Community Studies
Undergraduate Handbook

2014–2015

An Undergraduate Major Focusing on Community-Based Social Change

Community Studies Program
213 Oakes College
University of California
1156 High Street
Santa Cruz, CA 95064

http://communitystudies.ucsc.edu
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Declaring the Major

Fall 2014: Friday, October 24, 2014
Winter 2015: Friday, February 6, 2015
Spring 2015: Friday, April 24, 2015

Failure to declare the major by this date will jeopardize your chances to continue in the major, and also can result for those receiving financial aid in not being eligible for financial aid for the summer.

Note that the Community Studies office is closed Friday, so give yourself time to finish the declaration process no later than the day before the above dates.

Field Study Goals and Objectives Contract

4:00 PM, Monday, March 16, 2015. Failure to submit all signed paperwork for the full-time field study will result in the student having to defer their field study until the following year, or select another major.
Steps to Declaring the Major

- Download and fill out Declaration of Major form
  [http://advising.ucsc.edu/student/declaration/index.html](http://advising.ucsc.edu/student/declaration/index.html)

- Prepare academic study plan, using the Academic Planning Form at
  [http://advising.ucsc.edu/planning/your-major/declaration/docs/academic-planning-form.pdf](http://advising.ucsc.edu/planning/your-major/declaration/docs/academic-planning-form.pdf)

- Meet with program faculty to discuss topical course and directed elective selection, and field study plans; develop academic study plan

- Bring all forms to Program Manager for review and completion of the declaration process.

- Declaration of Major completed

- Research and locate field placement

- Obtain all signatures on Goals and Objectives form

- Bring completed and signed Goals and Objectives agreement to Program Manager by
  4 PM, Monday, March 16, 2015.

- Field Study placement process completed by deadline

- Permission number for CMMU 102 issued

Failure to complete the Declaration process and turn in the fully signed Goals and Objectives agreement by the stated deadlines will require you to defer your field student or choose another major.
COMMUNITY STUDIES WORKSHEET
INSTRUCTIONS FOR DECLARING
THE COMMUNITY STUDIES MAJOR

1. Go to http://advising.ucsc.edu/student/declaration/index.html and select “Declaration of Major/Minor.” Print out and fill in the form. Please also fill in and print out the top portion of the Academic Planning Form at http://advising.ucsc.edu/planning/your-major/declaration/docs/academic-planning-form.pdf. These forms are also available outside the CMMU Program office.

2. Meet with Community Studies program faculty to discuss your plans and obtain suggestions regarding your field study, topic requirements and directed electives. Then, using the worksheet below, prepare an academic study plan for completing all requirements for the major. The current list of approved courses can be found at http://communitystudies.ucsc.edu/undergraduate/forms/14-15%20Topical%20Requirements.pdf http://communitystudies.ucsc.edu/undergraduate/forms/14_15DirectedElecs.pdf.

3. Bring all forms to Program Manager for review and approval by the Program Director.

2014-15 Deadlines for Declaring the Major
Fall: October 24, 2014
Winter: February 6, 2015
Spring: April 24, 2015

Name ___________________________ SID# ___________________________ Date _________

Email ___________________________ Phone: ___________________________

Proposed Field Study Focus ___________________________

Course Plan for Major Requirements:

Topical Requirement:
Three courses from approved Topical Requirements list:

1. 

2. 

3. 

Directed Elective Requirement:
One course in each category, from approved Directed Electives list:

Race, Class and Privilege:

Regional/Historical Background:

Notes:
COMMUNITY STUDIES
ACADEMIC PLANNER

Community Studies Course Requirements:
- CMMU 10 Introduction to Community Activism
- CMMU 101 Communities, Social Movements and the Third Sector
- CMMU 102 Preparation for Field Study
- CMMU 198 Full-time Field Study
- CMMU 194 Analysis of Field Materials
- CMMU 195 Senior Thesis/Project (optional)
Three topical courses, from approved list
Two Directed electives, from approved list

Note: The two directed electives must be taken prior to field study. It is recommended that at least two of the three topical course requirements be taken prior to the field study.

PATHWAY THROUGH THE MAJOR

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMMU 10 Topical Course 1</td>
<td>CMMU 10* Topical Course 2 Directed Elective 1</td>
<td>CMMU 198 (15 units)</td>
</tr>
<tr>
<td>Year 2</td>
<td>CMMU 101 Topical Course 3 Directed Elective 2</td>
<td>CMMU 102 (Directed Elective 2)**</td>
<td>CMMU 195 - Optional</td>
</tr>
<tr>
<td>Year 3</td>
<td>CMMU 198 (15 units)</td>
<td>CMMU 194 (Topical Course 3)***</td>
<td>(CMMU 195 - optional)</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If not taken in Year 2 or for transfer students
**If not completed in a previous quarter
***If not completed in a previous quarter
What is Community Studies?

Founded in 1969, Community Studies is the oldest interdisciplinary program at UCSC. The longstanding hallmarks of community studies are its focus on social justice and its distinctive pedagogy integrating classroom learning and extended field study. Community Studies was a national pioneer in the field of experiential education and its civic engagement model has been emulated widely. Community studies was also a pioneer in addressing principles of social justice, specifically inequities arising from race, class and gender dynamics in society at large, and in critically assessing strategies for achieving social change.

The undergraduate major offers highly motivated and focused students the opportunity to pursue a rigorous course of study combining on- and off-campus learning. On campus, students complete a core curriculum enabling them to identify, analyze, and help construct strategies for social justice movements, nonprofit sector advocacy, public policy making, and social enterprise. The core curriculum works in tandem with topical course work that develops expertise in specific domains of social science scholarship related to their field study. Off campus, students commit to spending six months immersed in a setting where they participate in and analyze the social justice work of an organization, with a goal of making a meaningful contribution to the organization’s mission. Students work independently but with active guidance from both campus faculty and an on-site supervisor from the field study organization.

The undergraduate core curriculum begins with the development of skills in social analysis and field observation/participation while deepening students’ knowledge of specific histories and theoretical perspectives essential to the study of communities and social transformation. Next, through the six-month full-time field study, students engage with specific communities through residence and participation in an organization with a social justice mission. This intensive and extended immersion is a distinguishing feature of the community studies major. Finally, students return to campus to analyze their field study experience and its relation to their ongoing classroom-based learning. The major culminates with a senior capstone integrating academic coursework, field study analysis, and original writing.

With the guidance of faculty and staff advisers, community studies students choose field placements related to one of the program’s areas of focus in health justice and economic justice. In the past, placements have been arranged with community health clinics, women’s and feminist organizations, immigrant-rights centers, media advocacy organizations, homeless resource and support groups, sustainable development projects, queer and transgender organizations, neighborhood or workers’ collectives, civil rights groups, community food security programs, legal clinics, community-based cultural organizations, programs for seniors, tenant or labor unions, HIV/AIDS advocacy groups, harm reduction programs, government agencies and the offices of elected officials, and still other organizations committed to and working for social justice. As political, economic, cultural and technological landscapes shift, so do the needs and opportunities for social justice organizing. It is a dynamic world and throughout its history Community Studies has been noteworthy for being attuned and responsive to innovative field study opportunities.
Faculty Research Interests

Program Faculty:

Mary Beth Pudup, Program Director, Community Studies, and Associate Professor, Social Sciences
Urban and regional political economy, historical geography of the United States, community gardening and urban agriculture, non-profit sector

Andrea Steiner, Continuing Lecturer, Community Studies
Health policy, critical public health, social gerontology, ageism, women’s Health

Affiliated Faculty:

Eva C. Bertram, Associate Professor, Politics
American politics, public policy, political economy, and political history, including social policy and the welfare state, and the changing character of work and labor markets in the United States.

*David Brundage, Professor, History
American immigration history, with particular focus on the Irish in America and on transnational immigrant politics; U.S. labor and social history; modern Irish history

*Heather E. Bullock, Professor, Psychology
Poverty and economic inequality, welfare policy, feminist psychology, intersections of classism, racism, and sexism

Nancy N. Chen, Professor, Anthropology
Medical anthropology, visual anthropology, urban anthropology, Asian American identity, mental health, food, China

*Dana Frank, Professor, History
Late 19th- and 20th-century U.S. social history; women’s, labor, and working-class history; race and ethnicity; modern Honduras; U.S. history in transnational perspective

Miriam Greenberg, Associate Professor, Sociology
Urban sociology, media studies, cultural studies, political economy, globalization, and urban political ecology

Julie Guthman, Professor of Social Sciences
Sustainable agriculture and alternative food movements, international political economy of food and agriculture, politics of obesity, political ecology, race and food, epigenetics and environmental health, critical human geography

Craig W. Haney, Professor, Psychology
Applications of social psychological principles to legal settings, assessment of the psychological effects of living and working in institutional environments, social contextual origins of violence, development of alternative legal and institutional forms

David Kaun, Professor Emeritus, Economics
Regina D. Langhout, Associate Professor, Psychology
School-community-university collaboration; how schooling and neighborhood experiences are informed by social class, race, and gender; young people and empowerment; participatory action research

Steven McKay, Associate Professor, Sociology
Work and labor markets; globalization and social change; political sociology; race; masculinity; migration; ethnography/qualitative methods

Craig Reinarman – Professor, Sociology
Political sociology; law, crime, and social justice; drugs and society

Matthew Wolf-Meyer, Associate Professor, Anthropology
Anthropology and history of medicine and public health, science studies, American studies, popular culture, the United States and the United Kingdom

Patricia Zavella, Professor of Latin American and Latino Studies
Transnational migration by Mexicans, poverty, family, sexuality, labor, social networks, feminist studies, Chicana/o-Latina/o studies, ethnographic research methods

*Executive Committee Member, 2014-15

Career Prospects

Community Studies alumni have pursued a wide variety of professional careers in health care, K-12 education, public policy, social work, urban planning, higher education and law. According to a 2005 alumni survey, almost 100 alumni have founded non-profit social justice organizations and many more have served on non-profit boards and/or in Executive Director positions.

Zack Deustch-Gross works for Green Corps, the non-profit Field School for Environmental Organizing, and in Fall 2013 ran a campaign in Concord, New Hampshire to responsibly retire the two biggest coal-fired power plants in the state.

Roxana Razo works at The Riley Center Services for Survivors of Domestic Violence in San Francisco, which provides half of the housing available for persons fleeing domestic violence in San Francisco. The Riley Center is part of the St. Vincent DePaul Society.

Jake Parent works at Public Citizen’s U.S. Chamber Watch in Washington, DC. He also is the cofounder of Omeid International orphanage, and is a community-building entrepreneur.

Edward Rico works at the Community Foundation for Monterey County (http://www.cfmco.org/), directing a project in the Salinas Valley, Poder Popular para la Salud del Pueblo, which focuses on improving farm worker health through resident leadership development, the building of multi-sectoral alliances and focusing on improving farm worker well-being through policy and systems change work on a local, regional, state and national level.
COMMUNITY STUDIES PROGRAM

PROGRAM OVERVIEW

Community Studies is a major with a sequential core curriculum. This means that core curriculum courses must be completed in a specific order:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>CMMU 10</td>
<td>Introduction to Community Activism</td>
</tr>
<tr>
<td>Winter (pre-field study)</td>
<td>101</td>
<td>Communities, Social Movements, and the Third Sector</td>
</tr>
<tr>
<td>Spring</td>
<td>102</td>
<td>Preparation for Field Study</td>
</tr>
<tr>
<td>Summer/Fall</td>
<td>198</td>
<td>Independent Field Study (15 units per quarter)</td>
</tr>
<tr>
<td>Winter (post-field study)</td>
<td>194</td>
<td>Analysis of Field Study</td>
</tr>
</tbody>
</table>

In addition to the core curriculum, students must successfully complete at least three topical courses to develop expertise in their designated emphasis (health justice or economic justice). Students are encouraged to take as many topical courses as possible prior to their field study. Two directed electives complete the requirements for the major, one each in the areas of race/class/privilege and regional/historical contexts. These electives are designed to insure that all students develop knowledge of the history, culture, and political economy of the place where they will be carrying out their field study—whether that place is a neighborhood in Santa Cruz, New York City, or a small village in Guatemala—and develop a critical consciousness about their own social locations. Students must complete both directed electives before beginning field study.

In sum, the program includes courses that develop a substantive focus for field study immersion, courses that contextualize the field study in broader social and geographical forces, and courses that provide methods for conducting and analyzing the field study experience.

Transfer Students

The Community Studies program can easily accommodate students who transfer to UCSC for the fall quarter. To ensure a smooth transition, all transfer students should contact the Community Studies undergraduate advisor as early as possible to discuss course enrollment and declaring the major.

Declaring the Major

In order to declare the Community Studies major, a student must satisfactorily complete CMMU 10 (Introduction to Community Activism) and at least one upper division topical course from the approved list of courses. Students may then declare the Community Studies major at any time, but must declare prior to enrolling in CMMU 102, Preparation for Field Study. As part of the declaration process, students must meet with a program faculty to review their plan for the major, including discussion of field study possibilities, directed electives, and appropriate courses to meet the topical requirements. Students must submit their approved academic plan and declaration petition to the Community Studies Program Manager. Any change to the student's coursework must be approved by the faculty advisor.

Occasionally, a student is not accepted into the major because the student's social justice and field-study focus are poorly matched with the program's areas of expertise and/or the student's academic interests cannot be fulfilled by current program offerings.
Honors in the Major
Honors in the Community Studies major are awarded to graduating seniors whose academic performance, including coursework, field study, and the senior capstone, is judged by a faculty committee to have achieved excellence. Highest honors in the major are reserved for students with consistently outstanding academic performance.

Major Course Requirements

CMMU 10 – Introduction to Community Activism
Community Studies 10 seeks to make sense of our contemporary era when community activism would seem so alive and well, and yet a shocking and sad number of people continue to lead lives of material deprivation and social exclusion. A goal of the course is resolving this seeming paradox by making clear and necessary distinctions among charity, empowerment, grass roots organizing, and human rights—put simply, activism designed to help people and activism designed to eliminate the need for help. The course explores different kinds of community activism (e.g., volunteering, faith based activism, non-profit based service provision and advocacy, community-based organizing) and critically appraises their strengths and shortcomings and their interconnectedness. The aim is learning how certain desirable societal outcomes (e.g., ending hunger, eliminating homelessness, improving on-the-job working conditions) are made more or less possible through different activism strategies. A central goal is developing a critical perspective on the contemporary political economy of charity and so-called empowerment. Towards this end, we consider how the brave new world of neoliberalism has set in motion a devolution of responsibility for collective well being to the individual through the efficacy of localized private organizations that now constitute sites where political struggle takes place and citizens are formed.

CMMU 101 – Communities, Social Movements, and the Third Sector
This course critically engages with concepts central to the major including constructions of community in social change efforts and the institutionalization of social movements in third-sector organizations. It is designed to deepen students’ understanding of the opportunities and obstacles embedded in various avenues of social action.

CMMU 102 - Preparation for Field Study
This course immerses community studies majors who are planning full-time field study in the practical and theoretical work of field study, with a focus on activist research - that is, study conducted by and with activists so as to participate in and learn from their work. A required part-time field study of 40 hours over the course of the quarter with a local community-based social justice organization is a central component of the course, and should ideally approximate the kind of work students intend to do on their full-time field study. Other course assignments are organized around this core component of the course.

CMMU 102 engages students in a range of issues common to all field studies and focuses on the relationship between theory, field methods, and on-the-ground fieldwork. It gives students the opportunity to develop interpersonal and organizational skills and to learn how to relate issues in the field work within a community/region to those within the global society. Assignments are designed to rigorously prepare students for activist research in a social justice organization by fostering specific research and organizing skills.

A grade of C or better in CMMU 102 is required in order to enroll in CMMU 198 and begin the full-time field study.
CMMU 198 - Field Study
A distinguishing feature of the Community Studies major is the six-month, full-time field study (two quarters of 15 units each), which students conduct within a social change organization in a field that relates to health justice or urban/regional political economy. Students will be required to attend two workshops during Winter quarter which will help guide students through the process of selecting, negotiating and securing their full-time field placement. Students must have their placements approved by the Program Director. Full-time field studies can only be conducted during the Summer/Fall quarters. During the field study, students are enrolled at the University and receive full-time university credit. Student may NOT be enrolled in any other classes (on or off campus) while on field study.

Language competency must be demonstrated by students planning a field study in a non-English speaking country and, therefore, such students must plan appropriate language study well in advance of the field study.

The academic responsibilities of the student will be explained in the Field Study Work Agreement, which provides students with information about field study expectations. The Field Study Work Agreement, and other documents related to the field study, including a chart outlining the deadlines for submission of field notes, quarterly papers, and supervisor evaluations, will be given to students during CMMU 102, Preparation for Field Study, taught the Spring quarter prior to students' field study.

The Field Study Resource Office (214 Oakes) has additional resources available to help students through the internship selection process. In addition, students may consult with the Program faculty and Program Manager, check out sources in the library, and talk to students who have completed their field study, or explore possibilities on the web.

CMMU 194 - Analysis of Field Materials
This course is designed for Community Studies seniors returning from their field study. The course has two related goals: 1) to help students, both individually and collectively, analyze and gain perspective on their field experiences and 2) to move students through the process of completing the senior capstone requirement. A central question that is addressed is how the student's theory and practice of social justice has been affected by his/her field experience. Each student has a unique field study experience, and collectively students have been involved with widely varying types of organizations with little or no relation to each other. Yet there is common ground, and students have much to learn from each other. Thus a related objective of this course is to discover and travel the common ground. For students completing the major with a senior essay, the essay is completed in CMMU 194. For students doing a senior thesis, project or student-directed seminar, the student completes at least three major pieces of writing, some or all of which will be incorporated into the completed thesis, project or student-directed seminar.

Students choosing to do a senior thesis or project should meet with their intended thesis advisor at the beginning of the quarter they are enrolled in CMMU 194.

Topical requirements
Students must complete three upper-division courses in a pre-defined topical area of health justice and/or economic justice, from available approved courses listed on page 19 and also on the CMMU website. The program director also may approve other courses, as appropriate. A list of the approved directed electives is page 20-21 and also available on the Community Studies website.

Directed Electives
Two directed electives complete the requirements for the major, one each in the areas of race/class/privilege and regional/historical contexts. These electives are designed to insure that all students develop knowledge of the history, culture, and political economy of the place where they will be carrying out their field study—whether that place is a neighborhood in Santa Cruz, New York City, or a small village in Guatemala—and develop a critical consciousness about their own social locations. Students must complete both directed electives before beginning field study.
Race, Class, and Privilege Elective - These upper division courses should examine race, class, and other hierarchies of difference as they intersect with structural inequality, self-identification, and identity politics. Students complete this requirement through a course selected from an approved list of directed electives posted on the Community Studies program website and at the program office.

Regional/Historical Elective - Students have a choice of upper division courses that provide historical/geographic knowledge of particular peoples, places, or regions relevant to their full time field study. Students complete this requirement through a course selected from an approved list of directed electives posted on the Community Studies program website and at the program office.

Senior Capstone Requirement
In addition to the full-time field study, another distinctive feature of the major is the emphasis placed on the capstone. Each student must fulfill this requirement, either through a senior essay, a senior thesis or a student-directed seminar. For a thesis or student-directed seminar, the student must work directly with a faculty advisor, usually for two quarters.

Senior Essay: Students complete a senior essay that incorporates field study observations and contextualizes their findings historically and theoretically. Most students pursue this capstone option. The minimum length is 25 pages, plus bibliography. The senior essay is completed entirely in course 194, Analysis of Field Materials.

Senior Thesis: Outstanding students may choose to complete a senior thesis, which is comprised of field-study observations, historical and theoretical contextualizations of the field study, and deeper analysis of the social-justice issues at the heart of the field study. The thesis also involves post-field-study research; typical length is 40–50 pages, including bibliography. Students begin the senior thesis during course 194 and complete it in the following quarter(s) by enrolling in course 195, Senior Thesis.

Student-Directed Seminar (SDS): The SDS capstone option is reserved for exceptional students. Under the direction of a faculty adviser, the student develops and teaches a Community Studies 42 course related to the student’s field-study and academic course work and submits a seminar completion report. Student-directed seminars need advance planning; a proposal for the SDS must be completed before beginning the field study.

Senior Capstone Submission Information:
For students completing a thesis:
- Electronic file (one in Word in read-only format, one a PDF file) of the senior thesis. File name for the files should be in this format: firstnamelastnamethesis.pdf  Note: Please make sure the files are readable and that all relevant files are included.
- Capstone completion form*, signed by your thesis adviser
- Completed abstract form*
- Exit Survey*

For students teaching a Student-Directed Seminar:
- Electronic files (pdf and/or Word) of the completed report; refer to SDS Guide for documents that should be included in the report.  Note: Please make sure the files are readable and that all relevant files are included.
- Capstone completion form*, signed by your SDS adviser
- Completed abstract form*
- Exit Survey*
All documents must be submitted by the last day of instruction of the quarter the thesis is submitted. Please allow enough time for your faculty advisor to read, make comments and return the document to you for final editing. The signed capstone form informs the program office that you have completed this requirement.

*Capstone completion form, abstract form, and exit survey are all part of the senior exit packet, available from the program office, on the Community Studies website or from your faculty advisor.

**Academic Information**

**Major Orientation**
The 2014-15 Program Orientation will be held September 30, 2014, 10-11:30 AM, in Oakes 105. Faculty and staff are available to answer your questions during and after orientation. Faculty will also hold office hours during the afternoon of the day of orientation.

**Academic Records**
Students are responsible for monitoring their own academic records and notifying their Department/Program, College Office or the Office of the Registrar immediately if there is any problem. Errors regarding enrollment, final grades and evaluations are the student’s responsibility to resolve.

At a minimum, the following information should be tracked throughout your UCSC career:
- Enrollments (print a copy of your schedule each quarter when it is finalized);
- Check to make sure you have elected the correct grading option (letter grade or Pass/No Pass);
- Grades and credit earned (review at the end of each quarter);
- Ratio of P/NP classes for maximum of 25% taken P/NP (review each quarter);
- UCSC GPA (review at the end of each quarter);

You can track your progress through the major with the Academic Advisement Report (AAR), available on your portal. The AAR shows requirements completed, as well as requirements still needing to be taken. While the AAR is a good tool for you to track your progress toward the degree, it is not infallible, nor is it an official record, so please also check with Joanie to make sure your record is accurate.

**Enrollment/Attendance**
Be sure to enroll during your priority period to receive the best selection of classes. Also, make sure you show up for the first meeting of all your scheduled classes. Professors have the right to remove you from the course and replace you with someone new if you do not attend the first class meeting.

**Academic Integrity**
Please visit UCSC’s website on Academic Integrity that includes the policies and procedures related to academic integrity violations:
http://www.ucsc.edu/academics/academic_integrity/index.html

**Plagiarism**
Please remember that if you use articles from any source (including the Web), they MUST be cited. Failure to cite an article that you have drawn from for a research paper constitutes plagiarism, and even the smallest act of plagiarism will result in a report of academic misconduct to your college. To get a full understanding of what constitutes plagiarism, please refer to the following websites (courtesy of UC Davis):
http://unitproj.library.ucla.edu/col/bruinsuccess/
http://owl.english.purdue.edu/owl/resource/589/1
CMMU 189 – Teaching Community Studies – Restrictions on Repeatability for Credit
Often faculty will recruit students to serve as Course Assistants for an undergraduate class; students can get credit for this work by taking CMMU 189, Teaching Community Studies. However, per University policy, CMMU 189 is NOT repeatable for credit, even if you are a course assistant for two different classes.

Graduation Check
Please take the time to do a graduation check of your major requirements, both via the Academic Advisement Report on your portal and with a request to Joanie; also check to insure all university requirements will be satisfied (GE’s, total units, senior residency. Do this at least two quarters before you plan to graduate. This allows you time to complete any requirements that you may have overlooked. If you have any questions regarding your major requirements, please check with the Program Manager.

Announcement of Candidacy to Graduate
At the beginning of the quarter you plan to graduate you must file an application to graduate, available at http://advising.ucsc.edu/procedures/graduating-seniors/apply-to-graduate.html. Deadlines for filing the Announcement of Candidacy are listed below. Announcements filed after the deadline may be postponed until the following quarter. If you don’t graduate in the quarter in which you announce your candidacy, you must re-announce for the next quarter. Application deadlines for the 13-14 academic year are

- Fall 14 — Friday, October 24, 2014
- Winter 15 — Monday, February 2, 2015
- Spring 15 — Wednesday, April 29, 2015
- Summer 15 — Friday, July 31, 2015

Community Studies Graduation
Please join us Friday, June 12, 2015, 1-3 PM for the Community Studies graduation celebration, in the Oakes Learning Center, with a reception immediately following on the Oakes Upper Lawn.

Other Programs and Services
Scholarships/Project Funding
There are several UCSC scholarships and awards available to Community Studies students.

- Nancy Pascal Field Study Scholarship - awarded annually to one or more students to help support their field study. Application deadline is early in the spring quarter; check the department bulletin board or Office for details and deadlines.
- Cynthia Mathews Reproductive Rights Award - awarded annually during Spring quarter to one or more UC Santa Cruz students. Preference will be given to undergraduate students in any UC Santa Cruz department who have a demonstrated commitment to reproductive choice or health care access. The award is based on academic merit.
- Deans’/Chancellor’s/Steck Award – The Deans’ award are granted to select undergraduates who have completed an outstanding senior thesis or project during the current academic year. Each recipient will receive a $100 cash award, and will be considered for a Chancellor’s and Steck Award.
- William H. Friedland Award - This award is given annually to the graduating senior in Community Studies who exemplifies the social and academic commitment embodied in the department Professor Friedland founded in 1969. Names of nominees are submitted by their faculty advisor, and the department selects from among those nominated.
- Joel Frankel Fund – Funds field studies and projects in Latin American or Spanish speaking communities in the U.S.
• **Koffend Fund Scholarship** – awarded annually to one or more students to help support their field study. Application deadline is early spring quarter; check the department bulletin board or website for details and deadlines.

• **Gabriel Zimmerman Memorial Scholarship Fund** – awarded annually to an undergraduate student in the Social Sciences Division who is passionate about social issues and committed to public service. Applicants apply to their home department, who then select one student to nominate for the award.

In addition, listed below are links to sources offering scholarships that may be of interest to Community Studies students. Also please check out the UCSC Scholarship website for additional scholarship opportunities

http://www2.ucsc.edu/fin-aid/scholarships.shtml

1. Strauss Foundation Fellowships awarded to Junior class level students who
   - have demonstrated an interest in public service
   - have outstanding leadership potential
   - have developed and can demonstrate effective communication skills
   - wish to ‘make a difference’ in local, regional, or national communities.
   http://www.straussfoundation.org/scholarship_info.html

2. Davis-Putter Scholarship Fund – targeting need-based students working actively for peace and justice
   http://www.davisputter.org

3. Morris K. Udall Scholarship and Excellence in National Environmental Policy Foundation
   http://udall.gov/

4. Gates Millennium Scholarships
   http://www.gmsp.org

5. American Association of University Women
   http://www.aauw.org/learn/awards/AAUW-Local-Scholarships-Clearinghouse.cfm
   (for Scholarships)
   http://www.aauw.or/fqa/
   (for Community Action Grants for activist women)

6. United Negro College Fund
   https://scholarships.uncf.org/

7. The Korean American Scholarship Foundation
   http://www.kasf.org/

8. Association on American Indian Affairs
   http://www.indian-affairs.org/index.htm

9. Hispanic Scholarship Fund
    http://www.hsf.net/

10. Harry S. Truman Scholarships Foundation – for undergraduates seeking funding for graduate school – focus on leadership and community service
    http://www.truman.gov/

11. Jack Kent Cooke Graduate Scholarship – provides awards of up to $50,000 per year for up to six years of study to deserving low-income college seniors and recent college graduates.
    http://www.jkcf.org/

**Project Funding**

If you are interested in organizing an event, there may be funds available. There is no central clearinghouse for funding information on campus, and availability of funds may vary from year to year. It is a good idea to start with your own college and department. Listed below are some of the funds, fellowships and awards which may be available:

 Council of Provosts’ Student Project Funds – Supports undergraduate projects, including academic research, creative initiatives, and artistic endeavors. Maximum awards are generally
not over $500 and cannot be used for living expenses or travel. Funds can be used for supplies and other costs associate with the project. Information is available at your college office.

Community Service Projects – Funds may be available to support student outreach services that directly benefit the non-university community. Awards range from $100 to $1000. Contact SOAR, 459-2934, http://soar.ucsc.edu.

Committee on Ethnic Programming - Funds events and activities to support ethnic diversity on campus and to enhance the retention of ethnic minority students. Contact SOAR for complete guidelines. 459-2934, http://soar.ucsc.edu.

College Student Senates – Funds may be available to support student projects. Written proposal and presentation to Student Senate meeting required. Contact individual College Programs Offices for contact persons and/or more information.

Financial Aid
For those students eligible for financial aid during the regular academic year, financial aid can be extended to cover the summer the student is on full-time field study. In addition, a student must be enrolled in full-time status the quarter preceding the full-time field study in order to be eligible for Summer financial aid.

Students planning a field study for Summer/Fall 2015 must have completed the Declaration of Major process by April 24, 2015 to be eligible for Financial Aid consideration for Summer.

Career Center
The Career and Internship Services Office offers advising and career services for undergraduates, graduate students, and alumni. Advisers at the center work with those who already have well-focused plans as well as those who wish to explore a variety of career options. Individual and group advising at the center helps students match interest, values, and abilities with career alternatives. Students explore their interests and assess their skills at the center’s professional forums and career opportunity workshops. Workshops are offered frequently on resume writing, interview techniques, and job search strategies. The center maintains an extensive career and job resource library. Career fairs provide the opportunity to meet face-to-face with representatives from business, government, and non-profit agencies. The center arranges on-campus job interviews with recruiters from a wide variety of employers. The staff also assists in career development plans. Website: http://careers.ucsc.edu/

The Everett Program (formerly the Global Information Internship Program)
Interested in technology and social activism? The Everett Program is an innovative "digital service learning" program at UC Santa Cruz that is creating a new generation of "info activists," committed to advancing social justice, democratizing globalization, and building social entrepreneurship. The Everett Program is managed by student Fellows, who constitute a self-governing body of “stakeholders” to collectively manage the Everett Program with the advice of faculty, sponsors, and staff mentors. Through the internship program, the Everett Program offers students unrivaled opportunities to gain hands-on project management experience in the non-profit sector, sharpen their leadership skills, and work in solidarity with local and global organizations. All Everett Program students are taught to design, fund and implement an information technology project in partnership with a community or civil society group. Want to know more? Visit the website, http://www.everettprogram.org/ and view the videos to hear students speak about their experiences with their projects; or visit or phone the office at Room 047 Social Sciences 2, email the Everett Program at info@everettprogram.org, or attend the first class meeting of Sociology 30A to learn more about the program. If you want to use technology to create social change, you owe it to yourself to check out this innovative program!
UCDC
The UCDC (quarter in Washington, D.C.) Program supervises and supports students who pursue internships and academic study in the nation’s capital. The program is open through a competitive application process to juniors and seniors (occasionally sophomores) in all majors. Students enroll for fall, winter or spring quarter, earn 12-17 course credits, and continue to be registered as full-time students. Applicant selection is based on academic record, a written statement, letters of recommendation, and possibly a personal interview. For more information: http://politics.ucsc.edu/ucdc/. Community Studies majors interested in this program will have to carefully coordinate their coursework and field study in order to include the quarter studying in Washington.

GENERAL INFORMATION

Location and Contact Information
The Community Studies program office is located in 213 Oakes College, phone 459-2371, email peterson@ucsc.edu. Office hours are Monday through Thursday, 9:00-12:00 and 1:00-3:30. The program website is http://communitystudies.ucsc.edu/.

Office Hours
Faculty are available during their office hours, which are posted outside faculty office and on the Community Studies website. Faculty also may make appointments outside of their office hours to meet with students; appointments must be scheduled directly with the faculty.

Community Studies Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Office Location</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Beth Pudup</td>
<td><a href="mailto:pudup@ucsc.edu">pudup@ucsc.edu</a></td>
<td>210 Oakes College</td>
<td>9-2003</td>
</tr>
<tr>
<td>Program Director, Associate Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrea Steiner</td>
<td><a href="mailto:steiner@ucsc.edu">steiner@ucsc.edu</a></td>
<td>207 Oakes College</td>
<td>9-1267</td>
</tr>
<tr>
<td>Continuing Lecturer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Leslie Lopez</td>
<td><a href="mailto:lesliel@ucsc.edu">lesliel@ucsc.edu</a></td>
<td>218 Oakes College</td>
<td>9-4463</td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>John Marlovits (winter 15)</td>
<td><a href="mailto:marlovits@gmail.com">marlovits@gmail.com</a></td>
<td>208 Oakes College</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
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</tr>
<tr>
<td>Joanie Peterson</td>
<td><a href="mailto:peterson@ucsc.edu">peterson@ucsc.edu</a></td>
<td>213 Oakes College</td>
<td>9-2371</td>
</tr>
<tr>
<td>Program Manager/Advisor</td>
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</table>
TOPICAL COURSES

Students must complete a coherent set of three upper-division courses in the topical areas of health and urban/regional political economy chosen from the available approved courses listed below. Students should develop their course plans as part of the declaration of major process. The Program Director also may approve other courses not listed here.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Quarter Offered</th>
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<td>American Cities &amp; Social Change</td>
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<td>141</td>
<td>Economic Justice</td>
<td>Fall 14</td>
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<td>143</td>
<td>Walmart Nation</td>
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<td>145</td>
<td>Globalization and its Discontents</td>
<td>Winter 15</td>
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<tr>
<td></td>
<td>149</td>
<td>Political Economy of Food and Agriculture</td>
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<td>156</td>
<td>Politics of Obesity</td>
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<td>157</td>
<td>Ageism &amp; Activism</td>
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<td>160</td>
<td>Intro to Public Health</td>
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<td>Women's Health Activism</td>
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<td>Community Gardens &amp; Social Change</td>
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<td>Health Care Inequalities</td>
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<td>Agriculture, Food and Social Justice</td>
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<tr>
<td>ANTH</td>
<td>134</td>
<td>Medical Anthropology: An Introduction</td>
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<td>136</td>
<td>Biology of Everyday Life</td>
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<td>Medicine &amp; Colonialism</td>
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<td>194P</td>
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<td>ECON</td>
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<td>Labor Economics</td>
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<td>Political Economy of Capitalism</td>
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<td>Learning from the U.S. Great Depression</td>
<td>Winter 15</td>
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<td></td>
<td>123</td>
<td>Immigrants/Immigration in U.S. History</td>
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<td></td>
<td>190S</td>
<td>Women &amp; Social Movements in the U.S.</td>
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<tr>
<td>LALS</td>
<td>166</td>
<td>Latino Families in Transition</td>
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<td></td>
<td>175</td>
<td>Migration, Gender &amp; Health</td>
<td>Fall 14</td>
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<tr>
<td>POLI</td>
<td>120C</td>
<td>State &amp; Capitalism in American Political Development</td>
<td>Winter 15</td>
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<td></td>
<td>122</td>
<td>Politics, Labor &amp; Markets</td>
<td>Spring 15</td>
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<td>124</td>
<td>Economic Inequality in America</td>
<td>Fall 14</td>
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<td>190L</td>
<td>Poverty Politics</td>
<td>Spring 15</td>
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<td>PSYC</td>
<td>147A</td>
<td>Psychology &amp; Law</td>
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<td>147B</td>
<td>Psychology &amp; Law</td>
<td>Spring 15</td>
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<td>149</td>
<td>Community Psychology: Transforming Communities</td>
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<td>153</td>
<td>Psychology of Poverty &amp; Social Class</td>
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<td>Social-Community Psychology in Practice</td>
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<td>Community-based Interventions</td>
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<td>SOCY</td>
<td>122</td>
<td>Sociology of Law</td>
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<td></td>
<td>127</td>
<td>Drugs in Society</td>
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<td>131</td>
<td>Media, Marketing &amp; Culture</td>
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<td></td>
<td>176A</td>
<td>Work &amp; Society</td>
<td>Winter 15</td>
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<tr>
<td></td>
<td>177</td>
<td>Urban Sociology</td>
<td>Spring 15</td>
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<tr>
<td></td>
<td>177E</td>
<td>Eco-Metropolis: Research Seminar in Urban and</td>
<td>Fall 14</td>
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<tr>
<td></td>
<td></td>
<td>Environmental Studies</td>
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<tr>
<td></td>
<td>177G</td>
<td>Global Cities</td>
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</table>
Community Studies
Directed Electives
2014-15

Two directed electives must be taken, one each in the areas of 1) race, class and privilege; and 2) regional or historical background. **Students must complete both of the directed electives before leaving for their field study.**

**Note:** Course offerings subject to change; please check quarterly Schedule of Classes. Also note that some courses may have prerequisites; please check with instructor for eligibility to enroll.

1. Race, Class and Privilege

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Course #</th>
<th>Course Title</th>
<th>Quarter Offered</th>
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<tbody>
<tr>
<td>ANTH</td>
<td>131</td>
<td>Women in Cross-Cultural Perspective</td>
<td>Spring 15</td>
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<tr>
<td></td>
<td>159</td>
<td>Race and Anthropology</td>
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<td>ER</td>
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<tr>
<td>CRES</td>
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<td>Comparative Theories of Race and Ethnicity</td>
<td>Winter 15</td>
<td>ER</td>
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<tr>
<td>FMST</td>
<td>115</td>
<td>Gender, Sexuality, and Transnational Migration Across the Americas</td>
<td>Fall 14</td>
<td>ER</td>
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<tr>
<td></td>
<td>145</td>
<td>Racial and Gender Formations in the U.S.</td>
<td>Fall 14</td>
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<tr>
<td></td>
<td>175</td>
<td>Gender and Sexualities in Latina/o and Latin America</td>
<td>Winter 15</td>
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<tr>
<td>HIST</td>
<td>109A</td>
<td>Race, Gender and Power in the Antebellum South</td>
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<td>U.S. Labor History to 1919</td>
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<td>115B</td>
<td>U.S. Labor History, 1919-Present</td>
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<td>African American History: 1877 to the Present</td>
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<td>U. S. Immigration History, 1800-1940</td>
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<td>Race and the American City</td>
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<td>LALS</td>
<td>150</td>
<td>Afro-Latinos/as: Social Cultural and Political Dimensions</td>
<td>Winter 15</td>
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<tr>
<td>PSYC</td>
<td>140G</td>
<td>Women’s Lives in Context</td>
<td>Spring 15</td>
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<td>SOCY</td>
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<td>Sociology of Law</td>
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<td>128I</td>
<td>Race and Law</td>
<td>Fall 14</td>
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<tr>
<td></td>
<td>149</td>
<td>Sex and Gender</td>
<td>Fall 14</td>
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<td>152</td>
<td>Body and Society</td>
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<td>170</td>
<td>Ethnic and Status Groups</td>
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<td>176</td>
<td>Women and Work</td>
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<td>177A</td>
<td>Latinos/as and the American Global City</td>
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## 2. Regional or Historical Background

<table>
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<tr>
<th>Department or Program</th>
<th>Course #</th>
<th>Course Title</th>
<th>Quarter Offered</th>
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<td>Culture/Power in Latin America</td>
<td>Winter 15</td>
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<td>110T</td>
<td>Motherhood in American Culture</td>
<td>Fall 14</td>
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<td>African Diasporas in the Americas</td>
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<td>Inside Mexico</td>
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<td>Native Peoples of North America</td>
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<td>Religion and Politics in the Muslim World</td>
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<td>CMMU</td>
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<td>Making California: Landscapes, People, Politics, Economy</td>
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<td>Poverty and Public Police</td>
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<td>Asian and Asian American History, 1941-Present</td>
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<td>What is a Nation? The U.S. From 1877 in to 1914</td>
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<td>The U.S. After the Second World War</td>
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<td>Reconstructions: Race, Empire and Nation in Post-Civil War U.S.</td>
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<td>U.S. Immigration History, 1600-1877</td>
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<td>Chicana/Chicano History</td>
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<td>The U.S.-Mexican Border Region</td>
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<td>Citizens, Denizens, and Aliens</td>
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