



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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. 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. Examines a range of forms of oppression and privilege from a social justice perspective.

Requested designation:

Mandatory Review: No

Social-Behavioral Sciences-SB

Note- a separate proposal is required for each designation.

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.

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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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: 10/2/16



ARIZONA STATE UNIVERSITY

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Chair/Director (Signature):

- *Landy* -

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**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	course descriptor, course objectives, course syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 60%; vertical-align: top;">           anthropology, economics, cultural studies, psychology, women and gender studies, ethnic studies, and American studies.         </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	anthropology, economics, cultural studies, psychology, women and gender studies, ethnic studies, and American studies.	course syllabus Table of Contents
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	anthropology, economics, cultural studies, psychology, women and gender studies, ethnic studies, and American studies.				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	course syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	course syllabus, assignment descriptor		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

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

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)
1	Course advances knowledge of human interaction	The course focuses on interactions among various social groups such as women, racial/ethnic groups, differently abled, classes, LGBT, and religious groups. See course description, see course objectives in syllabus p. 1, and see course schedule in syllabus pp. 6-10.
2	Course emphasizes social behavior from social behavioral sciences and interdisciplinary studies, such as anthropology, economics, cultural studies, psychology, women and gender studies, ethnic studies, and American studies.	The whole course examines social and cultural analysis from a social behavioral perspectives. See course syllabus pp. 6-10 and table of contents.
3a	The course focuses on teaching students about social and behavioral sciences from a variety of perspectives including sociology, anthropology, psychology, and interdisciplinary studies.	For example, Part I studies Identity; The Social Construction of Race; Class Issues; The Social Construction of Gender; Heterosexism; and Ableism from sociological, anthropological, economics, psychological, women and gender studies, race studies perspectives. See syllabus pp. 6-8.  Part II, Key Issues in Social and Cultural Analysis examines Religion, Immigration, Transgender politics, and Body Image and Aging from sociological and psychological perspectives. See syllabus pp. 8-9.  Part III Taking Action for Social Change applies social behavioral sciences for social change. This section draws from economics, psychology, women's studies, and cultural studies to understand social change. See syllabus pp. 9-10.

4	Course illustrates the use of social and behavioral science perspectives and data.	Throughout the course students develop critical thinking skills by learning how to draw conclusions based on evidence and data. More specifically, the assignment Analysis of Social and Cultural Issues in Contemporary Society and Action Project is designed for students to develop an action project based on academic literature, and primary sources (e.g., media and legal documents). Based on data obtained through research, students develop an action project for social change. See course objectives in syllabus p. 1, and description of action project on p. 5 of the syllabus.
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**School of Humanities, Arts & Cultural Studies**  
**Social and Cultural Analysis**  
**HRC 200: Introduction to Social and Cultural Analysis**  
**Ln# 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.

**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.
3. To develop critical thinking skills that question normative notions privilege and oppression.
4. To develop critical thinking, and written and oral communication skills.

**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.
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.

## REQUIRED TEXT:

Adams, Maurianne, et. al., Eds. (2013). *Readings for Diversity and Social Justice*, 3<sup>rd</sup> 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/>

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## **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**

**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.**

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**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**

### **Week 1**

**8/18 Introduction**

#### **Part I**

### **Conceptual Frameworks**

#### **Week 2**

### **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:**

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**

**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 Transexuality 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*.

### 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**

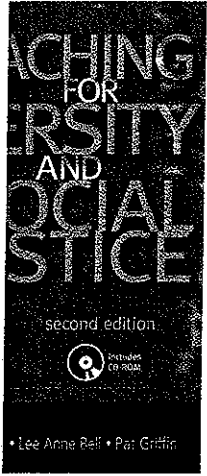
## **Week 16**

#### **12/1 Review Final Exam**

## **Final Exam**

#### **12/6 Final Exam**





# Readings for Diversity and Social Justice

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Third Edition

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