AAST  Asian American Studies  Fall 2016

AAST498Y Advanced Topics in Asian American Studies; The Multiracial Experience in the US

Credits: 3  Grading Method: Regular, Pass-Fail, Audit  General Education: DVCC

Advanced study of the cultural and historical antecedents of contemporary Asian American society. Emphasis on the social, political, economic, and behavioral factors affecting Asian Americans and their communities.

Also offered as AMST418W. Credit granted for AAST498Y or AMST418W. Focuses on multiracial ("mixed race") identity and how the experiences of multiracial people contribute to our broader understanding of racial identity and formation. Course draws on literature and research produced by and about multiracial people. In addition, students will access the topic through comment boards, live chat sessions, podcasts, and multimedia. Readings and other course materials have been selected to challenge and grow students' understandings of race and mixed race.

0101  Lawrence-Minh Davis  Seats (Total: 35, Open: 35, Waitlist: 0)
M 2:00pm - 4:40pm  SQH 1107

AMST  American Studies  Fall 2016

AMST418W Cultural Themes in America; The Multiracial Experience in the US

Credits: 3  Grading Method: Regular, Pass-Fail, Audit  General Education: DVCC

Examination of structure and development of American culture through themes such as "growing up American," "culture and mental disorders," "race," "ethnicity," "regionalism," "landscape," and "humor."

Also offered as AMST418W. Credit granted for AAST498Y or AMST418W. Focuses on multiracial ("mixed race") identity and how the experiences of multiracial people contribute to our broader understanding of racial identity and formation. Course draws on literature and research produced by and about multiracial people. In addition, students will access the topic through comment boards, live chat sessions, podcasts, and multimedia. Readings and other course materials have been selected to challenge and grow students' understandings of race and mixed race.

0101  Lawrence-Minh Davis  Seats (Total: 35, Open: 35, Waitlist: 0)
M 2:00pm - 4:40pm  SQH 1107

ANTH  Anthropology  Fall 2016

ANTH266 Changing Climate, Changing Cultures

Credits: 3  Grading Method: Regular, Pass-Fail, Audit  CORE: SB  General Education: DSHS, DVCC, SCIS
Explore past, present, and future interactions between humans and climate. Discussions, methods-oriented activities, and case study analyses provide students a foundation for appreciating the role of anthropology in understanding, responding to, and preparing for climate change.

**ANTH498C**

**Advanced Field Training in Ethnography; Service Learning for Applied Urban Ethnography**

Grading Method: Regular, Pass-Fail, Audit  
General Education: DSSP, DVCC  

Experience in field research utilizing a variety of ethnographic method of inquiry.  

Requires 4 hours/week of off-campus service learning. Can only be taken concurrently with ANTH491 or ANTH617.  

**COMM382**

**Essentials of Intercultural Communication**

Grading Method: Regular, Pass-Fail, Audit  
General Education: DVCC  

Credit only granted for: COMM382 or COMM482.  

Introduction of major theories and concepts of intercultural communication; examination of processes that make up cultural differences; and use of intercultural communication competence skills.

**CPPL100**

**College Park Scholars: Public Leadership First-Year Colloquium I**

Grading Method: Regular  
General Education: DVCC  

Restriction: Students must be enrolled in the College Park Scholars Public Leadership (CPPL) program.  

Introductory colloquium: Examination of issues related to public leadership.
### EDCI Curriculum and Instruction Fall 2016

**EDCI436**  
**Understanding Cross-Cultural Communication for Teaching English Language Learners**  
Credits: 3  
Grading Method: Regular  
General Education: DVCC  
Credit only granted for: EDCI436 or EDCI488T. Formerly: EDCI488T.  
Theories of intercultural communication and techniques for applying them in the teaching of English as a second language (ESL) and content classes. Research and evaluation of selected aspects of a culture as basis for creating, selecting and using culturally-responsive teaching materials and methods.

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Seats (Total: X, Open: Y, Waitlist: Z)</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>0101</td>
<td>Suh Hwang</td>
<td>Seats (Total: 25, Open: 25, Waitlist: 0)</td>
<td>M 1:15pm - 4:00pm</td>
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**EDCI488G**  
**Selected Topics in Teacher Education; Teaching Residency**  
Credits: 3  
Grading Method: Regular, Pass-Fail, Audit  
General Education: DSHU, DVCC  
Contact instructor or department for details.

<table>
<thead>
<tr>
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<tr>
<td>0101</td>
<td>Margaret Peterson</td>
<td>Seats (Total: 30, Open: 30, Waitlist: 0)</td>
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<tr>
<td>0201</td>
<td>Susan Denvir</td>
<td>Seats (Total: 30, Open: 30, Waitlist: 0)</td>
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<td>0301</td>
<td>Tracy Dunheimer</td>
<td>Seats (Total: 30, Open: 30, Waitlist: 0)</td>
<td>Contact instructor or department for details.</td>
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**EDCI488J**  
**Selected Topics in Teacher Education; Language Variation and Multilingualism in Elem. Classrooms**  
Credits: 3  
Grading Method: Regular, Pass-Fail, Audit  
General Education: DSHU, DVCC
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<thead>
<tr>
<th>Section</th>
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<td>0101</td>
<td>Margaret Marcus</td>
<td>Tu 8:30am - 11:15am</td>
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<tr>
<td>0201</td>
<td>Kellie Rolstad</td>
<td>W 12:00pm - 2:45pm</td>
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<tr>
<td>0301</td>
<td>Lijuan Shi</td>
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<td>EDU 1107</td>
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**EDHI**

**Education Leadership, Higher Ed and International Ed**

**EDHI338A**

**Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Race/Ethnicity**

Credits: 1

Grading Method: Regular, Pass-Fail, Audit

General Education: DVCC

Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

<table>
<thead>
<tr>
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<tr>
<td>0101</td>
<td>Beth Cohen, Michelle Strange, Corinne Janet, Benjamin Parks</td>
<td>W 4:30pm - 6:30pm</td>
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**EDHI338C**

**Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Gender**

Credits: 1

Grading Method: Regular, Pass-Fail, Audit

General Education: DVCC

Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.
EDHI338D  Teaching and Learning about Cultural Diversity through Intergroup Dialogue; (Dis)ability Story Circle
(Perm req)
Credits: 1  Grading Method: Regular, Pass-Fail, Audit
General Education: DVCC

Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

0201  Izetta Mobley, Beth Cohen, Jazmin Pichardo, Coty Behanna
Seats (Total: 14, Open: 14, Waitlist: 0)
Meets October 24, 2016 - December 7, 2016
M 4:30pm - 6:30pm
MMH 2411

EDHI338I  Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Classism 101
(Perm req)
Credits: 1  Grading Method: Regular, Pass-Fail, Audit
General Education: DVCC
Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDHI338K</td>
<td>Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Socio-economic Class</td>
<td>Mary Graham-Fisher, Benjamin Parks, Beth Cohen, Dawn Ginnetti, Caroline Gutierrez</td>
<td>Seats (Total: 14, Open: 14, Waitlist: 0)</td>
<td>Regular, Pass-Fail, Audit</td>
<td>DVCC</td>
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Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

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<tr>
<td>EDHI338N</td>
<td>Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Sexual Identity</td>
<td>Dawn Ginnetti, Beth Cohen, Tiffany Harris, Mary Graham-Fisher</td>
<td>Seats (Total: 14, Open: 14, Waitlist: 0)</td>
<td>Regular, Pass-Fail, Audit</td>
<td>DVCC</td>
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Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

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<td>Noah Henry-Darwish, Erin McClure</td>
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<tr>
<td>0202</td>
<td>Maya Graham, Jeremy Gombin-Sperling, Jacqueline Mac, Beth Cohen</td>
<td>14</td>
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<td></td>
<td>Meets October 24, 2016 - December 7, 2016</td>
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<td></td>
<td>M 4:30pm - 6:30pm</td>
<td>MMH 2411</td>
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**EDHI338P**

- **Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Emergent Theme**
- **Grading Method:** Regular, Pass-Fail, Audit
- **General Education:** DVCC

Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

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<tr>
<th>Course Code</th>
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<tr>
<td>0101</td>
<td>Jazmin Pichardo, Erik Hanson, Beth Cohen</td>
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<td>Meets August 29, 2016 - October 17, 2016</td>
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**EDHI338W**

- **Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Story Circle (Size and Appearance)**
- **Grading Method:** Regular, Pass-Fail, Audit
- **General Education:** DVCC
Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

| 0101 | Mary Graham-Fisher, Jacqueline Pearce Garrett, Coty Behanna, Izetta Mobley, Beth Cohen Seats (Total: 14, Open: 14, Waitlist: 0) Meets August 29, 2016 - October 17, 2016 M 4:30pm - 6:30pm MMH 2411 |

EDHI338Z Teaching and Learning about Cultural Diversity through Intergroup Dialogue; Greek/Non-Greek

Engages students, from one or more cultural identity groups, in facilitated dialogue about the similarities and differences of experience that exist within a group and/or between and across groups. The goal of intergroup dialogue is for students to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. Whereas in debate, students learn to listen to gain advantage, in intergroup dialogue, students learn to listen to gain understanding. In so doing, students develop increased multicultural interaction facility, heightened intergroup awareness and sensitivity, and greater commitment to civic engagement.

| 0201 | Corinne Janet, Vasco Mateus, Beth Cohen Seats (Total: 14, Open: 14, Waitlist: 0) Meets October 23, 2016 - December 4, 2016 F 10:00am - 12:10pm MMH 2411 |

EDSP Education, Special Fall 2016

EDSP220 Disability in Community: Access, Accommodation, and Adaptation

Examines the concept of disability in a variety of community settings. Drawing on classic and contemporary readings in psychology, sociology and special education, the course will couple conceptual and historical understanding of disability with first-hand service-learning experiences in the community. Students will develop a plan in several phases that encompasses principles of Universal Design for Living/Learning (UDL) to study and participate in community-based activities.
### EDSP376  Fundamentals of Sign Language

<table>
<thead>
<tr>
<th>Credits: 3</th>
<th>General Education: DVCC</th>
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</thead>
<tbody>
<tr>
<td>Grading Method: Regular, Pass-Fail, Audit</td>
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</table>

*Receptive and expressive skills in American Sign Language. Examination of the causes of deafness, characteristics of deaf education, and aspects of the culture of the deaf community.*

### ENES  Engineering Science  Fall 2016

#### ENES472  International Business Cultures in Engineering and Technology

<table>
<thead>
<tr>
<th>Credits: 3</th>
<th>General Education: DVCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Method: Regular, Pass-Fail, Audit</td>
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</table>

*Prerequisite: Permission of ENGR-A. James Clark School of Engineering. Restriction: Sophomore standing or higher. Also offered as: SLLC472. Credit only granted for: ARHU439B, ARHU439E, ARHU439T, ENES472, SLLC471, SLLC472, or SLLC473. Formerly: ARHU439T.*

*The goal is to provide students with an understanding of cultural aspects pertaining to global business and engineering and develop the cultural understanding, attitudes, and communication skills needed to function appropriately within an increasingly global and multicultural working environment.*

Restricted to students with the minor in international engineering (#EN01) and in engineering leadership development (#EN04). Students in global poverty (#AG06), in terrorism studies (#BS07), or in international development and conflict management (#BS02) may request permission for the course from Jane Fines (jfines@umd.edu). All other students can be placed on a hold file.

### BL01  Jane Fines  Seats (Total: 45, Open: 45, Waitlist: 0)

| Th 6:00pm - 7:45pm |
| Class time/details on ELMs |

*Restricted to students with the minor in international engineering and in engineering leadership development. Students in global poverty, in terrorism studies, or in international development and conflict management may request permission for the course from Jane Fines (jfines@umd.edu). All other students can be placed on a holdfile.*
The special topics and leadership course will address a single topic related to leadership through the semester. In-depth study and analysis on the topic will be the basis for the course. Topics include gender and leadership, ethics and leadership, and culture and leadership. Leadership will serve as the foundation in the course.

Students will be introduced to leadership models and examples specific to Asian American & Pacific Islander communities throughout history and in current times. While the central objective of this course is to develop politically engaged and historically informed leaders and community members for the AAPI campus community, this course is open to anyone who is interested in social justice and learning more about student organizing around identity.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grading Method</th>
<th>General Education</th>
<th>Seats (Total:</th>
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<tbody>
<tr>
<td>HESI418A</td>
<td>Special Topics in Leadership; Asian American Leadership</td>
<td>3</td>
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<td>TuTh</td>
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<td>HBK 0115</td>
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<tr>
<td>HESI418D</td>
<td>Special Topics in Leadership; Leadership and Ethnicity</td>
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<td>HESI418F</td>
<td>Special Topics in Leadership; Jewish Leadership</td>
<td>3</td>
<td>Regular, Pass-Fail, Audit</td>
<td>DVCC</td>
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<td>Th</td>
<td>2:00pm - 4:45pm</td>
<td>TWS 1100</td>
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</table>
Using a global perspective, this course teaches students to be critical consumers of current and historical health communication interventions. It also provides students with the skills to develop media interventions that target specific and general populations. Students will discover the array of diverse media messages that influence the health and well-being of individuals and communities.

0101 Juliette Christie  Seats (Total: 4, Open: 4, Waitlist: 0)
Tu 3:30pm - 6:15pm
SPH 1302

A series of seminars, often interdisciplinary and sometimes team taught. The subjects will vary from semester to semester.

0101 Howard Smead  Seats (Total: 10, Open: 10, Waitlist: 0)
W 4:00pm - 6:30pm
JMZ 1117

Study of differences, stereotypes, and values distinguishing LGBT people and of effective means of communicating such differences to non-LGBT people. Emphasis on contemporary LGBT life and on the development of didactic skills. Preparation and presentation of forums on LGBT people; facilitation of workshops in various outreach locations (residence halls, Greek system, classes).

0101 Luke Jensen  Seats (Total: 12, Open: 12, Waitlist: 0)
W 3:30pm - 5:10pm
WDS 1131
Contact instructor or department for details.
<table>
<thead>
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<tbody>
<tr>
<td>LGBT386</td>
<td>Lesbian, Gay, Bisexual, and Transgender Community Organization Internship</td>
<td>3-6</td>
<td>Regular, Pass-Fail, Audit</td>
<td>DSSP, DVCC</td>
</tr>
</tbody>
</table>

**Prerequisite:** 9 credits in LGBT courses. **Restriction:** Permission of LGBT Studies Program.

*Supervised internship experience with a community organization that expressly serves lesbian, gay, bisexual, and transgender people. Students will be expected to relate course material to experience in an analysis of an organization's activities.*

**Contact department for information to register for this course.**