
The description for the “I” (International/Multicultural) subscript states that a course “must have as a primary focus at least two of the following subject areas: international issues, class issues, gender issues, ethnicity issues, and/or race issues.” It further states that focuses on one nation or one area, and the influence that have affected the fate of that nation or area. The course must be international, by putting that nation or area into a global context. The course must include a “critical examination of, and comparison to, other nations or areas.”

Examples of courses that currently include an ‘I’ subscript are:

GLOBAL MARKETING

Exposes students to the theoretical and political aspects of marketing on a global basis. An analysis is made of the social and economic conditions that affect operations on strategic market planning. The product and market data are explored in depth.

INTERNATIONAL TRADE

The causes and consequences of international trade and the effects of government interference with free trade as well as the economic effects of trade quotas. Also the impact of trade on economic development.

INTRODUCTION TO LATIN AMERICA AND THE CARIBBEAN

This course introduces the students to the cultural and social aspects of Latin America and the Caribbean. It focuses on the contemporary, social, economic and political conditions of the whole, and in a selection of specific nations. The course also includes a study of the non-Hispanic Caribbean.

CRIME: CROSS-CULTURAL CONSIDERATIONS

This course provides an interdisciplinary and comparative study of criminality and its control. It explores historical, cultural, and psychological factors that contribute to criminal behavior.

and informal crime control mechanisms, and suggests more comprehensive and affective approaches to fighting against crime. The USA, Japan, and China, which represent three very different types of societies, are used as examples to discuss the course topics.

MULTICULTURAL CHILDREN'S LITERATURE

An overview of the theories and practices in multicultural education and a study of trends and developments in multicultural literature written for children. Specific works will be examined in light of their cultural as well as universal themes. Participants will be expected to develop a study unit that could be used in a home, community or school setting.

BEGINNING SPANISH II

Continuation of studies in elementary spoken and written Spanish.

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spend time exploring the deep racial divides in those countries and how Afro-Latinx and/or Afro-Caribbean groups often experienc

For an R2 designation, as previously noted above, a course like INTRODUCTION TO PUBLIC HEALTH can spend 25-30% of its time examining racism in healthcare. This might equate to 4 – 5 weeks spent on racism and racial disparities.

More specific ways to add such content for this and other courses will be discussed at the Summer Institute on Teaching Race and Racism, June 1 – 4, 2021 <https://stockton.edu/academic-affairs/summer-institutes.html>.