

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	Introduction to Social Justice and Human Rights
Prefix	JHR	Number	100
Title			
Units:	3		
Is this a cross-listed course?	No	If yes, please identify course(s)	

Is this a shared course?	No	If so, list all academic units offering this course	Social and Behavioral Studies Humanities, Arts & Cultural Studies
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*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

(Required)

Course description: **Interdisciplinary introduction to the study of social justice and human rights through the examination of materialism, intersectionality and inequality, advocacy and social change, and critical trauma studies and humanitarianism.**

Requested designation:

Mandatory Review: No

Cultural Diversity in the United States-C

*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)*



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Greg Wise

Date: 9/30/16

Chair/Director (Signature): _____

A handwritten signature in blue ink, appearing to read 'Greg Wise', written over a horizontal line.

JHR 100 Introduction to Social Justice and Human Rights.

Course description: Interdisciplinary introduction to the study of social justice and human rights through the examination of materialism, intersectionality and inequality, advocacy and social change, and critical trauma studies and humanitarianism.

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.	Course Syllabus
		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.	Course Syllabus
<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.	Course Syllabus

Course Prefix	Number	Title	General Studies Designation
JHR	100	Introduction to Social Justice and Human Rights	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 2 or more racial, ethnic, and gender groups in the U.S.	The course compares the experiences of women (particularly women of color), African American, Hispanic, American Indian, and U.S. immigrants. Over 50% of the course focus is the U.S.	See Syllabus pp. 5-9 Particularly the sections: Week 1 Materialism; Weeks 2 & 3 Intersectionality; Week 4 Gender & Sexuality; Week 9 Cultural Resistance (United States); Week 10 Personal Narrative of Resistance (although the section is titled Latin American and the Caribbean these are U.S. focused narratives); Week 12 Surviving Sexual Violence and Sex Trafficking; Week 13 Surviving Incarceration: Political & Mass Imprisonment; Week 14 Surviving Statelessness: Undocumented & Forced Migration.
2 c compares the social, economic, and political dimensions of racial, ethnic, and gender groups in the U.S.	The course studies human rights and social justice in relation to the social, economic, and political dimensions of relations among women (particularly women of color), African Americans, Hispanic, American Indian, and immigrant groups to the U.S.	See Syllabus pp. 5-9. Particularly sections: Materialism: readings by Young and Lipsitz compare the structural inequalities of minorities in relation to housing. Weeks 2 & 3 section on Intersectionality compare the social, economic and political conditions of women of color in the readings by Collins, Thorton Dill, Zambrana, Ferber, and Bonilla-Silva. Week 12 section Surviving Sexual Violence & Sex

		<p>Trafficking compares the political conditions and violence against women of color in the readings by INCITE! and Jackson.</p> <p>Week 13 Surviving incarceration, the reading by Angela Davis addresses political and criminal justice issues that result in the mass incarceration of people of color in the U.S.</p> <p>Week 14 Surviving Statelessness addresses the political conditions of Latin American immigrants in the U.S.</p>

JHR 100: Introduction to Social Justice and Human Rights

Instructor:
Office
Phone Number
E-mail

Course Description

This course is an interdisciplinary introduction to the study of social justice and human rights through the examination of materialism, intersectionality and inequality, advocacy and social change, and critical trauma studies and humanitarianism.

Course Objectives

1. To understand the foundations for the study of social justice and human rights.
2. To understand the meaning of the terms materialism, intersectionality, and inequality to the study of social justice and human rights.
3. To understand the significance of advocacy and social movements to the study of social justice and human rights.
4. To understand how critical trauma studies and humanitarianism are essential to the study of social justice and human rights.
5. 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 the foundations of the study of social justice and human rights.
2. Connect knowledge about materialism, intersectionality, inequality, advocacy, social movements, critical trauma studies and humanitarianism to the practice of social justice and human rights.
3. Develop skills to apply the foundations of social justice and human to their practice in local and transnational contexts.
4. Develop analysis of social justice and human rights through oral and written communication practices.

Course Requirements

Attendance. All students are expected to attend and participate in class. This means arriving to class on time, not leaving early, and participating in the discussion of the readings. Please see attendance policy for guidance on excused absences. **Points 10**

Quizzes. There will be four quizzes. The quizzes are short answer questions and will include material from the readings. Each quiz is worth 5 points. **Total quiz points 20.**

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 15.**

Analysis of Social Justice and Human Rights Topic. Each student will select a topic relevant to the class and examine different actors involved in the struggles for social justice and human rights. Students will examine relevant academic literature, social movements, and media coverage to examine key aspects of the topic and recommend remedies to human rights violations using the analytical tools we have learned in class. Students will make an oral presentation of their project. **Points 30**

Final Exam. There will be a 5pp cumulative essay exam. Similarly as the mid-term, students will get 4-5 questions and select one answer using class material. **Points 15.**

Grade Policy

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

Absence Policies: Students are expected to attend class. Only absences that can be proven will be accredited. In case of missing class due to illness students must provide a doctor's note in order to document the absence. Excused absence for religious observances/practices are in accord

with ACD 304-04 “Accommodation for Religious Practices”; and for absences related to university events/activities and military service that are in accord with ACD 304-02 “Missed Classes Due to University Sanctioned Activities.”

Course Policies Classroom behavior:

Electronic devices (cell phones, computers, tablets) can only be used for classroom related activities. Classroom time should not be used to engage in social media. Please silence electronic devices while in class.

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>).

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.

Student Academic Integrity Policy

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

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.

Reasonable Accommodations for Students with Disabilities

The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending New College. Individualized program strategies and recommendations are available for each student, as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion. Please refer to the web site at <http://www.west.asu.edu/sa/drc/> or contact the DRC at (602) 543-8145.

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 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.”

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/>

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



The Course is Structured the Following Way

Materialism, Intersectionality & Inequality

Materialism

Week 1

Young, Iris. (2011). *Responsibility for Justice*. Chapter 2, “Structure as the Subject of Justice.” Oxford University Press.

Lipsitz, George. (1998). *The Possessive Investment in Whiteness*, Chapter 1. Philadelphia: Temple University Press.

Collins, Falcon, Lodhia & Talcott, eds. (2011). *New Directions in Feminism and Human Rights*. New York: Routledge. Introduction “New Directions in Feminism and Human Rights: An Introduction”; and Chapter 14 “we have an Obligation to Speak about Human Rights”: An Interview with Infomativo Pacifica’s Norma Martínez *Norma Martínez* (Community Media Journalist, co-Producer and Host of Informative Pacifica).

Intersectionality

Week 2

Collins, Patricia H. (1998). “Some group matters: Intersectionality, Situated Standpoints, and Black Feminist Thought.” *Fighting Words: Black Women and the Search for Justice*. Minneapolis: University of Minnesota Press.

Thorton Dill, Bonnie & Ruth Enid Zambrana. (2009). “Critical Thinking about Inequality: An emerging lens.” In *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press.

Intersectionality (Continuation)

Week 3

Ferber, Abby L. (2007). “Color-Blind Racism and Post-Feminism: The Contemporary Politics of Inequality.” In *Intersections of Gender, Race and Class*, edited by Marcia Texler Segal & Theresa A. Martinez. Los Angeles: Roxbury Publishing, 551-556.

Bonilla-Silva, Eduardo. (2003). *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham: Rowman & Littlefield.

Gender & Sexuality

Week 4

Frausto-Sterling, Anne. "Rethinking foundations: Theorizing sex, gender, and sexuality." In *Sex, gender, and sexuality: The new basics an Anthology*, edited by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling. New York: Oxford University Press, 2nd Edition.

Rupp, Leila. "Towards a global history of same-sex sexuality" in *Sex, gender, and sexuality: The new basics an Anthology*, edited by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling. New York: Oxford University Press, 2nd Edition.

Perry, Barbara. "Doing gender and doing gender inappropriately: Violence against women, gay man, and lesbians." In *Sex, gender, and sexuality: The new basics an Anthology*, edited by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling. New York: Oxford University Press, 2nd Edition.

Transnational Feminisms

Week 5

Blackwell, Maylei, Briggs, Laura, and Chiu, Mignonette. (2015). "Transnational Feminism Roundtable." *Frontiers* 36(3): 1-24.

Aikau, Hokulani K., Arvin, Maile, Goeman, Mishuana, and Morgensen, Scott. (2015). "Indigenous Feminisms Roundtable." *Frontiers* 36(3): 84-106.

Advocacy and Social Change

Global Social Justice Movements (International and Global)

Week 6

Staggenborg, Suzanne. 2016. *Social Movements, 2nd Edition*. Oxford: Oxford University Press
Chapter 9: Global Movements for Social Justice, 167-187.

"Can Grandmothers Change the World?" *TED Radio Hour*, January 17, 2014.

<http://www.npr.org/2014/01/17/261092945/can-grandmothers-change-the-world>

FILM SCREENING

"Made in India: SEWA in Action" Patricia Plattner (1998) 52 minutes

Human Rights and Social Movements

Week 7

Stammers, Neil. 2009. *Human Rights and Social Movements*. Sidmouth, England: Pluto.
“Chapter 8: Renewing the Challenge to Power,” 214-249.

FILM SCREENING

“Beyond Beijing” Shirini Heerah and Enrique Berrios (1996) 42 minutes

Everyday Forms of Political Resistance (Malaysia)

Week 8

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press.
“Preface,” xv-xxii.
“Chapter 2: Normal Exploitation, Normal Resistance,” 28-47.

FILM SCREENING

“Bombay Our City,” Anand Patwardhan (1985) 57 minutes

Cultural Resistance (United States)

Week 9

Duncombe, Stephen. 2002. *Cultural Resistance Reader*. London: Verso.
“Introduction,” 1-15.

Planet Money, “312: What is Occupy Wall Street?” October 7, 2011.

<http://www.npr.org/blogs/money/2011/10/07/141158199/the-friday-podcast-what-is-occupy-wall-street>

Personal Narrative of Resistance (Latin America and the Caribbean)

Week 10

Browdy de Hernandez, Jennifer. 2003. *Women Writing Resistance: Essays on Latin American and the Caribbean*. Cambridge: South End Press.

Martinez, Elizabeth, “Preface,” xi-xii.

Browdy de Hernandez, Jennifer, “Introduction,” 1-11.

Morales, Aurora Levins, “Revision,” 15-21.

Alvarez, Julia, “I Came to Help: Resistance Writ Small,” 211-212.

FILM SCREENING

“Macho,” Lucinda Broadbent (2000) 26 minutes

CRITICAL TRAUMA STUDIES & HUMANITARIANISM

Surviving the Unbearable-Holocaust and Genocide

Week 11

Primo Levi, *If This Is A Man/The Truce*

Roxanne Dunbar-Ortiz, *An Indigenous People's History of the United States*: Selected excerpts

Immaculee Ilibagiza, *Led by Faith: Rising From the Ashes of the*

Rwandan Genocide (Left to Tell): Selected excerpts

Surviving Sexual Violence & Sex Trafficking

Week 12

INCITE! Women of Color Against Violence, *The Color of Violence: The Incite! Anthology*: Selected Excerpts

Debra Jackson, “Answering the Call: Crisis Intervention and Rape Survivor Advocacy as Witnessing Trauma”

Surviving Incarceration: Political & Mass Imprisonment

Week 13

Angela Davis, Ed. *Policing the Black Man: Arrest, Prosecution, and Imprisonment*, Pantheon: January 2017: selected excerpts

Shahla Talebi, “Bahareh: Singing Without Words in an Iranian Prison Camp”

Surviving Statelessness: Undocumented & Forced Migration

Week 14

Peter Orner and Luis Alberto Urrea, *Underground America: Narratives of Undocumented Lives*: Selected excerpts

Doborah Elli, *Children of War: Voices of Iraqi Refugees*: Selected excerpts

Surviving Political Upheaval and War

Week 15

Marjane Satrapi, *Persepolis: The Story of a Childhood*

Reading List:

Materialism

Collins, Falcon, Lodhia & Talcott, eds. (2011). *New Directions in Feminism and Human Rights*. New York: Routledge. Introduction “New Directions in Feminism and Human Rights: An Introduction”; and Chapter 14 “we have an Obligation to Speak about Human Rights”: An Interview with Infomativo Pacifica’s Norma Martínez *Norma Martínez* (Community Media Journalist, co-Producer and Host of Informative Pacifica).

Lipsitz, George. (1998). *The Possessive Investment in Whiteness*, Chapter 1. Philadelphia: Temple University Press.

Young, Iris. (2011). *Responsibility for Justice*. Chapter 2, “Structure as the Subject of Justice.” Oxford University Press.

Intersectionality

Collins, Patricia H. (1998). “Some group matters: Intersectionality, Situated Standpoints, and Black Feminist Thought.” *Fighting Words: Black Women and the Search for Justice*. Minneapolis: University of Minnesota Press.

Bonilla-Silva, Eduardo. (2003). *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham: Rowman & Littlefield.

Ferber, Abby L. (2007). “Color-Blind Racism and Post-Feminism: The Contemporary Politics of Inequality.” In *Intersections of Gender, Race and Class*, edited by Marcia Texler Segal & Theresa A. Martinez. Los Angeles: Roxbury Publishing, 551-556.

Thorton Dill, Bonnie & Ruth Enid Zambrana. (2009). “Critical Thinking about Inequality: An emerging lens.” In *Emerging Intersections: Race, Class, and Gender in Theory, Policy, and Practice*. Rutgers University Press.

Gender & Sexuality

Frausto-Sterling, Anne. "Rethinking foundations: Theorizing sex, gender, and sexuality." In *Sex, gender, and sexuality: The new basics an Anthology*, edited by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling. New York: Oxford University Press, 2nd Edition.

Perry, Barbara. "Doing gender and doing gender inappropriately: Violence against women, gay man, and lesbians." In *Sex, gender, and sexuality: The new basics an Anthology*, edited by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling. New York: Oxford University Press, 2nd Edition.

Rupp, Leila. "Towards a global history of same-sex sexuality" in *Sex, gender, and sexuality: The new basics an Anthology*, edited by Abby L. Ferber, Kimberly Holcomb, and Tre Wentling. New York: Oxford University Press, 2nd Edition.

Cultural Resistance (United States)

Duncombe, Stephen. 2002. *Cultural Resistance Reader*. London: Verso.

"Introduction," 1-15.

Planet Money, "312: What is Occupy Wall Street?" October 7, 2011.

<http://www.npr.org/blogs/money/2011/10/07/141158199/the-friday-podcast-what-is-occupy-wall-street>

Personal Narrative of Resistance (Latin America and the Caribbean)

Browdy de Hernandez, Jennifer. 2003. *Women Writing Resistance: Essays on Latin American and the Caribbean*. Cambridge: South End Press.

Martinez, Elizabeth, "Preface," xi-xii. (Mexican American)

Browdy de Hernandez, Jennifer, "Introduction," 1-11.

Morales, Aurora Levins, "Revision," 15-21. (Puerto Rican)

Alvarez, Julia, "I Came to Help: Resistance Writ Small," 211-212. (Dominican American)

Surviving Sexual Violence & Sex Trafficking

INCITE! Women of Color Against Violence, *The Color of Violence: The Incite! Anthology*: Selected Excerpts

Jackson, Debra "Answering the Call: Crisis Intervention and Rape Survivor Advocacy as Witnessing Trauma"

Surviving Incarceration: Political & Mass Imprisonment

Angela Davis, Ed. *Policing the Black Man: Arrest, Prosecution, and Imprisonment*, Pantheon: January 2017: selected excerpts

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