

IIS SLOs 2025-26 from eLumen

De Anza College

09-15-2026

Intercultural/Intl. Studies
AFAM - African American Studies
CSLO
AFAMD010. - An Introduction to African American Studies • Examine the intersections of social constructions like race, class, gender, and sexual orientation as it relates to the Black and/or African American experience. • Analyze the impact of institutionalized racism, classism, sexism, homophobia, and other forms of oppression and discrimination on the economic and social conditions of Black and/or African Americans in the United States. • Examine and evaluate the historical forces and issues that gave rise to African American Studies. • Identify and analyze contemporary issues impacting people who identify as Black and/or African American within United States society.
AFAMD011. - Sankofa: Roots of the African American Experience • Analyze and articulate concepts such as race, racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, liberation, decolonization, sovereignty, imperialism, settler colonialism, anti-Blackness, anti-racist, and misogynoir as analyzed through African American Studies. • Apply Ethnic Studies concepts, like intersectionality, liberation theory and knowledge produced by African American individuals and the larger cultural community to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of African Americans, with particular emphasis on agency and group-affirmation. • Critically analyze the intersections of race, and white supremacy as they relate to class, gender, sexuality, sexual orientation, religion, national origin, immigration status, relationship status, ability, language and/or age in African American communities. • Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics, law, and societal expectations. • Describe and actively engage with anti-Blackness, white supremacist, anti-racist and anti-colonial issues and the practices and movements in African American communities to build a just and equitable society.
AFAMD012A - African American History to 1865 • Summarize the influence of West African culture on the lives of Black/African Americans. • Identify the experience of the Middle Passage for kidnapped Africans. • Analyze the role the institution of slavery played in shaping the history of the United States. • Recognize significant events leading to the Civil War and end of slavery in 1865. • Demonstrate an awareness of some of the conditions kidnapped and enslaved Africans experienced within the institution of slavery.
AFAMD012B - African American History Since 1865 • Evaluate how systematic segregation and institutional racism shaped, and continues to shape, the lives of Black/African Americans in the United States. • Investigate the contributions of Black/African Americans in shaping the historical, political, social, and economic conditions of the United States. • Analyze the significance of the modern day Civil Rights Movement and its impact on creating a more socially just society.
AFAMD025. - Introduction to Black Feminism • Demonstrate an awareness of some of the key theories and concepts of Black feminism. • Engage in critical dialogue about the basic ideas and principles that guide Black feminist theories in an inclusive and safe learning environment. • Analyze and articulate current issues from a Black feminist perspective. • Research local organizations which support the goals of Black women, and engage in community activities.
WMSTD025. - Introduction to Black Feminism

- Demonstrate an awareness of some of the key theories and concepts of Black feminism.
- Engage in critical dialogue about the basic ideas and principles that guide Black feminist theories in an inclusive and safe learning environment.
- Analyze and articulate current issues from a Black feminist perspective.
- Research local organizations which support the goals of Black women, and engage in community activities.

ASAM - Asian American Studies

CSLO

ARTSD002G - History of Art: Arts of Asia

- Investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.
- Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.
- Analyze, evaluate, and synthesize diverse scholarly perspectives in Asian art history.
- Apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
- Demonstrate critical thinking and visual literacy skills through oral and written communications.

ASAMD001. - Asian American Experiences Past to Present

- Analyze and discuss significant issues and events in Asian American history.
- Research a significant issue related to Asian American history or contemporary community.
- Engage in an Asian Pacific American community-related activity.

ASAMD010. - Contemporary Asian American Communities

- Analyze significant issues and events in the contemporary Asian American Pacific Islander community, with an awareness of Asian American history.
- Research a significant issue related to contemporary Asian American Pacific Islander community.
- Engage in Asian American Pacific Islander community-related activity.

ASAMD011. - Asian Americans and Racism

- Analyze and articulate the concepts of race, racialization, racism, and anti-racism in relation to class, gender, sexuality, religion, national origin, immigrant status, citizenship, and/or language as assessed by Asian American Studies through contemporary case studies involving Asian Americans.
- Describe and actively engage with an anti-racist issue, practice, and/or movement through community involvement and/or participant observation, and primary and secondary source research to critically review the structural conditions, the possibilities, and the constraints of Asian Americanist struggle for a just and equitable society.

ASAMD012. - Asian Americans and American Ideals, Institutions and Politics

- Analyze and discuss significant issues and events in Asian American history, politics and policy.
- Research a significant issue related to Asian Americans and government and politics.
- Awareness and engagement through an Asian Pacific American community and politics activity.

ASAMD013. - Asian Americans and Asia

- Analyze historical and/or contemporary political economic linkages between the U.S. and Asia and how they have shaped the experiences and identities of Asians in the U.S.
- Evaluate the ways Asians in the U.S. have engaged in global relations between the U.S. and Asia to shape the creation and flows of goods, ideas, and/or cultures.
- Complete a project utilizing critical analysis, research, and writing skills to assess the relationship between the U.S. and Asia and its impact on an issue that significantly affects an Asian American population.

ASAMD020. - Asian Pacific American Literature

- Identify multiple cultural and historical issues pertaining to Asian Pacific Americans in literature.
- Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.

ASAMD021. - Asian Pacific Americans Make Culture

- Examine the history, politics, and economics of the culture industry as it pertains to AAPI representation through readings, discussions, videos and written assignments.
- Analyze visual and media literacy using critical thinking skills by way of discussions, videos and assignments.
- Utilize skills of textual analysis and evaluate and synthesize primary and secondary resources culminating in a research project.
- Learn, identify and apply theories from critical race, gender, and ethnic studies through readings, discussions, videos and written assignments.

ASAMD022. - Asian American Women

- Demonstrate knowledge about the experiences, history, labor, and productions and contributions of women of Asian American descent within the wider United States history and Women's Movement, and use/apply the critical lens of contemporary feminist theory, social justice awareness and ethnic studies frameworks to discuss these experiences of women of Asian American descent.
- Define important terms within Asian American Women's Studies such as patriarchy; colonization/imperialism; diaspora; multiple oppressions of race, class, and gender; orientalism; forces of globalization and global capitalism; and neocolonialism; and recognize their significance within Asian American women's history, experiences, identities, and representations.
- Identify and explain important events and themes within Asian American women's history such as Asian Exclusion Acts, mail order and war brides, Dragon Lady and Lotus Blossom stereotypes, and the Third World Liberation Front.
- Recognize the effects of colonialism and neocolonialism on Asian American women in the diaspora.

ASAMD030. - Filipinx American History and Culture

- Analyze through an Ethnic Studies framework the patterns of culture and values that have framed the experiences of Filipinx Americans.
- Analyze the history of United States government policies and their critical impact on Filipinx American communities by employing Asian American Studies concepts of race and racism, racialization, ethnicity, equity, ethno-centrism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism.
- Apply Ethnic Studies theories and methodologies, social and behavioral science, and Filipinx community knowledge to analyze critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles in the Filipinx American experience, emphasizing agency and group-affirmation.
- Engage actively with and explain anti-racist and anti-colonial issues shaping Filipinx American communities, including workplace justice, fair housing, equity for veterans, and the practices and movements to build a just and equitable society.

ASAMD032. - Vietnamese Literature from Traditional to Asian American Expressions

- Compare and contrast the styles, genres and themes of Vietnamese and Vietnamese American literary expression.
- Interpret and analyze cultural, psychological, and social issues as presented and discussed by Vietnamese and Vietnamese American writers in their creative expressions.
- Select from a variety of Vietnamese American texts to highlight prominent themes within literature of the diaspora.

ASAMD040. - History of Art: Arts of Asia

- Investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.
- Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.
- Analyze, evaluate, and synthesize diverse scholarly perspectives in Asian art history.
- Apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
- Demonstrate critical thinking and visual literacy skills through oral and written communications.

ASAMD041. - Introduction to Korean Popular Culture

- Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.
- Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.
- Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of Korean American identity and culture.

ELITD024. - Asian Pacific American Literature

- Identify multiple cultural and historical issues pertaining to Asian Pacific Americans in literature.
- Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.

HUMID013. - Introduction to Korean Popular Culture

- Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of Korean popular culture.

- Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.
- Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of Korean American identity and culture.

WMSTD022. - Asian American Women

- Demonstrate knowledge about the experiences, history, labor, and productions and contributions of women of Asian American descent within the wider United States history and Women's Movement, and use/apply the critical lens of contemporary feminist theory, social justice awareness and ethnic studies frameworks to discuss these experiences of women of Asian American descent.
- Define important terms within Asian American Women's Studies such as patriarchy; colonization/imperialism; diaspora; multiple oppressions of race, class, and gender; orientalism; forces of globalization and global capitalism; and neocolonialism; and recognize their significance within Asian American women's history, experiences, identities, and representations.
- Identify and explain important events and themes within Asian American women's history such as Asian Exclusion Acts, mail order and war brides, Dragon Lady and Lotus Blossom stereotypes, and the Third World Liberation Front.
- Recognize the effects of colonialism and neocolonialism on Asian American women in the diaspora.

CETH - Comparative Ethnic Studies

CSLO

ADMJD029. - Ethnic Studies, Cultural Pluralism, and American Law and Justice

- Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latinx/Chicanx American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

ARTSD002F - History of Art (Multicultural Arts in the United States)

- Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.
- Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.
- Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.
- Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
- Students will demonstrate critical thinking and visual literacy skills through oral communication.
- Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

CETHD010. - Introduction to Ethnic Studies

- Analyze and articulate the concepts of race, racialization, ethnicity, racism, equity, and anti-racism in relation to class, gender, sexuality, religion, spirituality, national origin, immigrant status, citizenship, sovereignty, and/or language by researching a contemporary pattern of racialized inequality pertaining to one or more of the following groups: African Americans, Asian Americans, Native Americans, and Latina and Latino Americans.
- Describe and actively engage with an anti-racist and anti-colonial issue, practice, community-based movement, and/or policy debate through community involvement and/or participant observation, primary and secondary source research, and critical review of the experiences and enactments of Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans in a current struggle for a just and equitable society.

CETHD011. - Race and Ethnicity: Belonging and Exclusion in the U.S.

- Apply theories, concepts, and methodological approaches to analyzing race and ethnicity in relation to processes of inclusion and exclusion in the U.S., with emphasis on conditions of citizenship and immigration.

CETHD013. - History of Art (Multicultural Arts in the United States)

- Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.
- Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.
- Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.
- Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.

- Students will demonstrate critical thinking and visual literacy skills through oral communication.
- Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.

CETHD029. - Ethnic Studies, Cultural Pluralism, and American Law and Justice

- Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latinx/Chicanx American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

CETHD050. - Civic Leadership for Community Empowerment

- Demonstrate understanding of public service and leadership in government, non-profit, and educational sectors.
- Research a topic related to civic engagement and leadership in Silicon Valley.
- Formulate a personal plan to guide civic journey.

CHLX - Chicanx/Latinx Studies

CSLO

CHLXD010. - Introduction to Chicanx and Latinx Studies

- Recognize and analyze the impact of historical and contemporary forms of institutionalized racism, classism, sexism, inequality and practices of social justice in the context of the Chicanx and Latinx Communities.
- Examine the intersections of social constructions such as race, class, gender, sexual orientation, nationality and diversity of titles and identities within the Chicanx Latinx communities.

CHLXD011. - Chicanx Culture

- Recognize and evaluate the elements of cultural syncretism and their respective role within Chicanx experience.
- Describe how and why beliefs, values, assumptions, communications practices shape world views and dynamic nature of culture change within the Chicanx experience.
- Evaluate cultural dynamics in bi-cultural, traditional and non-traditional cultural patterns, gender roles, religiosity and various artistic expressions within the present day Chicanx experience.

CHLXD012. - Chicanx and Latinx History

- Actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.
- Assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.

CHLXD013. - The Chicanx and Latinx and the Arts

- Distinguish, understand and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicanx and Latinx Art.
- Distinguish and understand the concept *rascuachismo* and assess its impact on the sense of aesthetics within Chicanx and Latinx Art.
- Gain experience by researching and engaging with local organizations which offer events that center and support Latinx artists.

CHLXD026. - La Mujer: Latina Life and Experience

- Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.
- Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. with specific attention to how those dynamics are impacted by Chicana and Latina lives and experiences.
- Research local organizations which support the goals of Latinas and engage in community activities.

CHLXD035. - Chicano/a, Latino/a Literature

- Analyze and evaluate Chicano/a, Latino/a literature in the sociocultural context of Latino and American literary traditions.

WMSTD026. - La Mujer: Latina Life and Experience

- Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.
- Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. with specific attention to how those dynamics are impacted by Chicana and Latina lives and experiences.
- Research local organizations which support the goals of Latinas and engage in community activities.

FREN - French**CSLO****FREND001. - Elementary French (First Quarter)**

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, leave-taking, description of family members, daily activities and hobbies, expression of (dis)likes and future plans.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

FREND002. - Elementary French (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

FREND003. - Elementary French (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as nature and environment, physical and mental wellness, subjective statements of advice, doubt, expectation, (dis)approval, and hypothetical scenarios.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

GERM - German**CSLO****GERMD001. - Elementary German (First Quarter)**

- Demonstrate a consistent working command of core vocabulary and language structures necessary to communicate, orally and in writing, and to provide basic/simple information relating to high-frequency situations in familiar contexts.
- Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a consistent working command of essential vocabulary and language structures.
- Demonstrate a cursory grasp of cultural contributions and social phenomena of German-speaking world, by analyzing and comparing those to one's own culture(s).

GERMD002. - Elementary German (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts (such as free-time activities, vacationing plans, traveling etc.).
- Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of details.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of cultural contributions and social phenomena of German-speaking world, by analyzing and comparing those to one's own culture(s).

GERMD003. - Elementary German (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to communicate in real-life contexts and to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
- Derive meaning from longer, simple texts of various genres on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics and individual viewpoints to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasing ability to reflect on cultural products, practices, and perspectives of the German-speaking world, leading to the development of cultural sensitivity.

GERMD004. - Intermediate German (First Quarter)

- Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
- Derive meaning from longer texts of increasing complexity - relying less on contextual clues - to extract main ideas and supporting details, and to interpret some subtleties of the text.
- Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of the subtleties of German-speaking cultures and progressively develop cultural sensitivity, by analyzing and comparing these cultures to one's own culture(s).

HNDI - Hindi**CSLO****HNDID001. - Elementary Hindi (First Quarter)**

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).

HNDID002. - Elementary Hindi (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).

HNDID003. - Elementary Hindi (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).

ICS - Intercultural Studies**CSLO**

ICSD002A - Introduction to Peer Mentoring, Leadership, and Community Building

- Analyze complex social issues and explain how they may affect students' educational outcomes.
- Explain historical and current educational practices in the United States as related to equity.
- Identify various programs, student services and campus resources designed for student success.

ICSD002B - Practicum in Peer Mentoring, Leadership, and Community Building

- Demonstrate effective interpersonal communication skills.
- Assess students' academic and/or personal needs; identify and implement appropriate strategies for addressing these needs.
- Collaboratively design and participate in civic engagement projects.

ICSD017. - Critical Consciousness and Social Change

- Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Analyze critically the intersections between a variety of systems of oppression as they relate to race, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Articulate and defend student's own position on at least one issue related to social change.
- Demonstrate an application of these tools to student's own actions and decisions.

ICSD017H - Critical Consciousness and Social Change - HONORS

- Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Analyze critically the intersections between a variety of systems of oppression as they relate to race, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Articulate and defend student's own position on at least one issue related to social change.
- Demonstrate an application of these tools to student's own actions and decisions.

ICSD019. - Making a Difference: Transforming Relations of Nature, Community, and Power

- Analyze social, cultural, natural, and political realities.
- Analyze and evaluate community assets.
- Analyze and explore resources to make a difference in the issues of concern to the student.

ICSD026. - Introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies

- Demonstrate awareness of assumptions, beliefs, values, and behaviors with regard to sexuality and gender identity.
- Understand the multiple identities within one's self and recognized the socializing forces of culture, privilege, and oppression in shaping our frames of reference in regards to sexuality and gender identity.
- Interact and discuss issues of sexuality and gender identity in a safe classroom learning environment.

ICSD077. - Special Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD077X - Special Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD077Y - Special Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD077Z - Special Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD078. - Special Group Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD078W - Special Group Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD078X - Special Group Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD078Y - Special Group Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD078Z - Special Group Projects in Intercultural Studies

- Demonstrate, via a culmination of the aims and methods specified in sections 3, 4, and 5 of the Special Projects contract, a mastery of the relevant overarching concepts.

ICSD080. - Community Based Learning in Intercultural Studies - Intrapersonal

- Reflect on how ones own personal development impacts community work.
- Analyze the impacts of doing community work on one's own personal development.
- Develop skills to make a difference in our communities.

ICSD080W - Community Based Learning in Intercultural Studies - Intrapersonal

- Reflect on how ones own personal development impacts community work.
- Analyze the impacts of doing community work on one's own personal development.
- Develop skills to make a difference in our communities.

ICSD080X - Community Based Learning in Intercultural Studies - Intrapersonal

- Reflect on how ones own personal development impacts community work.
- Analyze the impacts of doing community work on one's own personal development.
- Develop skills to make a difference in our communities.

ICSD080Y - Community Based Learning in Intercultural Studies - Intrapersonal

- Reflect on how ones own personal development impacts community work.
- Analyze the impacts of doing community work on one's own personal development.
- Develop skills to make a difference in our communities.

ICSD080Z - Community Based Learning in Intercultural Studies - Intrapersonal

- Reflect on how ones own personal development impacts community work.
- Analyze the impacts of doing community work on one's own personal development.
- Develop skills to make a difference in our communities.

ICSD081. - Community Based Learning in Intercultural Studies - Interpersonal

- Demonstrate an understanding of the ways interpersonal dynamics impact community work.
- Analyze the impacts of doing community work on one's interpersonal relationships.
- Develop skills to make a difference in our communities.

ICSD081W - Community Based Learning in Intercultural Studies - Interpersonal

- Demonstrate an understanding of the ways interpersonal dynamics impact community work.
- Analyze the impacts of doing community work on one's interpersonal relationships.
- Develop skills to make a difference in our communities.

ICSD081X - Community Based Learning in Intercultural Studies - Interpersonal

- Demonstrate an understanding of the ways interpersonal dynamics impact community work.
- Analyze the impacts of doing community work on one's interpersonal relationships.
- Develop skills to make a difference in our communities.

ICSD081Y - Community Based Learning in Intercultural Studies - Interpersonal

- Demonstrate an understanding of the ways interpersonal dynamics impact community work.
- Analyze the impacts of doing community work on one's interpersonal relationships.
- Develop skills to make a difference in our communities.

ICSD081Z - Community Based Learning in Intercultural Studies - Interpersonal

- Demonstrate an understanding of the ways interpersonal dynamics impact community work.
- Analyze the impacts of doing community work on one's interpersonal relationships.
- Develop skills to make a difference in our communities.

ICSD082. - Community Based Learning in Intercultural Studies - Systems

- Demonstrate an understanding of the strategies needed to make significant systemic change.
- Analyze the aspects of organizing that lead to systemic change.
- Develop skills to make transformative change in our communities.

ICSD082W - Community Based Learning in Intercultural Studies - Systems

- Demonstrate an understanding of the strategies needed to make significant systemic change.
- Analyze the aspects of organizing that lead to systemic change.
- Develop skills to make transformative change in our communities.

ICSD082X - Community Based Learning in Intercultural Studies - Systems

- Demonstrate an understanding of the strategies needed to make significant systemic change.
- Analyze the aspects of organizing that lead to systemic change.
- Develop skills to make transformative change in our communities.

ICSD082Y - Community Based Learning in Intercultural Studies - Systems

- Demonstrate an understanding of the strategies needed to make significant systemic change.
- Analyze the aspects of organizing that lead to systemic change.
- Develop skills to make transformative change in our communities.

ICSD082Z - Community Based Learning in Intercultural Studies - Systems

- Demonstrate an understanding of the strategies needed to make significant systemic change.
- Analyze the aspects of organizing that lead to systemic change.
- Develop skills to make transformative change in our communities.

INTL - International Studies

CSLO

ARTSD002H - History of Art: Native Arts of Mesoamerica and the Andes

- Investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.
- Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Mesoamerican and Andean art forms in a current global context.
- Critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.
- Apply skills demonstrating abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
- Demonstrate critical thinking and visual literacy skills through oral communication.

ARTSD002J - History of Art: Arts of Africa, Oceania and Native North America

- Investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.
- Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.
- Analyze and evaluate critically diverse scholarly perspectives used to address indigenous arts and cultures.
- Analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
- Demonstrate critical thinking and visual literacy skills through written communication.
- Demonstrate research skills through analysis, evaluation, and synthesis of primary and secondary sources.

INTLD001. - Introduction to Global Studies

- Analyze cultural, environmental, political, social, and economic dimensions of globalization
- Evaluate the complexities of the interconnectedness of our world through the lens of globalization theory and its multiple sides

INTLD005. - Contemporary Global Issues

- Analyze cultural, political, social, economic and environmental dimensions of global issues and problems.
- Critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.

INTLD033. - Introduction to Peace and Conflict Studies

- Develop a deep understanding of the processes that create and perpetuate peace and conflict at the intrapersonal, interpersonal, institutional, social, and global levels.
- Analyze, evaluate, and apply theories of and approaches to both positive peace and conflict transformation at the intrapersonal, interpersonal, institutional, social, and global conflicts.

ITAL - Italian**CSLO****ITALD001. - Elementary Italian (First Quarter)**

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave-taking; talking about family members, daily activities, routines and hobbies, expressing (dis)likes and describing future plans.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures and cultural competence.
- Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).

ITALD002. - Elementary Italian (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as shopping for clothes, transportation, making appointments, school life, health and well-being.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).

ITALD003. - Elementary Italian (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

- Demonstrate an increasingly accurate grasp of social protocols by analyzing and comparing them to one's own culture(s).

JAPN - Japanese

CSLO

JAPND001. - Elementary Japanese (First Quarter)

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana and Katakana characters respectively) as well as 29 kanji (Chinese characters), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, and invitations.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

JAPND002. - Elementary Japanese (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 86 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as traveling, visiting friends, weather, directions, college student's life, description, family and foods.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

JAPND003. - Elementary Japanese (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 59 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as public transportation in Japan, Japanese traditional culture, climate, classroom, and health.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

JAPND004. - Intermediate Japanese (First Quarter)

- Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 64 Kanji), an expanding range of somewhat sophisticated information such as looking for a job, banking system in Japan, annual events in Japan, trips to various cities, lost and found, and gift-giving in Japan.
- Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.
- Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).

JAPND005. - Intermediate Japanese (Second Quarter)

- Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 62 Kanji), a greater range of more sophisticated information such as work place, part-time jobs, sushi, visiting someone's home, and locations.
- Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
- Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
- Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).

JAPND006. - Intermediate Japanese (Third Quarter)

- Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 46 Kanji), about a wide variety of topics such as crimes, accidents, religion in Japan, Japan's Educational system, and Japanese Proverbs.
- Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
- Compose longer and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
- Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).

KORE - Korean**CSLO****KORED001. - Elementary Korean (First Quarter)**

- Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

KORED002. - Elementary Korean (Second Quarter)

- Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

KORED003. - Elementary Korean (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

KORED004. - Intermediate Korean (First Quarter)

- Describe with increasing ease personal experiences in both the present and the past; express opinions about abstract topics. Produce discourse level writing related to personal experiences and express opinions about abstract topics. Both orally and in writing errors are still present in more sophisticated structures that may impede full comprehensibility.
- Critique constructions of cultural and social differences while examining one's own cultural positionings and assumptions as expressed through language.

MAND - Mandarin**CSLO****MANDD001. - Elementary Mandarin (First Quarter)**

- Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.

- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

MANDD002. - Elementary Mandarin (Second Quarter)

- Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

MANDD003. - Elementary Mandarin (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

MANDD004. - Intermediate Mandarin (First Quarter)

- Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 600 Chinese characters) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.
- Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.
- Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

MANDD005. - Intermediate Mandarin (Second Quarter)

- Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office.
- Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
- Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
- Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

MANDD006. - Intermediate Mandarin (Third Quarter)

- Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues.
- Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
- Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
- Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).

MANDD051. - Introduction to Translation and Interpreting

- Differentiate between interpretation and translation and the basic skills needed for translation and interpretation.
- Discuss the preparation and organizational methods in translation and interpretation.
- Describe the procedures, resources, and techniques related to translation and interpretation.
- Describe the work of translators and interpreters including the skills involved in being well trained.

MANDD052. - Mandarin Grammar and Composition

- Annotate Mandarin grammar and apply it to the written communication process correctly.
- Apply reading strategies to enhance critical thinking through literary discussions in Mandarin.
- Assume different roles as a writer in Mandarin.

MANDD053. - Introduction to Mandarin/English Linguistics Analysis

- Compare and contrast phonology of English and Mandarin.
- Identify the syntactic differences and similarities between Mandarin and English.
- Develop awareness for lexical entries between Mandarin and English.
- Analyze the reasoning behind the use of the tenses, moods and lexicon choice in a translation.
- Demonstrate appropriate grammar terminology between Mandarin and English.

MANDD054. - Sight Translation

- Recognize the appropriate use of sight translation in various settings.
- Identify common pitfalls encountered during the sight translation task.
- Apply structured research techniques for finding target language equivalents.
- Demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand.

MANDD055A - Consecutive Interpretation I

- Define retention using different techniques.
- Request a pre-appearance interview for proper preparation before an interpretation.
- Distinguish between the different types of speech used by speakers and know the implications for the interpreter.
- Develop a personal note-taking system.
- Manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics.

MANDD055B - Consecutive Interpretation II

- Recognize and manage various constraints on witness examination.
- Analyze challenges to their interpretation and make corrections when necessary.
- Apply the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors.
- Recognize complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents.
- Distinguish between varying interpreter obligations in the legal and medical setting.

MANDD056A - Simultaneous Interpretation I

- Perform dual tasking exercises as they have developed the skills necessary to enable them to listen, analyze and speak simultaneously.
- Demonstrate progression of their decalage to enable the further development of interpreting skills.
- Interpret vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters.
- Manage impediments to their performance.
- Interpret basic proceedings up to 125 wpm.

MANDD056B - Simultaneous Interpretation II

- Listen attentively to discourse while performing the simultaneous interpreting task.
- Render interpretations of numbers and names using different techniques.
- Demonstrate complex interpreting assignments involving specialized vocabulary.

- Interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments.
- Interpret complex proceedings up to 145+ wpm.

MANDD351. - Introduction to Translation and Interpreting

- Differentiate between interpretation and translation and the basic skills needed for translation and interpretation.
- Discuss the preparation and organizational methods in translation and interpretation.
- Describe the procedures, resources, and techniques related to translation and interpretation.
- Describe the work of translators and interpreters including the skills involved in being well trained.

MANDD352. - Mandarin Grammar and Composition

- Annotate Mandarin grammar and apply it to the written communication process correctly.
- Apply reading strategies to enhance critical thinking through literary discussions in Mandarin.
- Analyze different roles as a writer in Mandarin.

MANDD353. - Introduction to Mandarin/English Linguistics Analysis

- Compare and contrast phonology of English and Mandarin.
- Identify the syntactic differences and similarities between Mandarin and English.
- Develop awareness for lexical entries between Mandarin and English.
- Analyze the reasoning behind the use of the tenses, moods and lexicon choice in a translation.
- Demonstrate appropriate grammar terminology between Mandarin and English.

MANDD354. - Sight Translation

- Recognize the appropriate use of sight translation in various settings.
- Identify common pitfalls encountered during the sight translation task.
- Apply structured research techniques for finding target language equivalents.
- Demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand.

NAIS - Native American and Indigenous Studies

CSLO

NAISD011. - Ethnic Studies and Native American Contemporary Society

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism within the context of Native American Studies.
- Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation
- Analyze critically the intersection of race and racism as they relate to socio-economic class/status, gender, sexuality, religion, spirituality, tribal citizenship, sovereignty, language, and/or age in Native American communities.
- Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues, including settler-colonialism, self-determination, tribal sovereignty, identity issues, reparations, repatriation, language policies and renewal, religious freedom, treaty rights, economic development, civil and criminal jurisdiction, environmental justice, health, and education.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American communities to build a just and equitable society.

NAISD012. - Ethnic Studies and the Historical Experiences of Native Americans

- Analyze and articulate concepts such as race/ethnicity, racialization, ethnocentrism, eurocentrism, white supremacy, settler colonialism, decolonization, self-determination, sovereignty, and anti-racism within the context of Native American Studies.
- Apply theory and knowledge produced by Native American communities to describe critical events, histories, cultures, contributions, lived-experiences, and social struggles, emphasizing the effects on agency and group-affirmation and identity.
- Analyze critically the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, tribal citizenship, and sovereignty in Native American communities.

- Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced by Native Americans, are relevant to current and structural issues, including tribal sovereignty, repatriation, religious freedom, and identity.

NAISD013. - Survey of Native American Arts

- Identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of Native American and Alaskan Natives.
- Identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within Native American/Alaskan Native Arts.
- Think critically about the effects of race/ethnicity, racialization, ethnocentrism, and colonialism on Native American lived experiences, social struggles, and resistance as they pertain to the impact on demonstration of identity and sovereignty through art.
- Research local organizations that support the goals of Native American communities, and engage in community activities.

NAISD014. - Ethnic Studies and the Religious Traditions of Native Americans

- Analyze and articulate concepts such as race/ethnicity, racialization, ethnocentrism, eurocentrism, white supremacy, settler colonialism, decolonization, self-determination, tribal sovereignty, and anti-racism within the context of Native American Studies.
- Apply theory and knowledge produced by Native American communities to describe critical events, histories, cultures, contributions, lived-experiences, and social struggles, emphasizing the effects on agency, group-affirmation, and religious/spiritual identity.
- Analyze critically the intersection of race and racism as they relate to gender, sexuality, religion, spirituality, tribal citizenship, and sovereignty in Native American communities.
- Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced by Native Americans, are relevant to current and structural issues, including tribal sovereignty, repatriation, religious freedom, and identity.

NAISD015. - Ethnic Studies and Native American Literature

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism within the context of Native American Studies.
- Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Analyze critically the intersection of race and racism as they relate to socio-economic class/status, gender, sexuality, religion, spirituality, tribal citizenship, sovereignty, language, and/or age in Native American communities.
- Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues, including settler-colonialism, self-determination, tribal sovereignty, identity issues, language policies and revitalization, religious freedom, treaty rights, economic development, civil and criminal jurisdiction, environmental justice, health, and education.

NAISD016. - California Native Americans

- Actively engage in the prehistorical and historical complex California Native American multicultural past.
- Assess the diversity, cultures and cultural changes of California Native American peoples over time.
- Think critically about the effects of race/ethnicity, racialization, ethnocentrism, and colonialism on California Native American lived experiences, social struggles, and resistance as they pertain to current issues of identity and sovereignty.
- Research local organizations that support the goals of Native American communities, and engage in community activities.

NAISD031. - Ethnic Studies: Native Hawaiian and Pacific Islander Experiences

- Apply theory and knowledge produced by Native American and Pacific Islander communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Analyze critically the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, and sovereignty in Native American and Pacific Islander communities.
- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Native American and Pacific Island Studies.
- Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and Pacific Islanders are relevant to current and structural issues such as communal, national, international, and transnational politics.

NAISD032. - Oceania and the Arts

- Identify the centrality of the ocean aesthetic across Pacific Islander cultural practices.
- Evaluate artistic and creative works that emerge from the experience of the sea.

- Analyze how forms of social oppression shape artistic expressions across Oceania.
- Produce works of cultural and artistic expressions that speak to social justice issues.

PERS - Persian

CSLO

PERSD001. - Elementary Persian (First Quarter)

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).

RUSS - Russian

CSLO

RUSSD001. - Elementary Russian (First Quarter)

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
- Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).

RUSSD002. - Elementary Russian (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic information relating to high-frequency situations in familiar contexts such as describing houses or apartments, asking for directions, expressing locations, taking about working and going to school, playing sports, music, expressing opinions, permissions and prohibitions, making polite inquiries.
- Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).

RUSSD003. - Elementary Russian (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
- Comprehend longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).

SIGN - Sign Language

CSLO

SIGND001. - Elementary American Sign Language (First Quarter)

- Distinguish basic linguistic principles of American Sign Language and to formulate thoughts and phrases utilizing visual and gestural language skills.
- Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.

SIGND002. - Elementary American Sign Language (Second Quarter)

- Students will be able to give directions; describe other people; make requests; describe family and occupations; attribute qualities to others; describe routines; explain issues within the deaf culture and community.
- Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.

SIGND003. - Elementary American Sign Language (Third Quarter)

- Use ASL to identify and locate things around the house; make suggestions, requests, and register complaints; exchange personal information; and explain issues within deaf culture and community.
- Comprehend the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.

SPAN - Spanish**CSLO****SPAND001. - Elementary Spanish (First Quarter)**

- Understand the gist and recognize basic details of simple aural / written texts adapted for learners on familiar topics.
- Perform with some hesitation a variety of communicative tasks dealing with basic routines and day-to-day social situations in the present. Produce simple phrases or sentences related to personal experiences. Both orally and in writing, basic errors may impede comprehensibility.
- Engage critically with constructions of cultural and social differences while examining their own cultural positionings and assumptions as expressed through language.

SPAND002. - Elementary Spanish (Second Quarter)

- Understand the gist and some supporting details of simple aural / written texts adapted for learners on familiar topics, although comprehension may be uneven.
- Perform with increasing ease a variety of communicative tasks dealing with basic routines and day-to-day social situations in the present. Produce comprehensible sentences of increasing complexity related to personal experiences, with some references to past experiences. Both orally and in writing, errors may still impede full comprehensibility.
- Engage critically with constructions of cultural and social differences while examining their own cultural positionings and assumptions as expressed through language.

SPAND003. - Elementary Spanish (Third Quarter)

- Understand the main ideas and most supporting details of longer, aural / written texts adapted for learners on familiar topics and minimally interpret some basic textual subtleties in structure and perspective.
- Perform with ease a variety of communicative tasks dealing with basic routines and day-to-day social situations; describe personal experiences in the present with some references to the past; express basic opinions about abstract topics. Produce discourse level writing related to personal experiences. Both orally and in writing, errors minimally interfere with comprehensibility.
- Engage critically with constructions of cultural and social differences while examining their own cultural positionings and assumptions as expressed through language.

SPAND004. - Intermediate Spanish (First Quarter)

- Understand main ideas and supporting details of longer aural / written texts adapted for learners and the gist of texts written for first language users. Interpret some basic textual subtleties in structure, content, and perspective.
- Describe with increasing ease personal experiences in both the present and the past; express opinions about abstract topics. Produce discourse level writing related to personal experiences and express opinions about abstract topics. Both orally and in writing errors are still present in more sophisticated structures that may impede full comprehensibility.
- Engage critically with constructions of cultural and social differences while examining one's own cultural positionings and assumptions as expressed through language.

SPAND005. - Intermediate Spanish (Second Quarter)

- Recognize main ideas and some supporting details of aural / written texts composed for first language users, although comprehension may be uneven. Interpret more extensively textual subtleties in structure, content, and perspective.
- Describe with ease personal experiences in the present and the past; express opinions about abstract topics. Produce discourse level writing related to opinions on abstract topics. Both orally and in writing, errors are still present in more sophisticated structures that minimally impede comprehensibility.
- Engage critically with constructions of cultural and social differences while examining their own cultural positionings and assumptions as expressed through language.

SPAND006. - Intermediate Spanish (Third Quarter)

- Understand main ideas and some supporting details of aural / written texts composed for first language users. Interpret a wide range of textual subtleties in structure, content, and perspective.
- Express opinions about abstract topics in the present and the past. Produce paragraph-level discourse related to abstract topics. Both orally and in writing, errors minimally impede comprehensibility.
- Engage critically with constructions of cultural and social differences while examining their own cultural positionings and assumptions as expressed through language.

VIET - Vietnamese

CSLO

VIETD001. - Elementary Vietnamese (First Quarter)

- Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
- Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
- Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

VIETD002. - Elementary Vietnamese (Second Quarter)

- Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
- Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
- Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
- Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

VIETD003. - Elementary Vietnamese (Third Quarter)

- Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
- Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
- Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).

VIETD004. - Intermediate Vietnamese (First Quarter)

- Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
- Derive meaning from longer texts of increasing complexity, relying less on contextual clues to extract main ideas and supporting details, and to interpret some subtleties in the text.
- Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
- Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures by analyzing and comparing them to one's own culture(s).

VIETD005. - Intermediate Vietnamese (Second Quarter)

- Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.
- Derive meaning from texts of greater sophistication to interpret an expanding range of subtleties in the structure and content of the text.
- Compose extended paragraph-level discourse about various topics to reflect a somewhat sustained command of vocabulary and language structures.
- Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures by analyzing and comparing them to one's own culture(s).

VIETD006. - Intermediate Vietnamese (Third Quarter)

- Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.
- Derive meaning from increasingly abstract texts to interpret a wide range of subtleties in the structure and content of the text.
- Compose lengthier and more accurate discourse about various topics to reflect a sustained command of vocabulary and language structures.
- Demonstrate a steady grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures by analyzing and comparing them to one's own culture(s).

WMST - Women's Studies**CSLO****CETHD008. - Women of Color in the USA**

- Analyze and explain the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and hetero-sexism on Women of Color in the U.S. by critiquing the multiple identities through an intersectional lens.

CETHD019. - Masculinities in U.S. Culture and Society

- Develop an understanding of the differences between biological sex, gender expression, and gender identity, along with how these social categories function within larger economic and political landscapes informed by race, class, ethnicity, citizenship, physical abilities, and sexuality.
- Analyze how key social, political, and economic events inform public discourse around definitions of masculinity and the framing of masculinity as being in crisis.
- Critically analyze key cultural works aimed at resisting dominant or hegemonic forms of masculinity within and across different racial and ethnic groups, including Asian American Pacific Islander, African American, Latino, and Native American men.
- Research local organizations which support the goals of men of color, specifically Asian American Pacific Islander, African American, Latino, and Native American men, and engage in community activities.

WMSTD001. - Introduction to Women's Studies

- Analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice.
- Research local organizations which support women's goals, and engage in community activities.

WMSTD008. - Women of Color in the USA

- Analyze and explain the social construction of race, class, gender, and sexuality and the impact of racism, sexism, classism, and hetero-sexism on Women of Color in the U.S. by critiquing the multiple identities through an intersectional lens.

WMSTD024. - Women and Gender in Global Perspectives

- Demonstrate a deep understanding of the processes that create gender based oppression around the world and processes that challenge it, while developing tools for taking action to challenge it.

WMSTD027. - Women and Gendered Violence

- Develop a deep understanding of the processes that create and perpetuate violence against women, including a critical framework for analyzing systemic violence against women and evaluating strategies to challenge gendered violence.

WMSTD029. - Masculinities in U.S. Culture and Society

- Develop an understanding of the differences between biological sex, gender expression, and gender identity, along with how these social categories function within larger economic and political landscapes informed by race, class, ethnicity, citizenship, physical abilities, and sexuality.
- Analyze how key social, political, and economic events inform public discourse around definitions of masculinity and the framing of masculinity as being in crisis.
- Critically analyze key cultural works aimed at resisting dominant or hegemonic forms of masculinity within and across different racial and ethnic groups, including Asian American Pacific Islander, African American, Latino, and Native American men.
- Research local organizations which support the goals of men of color, specifically Asian American Pacific Islander, African American, Latino, and Native American men, and engage in community activities.

WMSTD031. - Women and Popular Culture

- Examine, analyze, and evaluate media representations of women and girls, including racialized stereotypes of women of color, compulsory heterosexuality, and the impacts of sexualization in contemporary media.
- Research local organizations which support women's goals, and engage in community activities