategies-committed to developing school cultures that are socially just for all.

EDLS 201 Principle of Education  
EDLS 207 Early Childhood Literacy  
EDUC 308 Teaching Students with Special Needs  
EDUC 408 Integrated Literacy  
EDLS 314 Teaching Students with Special Needs  
EDUC 425 Student Teaching Internship  
EDUC 426 Student Teaching Internship

**CRANE SCHOOL OF MUSIC**

**MUAP 115 Campus Community Band, CRN 90220 Tuesday 6:00-7:20, Bishop Hall C107, C Collins**
The Campus Community Band is an inclusive organization of adult musicians, welcoming all abilities, interests, and backgrounds. Members participate from the surrounding communities and area colleges playing woodwind, brass, percussion, drum-set, keyboard, electric guitar, and bass instruments. The mission of the Campus Community Band is to explore member-selected music and original compositions in concert band and various musician combos. The ensemble shares a public session twice each year in December and May through an "Informance” that involves the audience in the musical experience in an informal setting. Each "Informance” combines the music with a meaningful message of social and cultural awareness, designed by the members of the ensemble. To learn more about the Campus Community Band, visit our website at [http://campuscommunityband.weebly.com/](http://campuscommunityband.weebly.com/)

**MUAI 327 and MUAI 328 Music Business I and II, MWF 10:00 and 11:00, Wakefield Hall, M. Ernesti**
Music Business I and II afford an overview of the global music industry, and challenge students in the Learning Outcomes to ‘recognize, describe, and interpret the structures of and mechanisms behind the global music business’; ‘reflect analytically on music organizations and their global environment’; and ‘understand self in relation to others, as part of professional teams from diverse backgrounds.’ MUAI327 and 328 are restricted to majors/minors