



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences Department: School of Humanities, Arts & Cultural Studies
Prefix: HRC Number: 200 Title: Introduction to Social and Cultural Analysis Units: 3
Is this a cross-listed course? No If yes, please identify course(s) N/A

Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials N/A (Required)

Course description:

Introduces social and cultural analysis. Focuses on key terms and analytical categories for interdisciplinary work in social and cultural analysis and related fields such as American studies, ethnic studies, women and gender studies and Latin American studies.

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: C. Alejandra Elenes E-mail: elenes@asu.edu Phone: 602-543-3315

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis Mendoza Date: 9/8/16



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

Landy

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Please see Catalog Description, Syllabus, Table of Contents
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Please see areas marked 2b in syllabus and Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Please see areas marked 2c in syllabus Table of Contents

Course Prefix	Number	Title	General Studies Designation
HRC	200	Introduction to Social and Cultural Analysis	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example- See 2b. Compares 2 U.S. cultures	Example- Compares Latino & African American Music	Example- See Syllabus Pg. 5
2b. Compares the experiences of racial, ethnic, gender, LGBTQ, transgender, religious, and able groups in the U.S.	The course explores and compares identity formation at the individual, institutional and structural level of African American, Hispanic, Asian American, women, transgender, able, and religious groups in the U.S.	See Syllabus material from Weeks 2, 3, 4, 5, 6, & 7. See also Table of Contents. For example, on Week 2 the reading by Beverly Tatum addresses African American identity; Kirk and Okazawa-Rey provide a framework to study racial and cultural identity in the U.S. from three levels. Week 5, for example, provides the framework for the study of gender. These are two examples, the syllabus and table of contents show how the comparative study is done in other weeks.
2c. Compares the social, economic, political dimensions among racial, ethnic, gender, and class groups in the U.S.	The course compares the different trajectories of socio-economic conditions of European immigrants/Whites, African Americans, women, and other minorities in the U.S.	See Syllabus material from Weeks 3, 4, 13 and 14. For example, Week 4 the reading by Melvin and Shapiro compare the differences in wealth among Whites and African Americans. And bell hooks makes a theoretical argument in favor of an intersectional analysis of race and class.

School of Humanities, Arts & Cultural Studies
Social and Cultural Analysis
HRC 200: Introduction to Social and Cultural Analysis
Class # 82469, T/Th 10:30 - 11:45 am, Sands 232

C. Alejandra Elenes, Ph.D.
Office: FAB N 215
Email: Elenes@asu.edu
Office hours: Tuesdays and Thursday 12:30-2:00 pm or By appointment
Tel: 602-543-3315

COURSE DESCRIPTION

This course introduces students to social and cultural analysis. The course focuses on key terms and analytical categories for interdisciplinary work in social and cultural studies and related fields such as American Studies, Ethnic Studies, Women & Gender Studies and Latin American Studies. We will examine a range of forms of oppression and privilege from a social justice perspective.

Commented [TE1]: This course contributes to an understanding of cultural diversity in contemporary U.S. society.

COURSE OBJECTIVES

1. To understand the foundations for the study of social and cultural analysis.
2. To understand that the meaning of the terms for the study of social and cultural analysis such as race, class, gender, sexuality, religion, age, and ability are socially constructed in the context of contemporary U.S. society.
3. To develop critical thinking skills that question normative notions privilege and oppression.
4. To develop critical thinking, and written and oral communication skills.

Commented [TE2]: This course contributes to an understanding of cultural diversity in contemporary U.S. society.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop critical interdisciplinary perspectives to examine theoretical paradigms of social and cultural analysis and gain knowledge of key issues in contemporary U.S. society.
2. Connect cultural knowledge to everyday life and practices, gaining a preliminary understanding of the relationship between methodology and inquiry in social and cultural analysis.
3. Develop analysis of culture through oral and written communication, with an emphasis on the skills of critical analysis and close reading, building a foundation for further study of cultural studies theory and praxis.

Commented [TE3]: This course contributes to an understanding of cultural diversity in contemporary U.S. society.

REQUIRED TEXT:

Commented [TE4]: The required text will contribute to an understanding of cultural diversity in the U.S.

Adams, Maurianne, et. al., Eds. (2013). *Readings for Diversity and Social Justice*, 3rd Edition. New York: Routledge.

The text can be purchased at the ASUW bookstore.

Grading Scale: The grades will be distributed in the following way:

100-97 points	A+	82-80 points	B-
96-93 points	A	79-77 points	C+
92-90 points	A-	76-70 points	C
89-87 points	B+	69-60 points	D
86-83 points	B	59-00 points	E

Attendance/Participation

Students are required to attend and participate in class. I will pass a sign-up sheet every day and it is the responsibility of the student to write their name clearly. Please notify me if you need to miss class for illness, religious observance, or a university sanction activity.

Withdrawals: **The instructor will NOT withdraw students for any reason.** Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. **It is the student's responsibility to be aware of their registration status.** For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

The Grade of Incomplete: A grade of incomplete should be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements at the end of the semester. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed.

Academic Integrity

"The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating of such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units."

Student Academic Integrity Policy

<http://provost.asu.edu/academicintegrity> is the web address for the full text of the Student Academic Integrity Policy

Reasonable Accommodations for Students with Disabilities

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Resource Center to determine appropriate accommodations for a particular student in a particular course.

For more information, please reference the Disability Resource Center:

<http://ds.umn.edu/students/Enrolled/responsibilities.html>. <https://eoss.asu.edu/drc>

Classroom Etiquette

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10

<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

As the instructor I can define what constitutes appropriate classroom behavior. Given the content of this course, it stands to reason that students will disagree with each other. However, we need to learn how to make arguments to support our position and maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor will deal with inappropriate discussion immediately, and students will be notified privately that their behavior and interaction in the class was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course. While the instructor or ASU cannot control what you post on social media, such as Facebook, Twitter, or Tumblr (except those sanctioned by ASU) please think before you post something about a classmate or colleague that can violate privacy or can be hurtful.

Guidelines for Dealing with Disruptive Students

Disruptive student guideline can be found at, <http://usenate.asu.edu/problems/disruptive>

Student Code of Conduct and Student Disciplinary Procedures

<http://www.asu.edu/aad/manuals/usi/usi104-01.html> is the web address for the full text of the Student Code of Conduct and Student Disciplinary Procedures.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have

been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

Course Assignments and Grading

Participation. All students are expected to attend and participate in class discussion. Students must complete the assign readings before each class and be ready to discuss them in class. Students must arrive to class on time, not leave early, and participate in the discussion of the readings. Students must let me know if they must miss class and/or leave early. **Total 10 points.**

Quizzes. There will be four quizzes. The quizzes are short answer questions and will include material from the book readings, discussion board, PowerPoint, and films. Each quiz is worth 5 points. **Total quiz points 20.** Due dates are marked on the course schedule.

Mid-Term Exam. There will be a 5pp essay exam that will cover the first half of the semester. I will give you 4-5 questions and you will select one and answer using class material. **Points 20.**

Analysis of Social Cultural Issues in Contemporary Society and Action Project. Each student will select a topic relevant to the class and examine how it is covered by academic literature, and the media (this can include television, newspapers, magazines, blogs, Facebook, twitter, etc.), legislation, and so-forth. You will learn the main points regarding your issue and based on what you learned you will develop and action plan for social change. You must work on this project throughout the semester. Examples of topics are Immigration, Reproductive Freedoms, Education, Militarism, Police Brutality, Civil Rights, LGBTQ rights, Gender Equality, Housing Discrimination. Students will make an oral presentation of their project at the end of the semester. Additional Instructions will be provided during the semester. **Points 30**

Commented [TE5]: This on-going semester action project will contribute to students' understanding of cultural diversity in contemporary U.S. society and will include comparative studies as well as analysis of the experiences of racial, ethnic, gender, transgender, religious, able groups in the U.S.

Final Exam. There will be a 5pp cumulative essay exam. Similarly as the mid-term, I will give you 4-5 questions and you will select one answer using class material. **Points 20.**

NOTE: It is possible that some students might consider some of the material in this course to be sensitive.

Subject to change notice

While we will strive to stay on schedule, there is always the possibility that we will need to change deadlines. I will notify students in case we need to make such changes. Students will be notified in class and via Blackboard on any change, however, it is the students' responsibility to attend class and review the course site regularly, to find out about any possible change.

Course Schedule

Commented [TE6]: Each week, we will study, analyze, and discuss readings, and complete assignments that will contribute to students' understanding of cultural diversity in contemporary U.S. society.

Week 1

8/18 Introduction

Part I

Conceptual Frameworks

Week 2

Commented [TE7]: 2b) Week 2 provides a comparative study of diverse cultural contributions and explores and compares identity formation. Beverly Tatum addresses African American identity; Kirk and Okazawa-Rey provide a framework to study racial and cultural identity in the U.S. from three levels.

Identity

8/23 Readings:

Bell, Lee Anne. Chapter 4 "Theoretical Foundations" in *Readings for Diversity and Social Justice*.

Hardiman, Rita, Jackson, Bailey W., and Griffin, Pat. Chapter 4 (Continuation) "Conceptual Foundations" in *Readings for Diversity and Social Justice*.

8/25 Readings:

Tatum, Beverly D. Chapter 1 “The Complexity of Identity: “Who Am I?” in *Readings for Diversity and Social Justice*.

Kirk, Gwyn and Okazawa-Rey, Margo. Chapter 2 “Identities and Social Locations: Who Am I? Who Are My People? *Readings for Diversity and Social Justice*.

Week 3

The Social Construction of Race:

8/30 Readings:

Tatum, Beverly D. Chapter 8 “Defining Racism: Can we Talk?” in *Readings for Diversity and Social Justice*.

Chung, Olivia. Chapter 16, “Finding My Eye-Identity” in *Readings for Diversity and Social Justice*.

9/1 Readings:

Ayvazian, Andrea & Tatum, Beverly Daniel. Chapter 22 “Women, Race, and Racism: A Dialogue in Black and White” in *Readings for Diversity and Social Justice*.

Castañeda, Carmelita (Rosie). Chapter 23 “FLEXing Cross-Cultural Communication” in *Readings for Diversity and Social Justice*.

Quiz # 1

Week 4

Class Issues

9/6 Readings:

Oliver, Melvin L. & Shapiro, Thomas. Chapter 27, “Race, Wealth, and Equality” in *Readings for Diversity and Social Justice*.

hooks, bell. Chapter 35 “White Poverty: The Politics of Invisibility” in *Readings for Diversity and Social Justice*.

9/8 Readings:

Morgenson, Gretchen. Chapter 38. “The Debt Trap: Given a Shovel, Americans Dig Deeper into Debt” in *Readings for Diversity and Social Justice*.

Leondar-Wright, Betsy. Chapter 40 “Classism from Our Mouth” and “Tips From Working-Class Activists” in *Readings for Diversity and Social Justice*.

Week 5

The Social Construction of Gender

9/13 Readings:

Commented [TE8]: 2b) Week 3 provides a comparative study of diverse cultural contributions and explores and compares identity formation.

2c) Compares the social, economic, political dimensions among racial, ethnic, gender, and class groups in the U.S. This week focuses on a comparison of the socio-economic conditions of White European immigrants with African Americans, women, and other minorities in the U.S.

Commented [TE9]: 2b) Week 4 provides a comparative study of diverse cultural contributions and explores and compares identity formation.

2c) Compares the social, economic, political dimensions among racial, ethnic, gender, and class groups in the U.S. Week 4 readings by Melvin and Shapiro compare the differences in wealth among Whites and African Americans. bell hooks makes a theoretical argument in favor of an intersectional analysis of race and class.

Commented [TE10]:

2b) Week 5 provides a comparative study of diverse cultural contributions and explores and compares identity formation and provides the framework for the study of gender.

Lorber, Judith. Chapter 60 "Night to his day: The Social Construction of Gender" in *Readings for Diversity and Social Justice*.
hooks, bell. Chapter 63 "Feminism: A Movement to End Sexist Oppression" in *Readings for Diversity and Social Justice*.

9/15 Readings:

Kirk, Gwyn & Okazawa-Rey, Margo, Chapter 69 "He Works, She Works, But What Different Impressions they make" in *Readings for Diversity and Social Justice*.
LaDuke, Winona. Chapter 75 "Grassroots: An Introduction" in *Readings for Diversity and Social Justice*.

Week 6

Heterosexism

9/20 Readings:

Blumenfeld, Warren J. Chapter 77 "How Homophobia Hurts Everyone" in *Readings for Diversity and Social Justice*.
Gokhale, Deepali. Chapter 78 "The InterSEXion: A Vision for a Queer Progressive Agenda" in *Readings for Diversity and Social Justice*.

9/22 Readings:

Quinden, Anna. Chapter 82 "The Loving Decision" in *Readings for Diversity and Social Justice*.
Evans, Nancy J. & Washington, Jaime. Chapter 84. "Becoming an Ally: A New Examination" in *Readings for Diversity and Social Justice*.
Quiz # 2

Week 7

Abelism

9/27 Readings:

Bryan, Willie v. Chapter 95 "Struggle for freedom: Disability Rights Movements" in *Readings for Diversity and Social Justice*.
Wendell, Susan. "The Social Construction of Disability" in *Readings for Diversity and Social Justice*.

9/29 Readings:

Murphy, Edward D. Chapter 104 "Post-Traumatic Stress Disorder Leaves Scars 'on the inside', Iraq Veteran Says" in *Readings for Diversity and Social Justice*.
Peters, Madeline L., Castañeda, Carmelita (Rosie), Hopkins, Larissa E., McCants, Aquila, Chapter 113 "Recognizing Ableist Beliefs and Practices and Taking Action as an Ally" in *Readings for Diversity and Social Justice*.

Week 8 Mid-Term Exam

Commented [TE11]: 2b) Week 6 provides a comparative study of diverse cultural contributions and explores and compares identity formation.

Commented [TE12]: 2b) Week 7 provides a comparative study of diverse cultural contributions and explores and compares identity formation.

10/4 Review

10/8 Mid-Term Exam

Week 9 Fall Break

10/11 No class due to Fall Break

10/13 Possible no Class (Confirm during the semester)

**Part II
Key Issues in Social and Cultural Analysis**

Week 10

Religion:

10/18 Readings:

Lippy, Charles, Chapter 43 "Christian Nation or Pluralistic Culture: Religion in American Life" in *Readings for Diversity and Social Justice*.

Joshi, Khyati Y. Chapter 46 "Religious Oppression of Indian Americans in the Contemporary United States" in *Readings for Diversity and Social Justice*.

Immigration:

10/20 Readings:

Readings will be posted on BB

Week 11

Transgender Politics

10/25 Readings:

Meyerowitz, Joanne. Chapter 86 "Introduction—How Sex Changed: A History of Transsexuality in the United States" in *Readings for Diversity and Social Justice*.

Ware, Wesley. Chapter 90 "The Impact of Juvenile Court on Queer and Trans/Gender-Non Conforming Youth" in *Readings for Diversity and Social Justice*.

Lie, Allie. Chapter 91 "Passing Realities" in *Readings for Diversity and Social Justice*.

Quiz # 3

Body Image and Aging

10/27 Readings:

Bell, John. Chapter 114 "Understanding Adulthood: A Key to Developing Positive Youth-Adult Relationships" in *Readings for Diversity and Social Justice*.

Gullette, Margaret M. Chapter 125 "Taking a Stand Against Ageism: A Powerful Coalition" in *Readings for Diversity and Social Justice*.

Part III
Taking Action for Social Change
Week 12

Reflections:

11/1 Readings:

Pharr, Suzanne. Chapter 127 "Reflections on Liberation" in *Readings for Diversity and Social Justice*.

Love, Barbara J. Chapter 128 "Developing a Liberatory Consciousness" in *Readings for Diversity and Social Justice*.

Quiz # 4

11/3 Readings:

Harro, Bobbie. Chapter 131 "The Cycle of Liberation" in *Readings for Diversity and Social Justice*.

Week 13

Activism

11/8 Readings;

Zúñiga, Ximena. Chapter 135 "Bridging Differences Through Intergroup Dialogue" in *Readings for Diversity and Social Justice*.

Martínez, Elizabeth (Betita). Chapter 136 "Unite and Rebel! Challenges and Strategies in Building Alliances" in *Readings for Diversity and Social Justice*.

11/10 No Class

Week 14

11/15 Readings:

Smith, Richard (Chip). Chapter 134 "Social Struggle" in *Readings for Diversity and Social Justice*.

WireTap. Chapter 137 "Top Youth Activism Victories of 2009" in *Readings for Diversity and Social Justice*.

Commented [TE13]: 2c) Compares the social, economic, political dimensions among racial, ethnic, gender, and class groups in the U.S.

Commented [TE14]: 2c) Compares the social, economic, political dimensions among racial, ethnic, gender, and class groups in the U.S.

Voices

11/17 Readings:

West, Cornel. Chapter 132 "Courage" in *Readings for Diversity and Social Justice*.
Anzaldúa, Gloria. Chapter 133 "Allies" in *Readings for Diversity and Social Justice*.

Week 15 Action Project

11/22 Student Presentation

11/14 No Class Thanksgiving

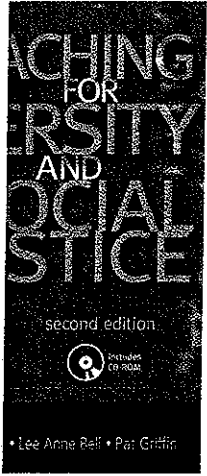
11/29 Student Presentation

12/1 Review Final Exam

Week 16

12/6 Final Exam

Final Exam



Readings for Diversity and Social Justice

Third Edition

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