



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

School of Humanities, Arts & Cultural Studies

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: 11/7/16



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

- *Landy* -

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.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
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"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 60%; vertical-align: top;"> American Studies, Anthropology, Cultural Studies, Economics, Ethnic Studies, Psychology, Sociology, Women & Gender Studies </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	American Studies, Anthropology, Cultural Studies, Economics, Ethnic Studies, Psychology, Sociology, Women & Gender Studies	course syllabus Table of Contents
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	American Studies, Anthropology, Cultural Studies, Economics, Ethnic Studies, Psychology, Sociology, Women & Gender Studies				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	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		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• 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, classed, 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. In the tradition of cultural studies, the course examines the relationship between economic, political, and social practices and cultural changes. This is different from studying cultural texts which are purview of humanities scholarship.	The course provides social analysis from a social behavioral perspective. See course syllabus pp. 6-10 and table of content. Specifically, The course is divided into three sections: Part I Conceptual Frameworks: the social construction of race; class issues; the social construction of gender; heterosexism; and ableism. Part II Key Issues in Social and Cultural Analysis: religion; transgender politics; body image and aging. And Part III Taking Action for Social change: reflections; activism, and voice. In Part I: Identity the readings by Lee Anne Bell, Rita Hardiman, et. al., Beverly Tatum, and Gwyn Kirk predominately draw from social and behavioral interdisciplinary scholarship that includes sociology, education, and ethnic studies. The sections on the social construction of race are based on sociology and psychology (Tatum, and Ayzavian), while the reading by Castaneda is based on

		<p>communication studies. The Social Construction of Gender, is sociology and ethnic studies (Butler, hooks, LaDuke). The section on Class Issues is based on sociology and economics (Oliver & Shapiro, hooks, Morgenson, and Leondar-Wright). The Section Heterosexism combines gender studies and sociology (Blumenfeld, Gokhale). Ablism draws from communication studies. The section Religion, draws from sociology and anthropology (Lippy, Joshi). Transgender Politcs & Body Image and Aging draw from sociology, gender studies, and psychology (Meyerowitz, Ware, Lie, Bell & Gullette). Part III Reflections are primarily sociological perspectives on social change (see Pharr, Love, Harro, Evans, Willie, Wendell), psychology (Murphy) and Communication Studies (Peters, et. al.).</p>
3a	<p>The course emphasizes the distinct knowledge base of the social and behavioral studies. The course focuses on social and behavioral sciences from a variety of perspectives including sociology, anthropology, psychology, and interdisciplinary studies.</p>	<p>For example, see course descriptor: 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, and Women & Gender Studies. Students are exposed to the distinct knowledge base of the social and behavioral studies throughout the semester. Part I Conceptual Frameworks, specifically the readings by Lee Anne Bell "Theoretical Foundations" and Rita Hardiman, Bailey W. Jackson, and Pat Griffin "Conceptual Foundations" set the framework for the semester on how to conduct social anlysis from three levels: individual, cultural, and structural, and micro, meso, macro levels of analysis. See syllabus pp. 6-8.</p>
4	<p>Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>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</p>

		<p>students in order 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 the description of action project on p. 5 of the syllabus.</p>
--	--	--

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*, 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**

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

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

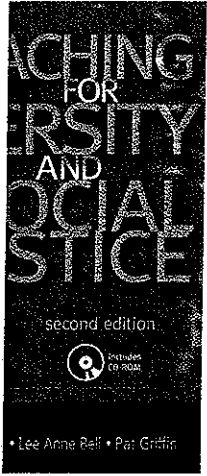
11/29 Student Presentation

Week 16

12/1 Review Final Exam

Final Exam

12/6 Final Exam



Readings for Diversity and Social Justice

Third Edition

ice has been
. The thoroughly
h an accessible
s. Building on the
nd edition offers
ng the hands-on

s of
nder
and
and examples.
pant
justice issues
dress typical

visit
952002

Contents

<i>Table of Intersections</i>	xv
<i>Acknowledgements</i>	xxiii
<i>Readings for Diversity and Social Justice: A General Introduction</i>	xxvi

SECTION 1 CONCEPTUAL FRAMEWORKS 1

Introduction	1
<i>Maurianne Adams</i>	
1 The Complexity of Identity: "Who Am I?"	6
<i>Beverly Daniel Tatum</i>	
2 Identities and Social Locations: Who Am I? Who Are My People?	9
<i>Gwyn Kirk and Margo Okazawa-Rey</i>	
3 The Social Construction of Difference	15
<i>Allan G. Johnson</i>	
4 Theoretical Foundations	21
<i>Lee Anne Bell</i>	
Conceptual Foundations	26
<i>Rita Hardiman, Bailey W. Jackson, and Pat Griffin</i>	
5 Five Faces of Oppression	35
<i>Iris Marion Young</i>	
6 The Cycle of Socialization	45
<i>Bobbie Harro</i>	
7 Structure as the Subject of Justice	52
<i>Iris Marion Young</i>	

SECTION 2 RACISM 57

Introduction	57
<i>Carmelita (Rosie) Castañeda and Ximena Zúñiga</i>	
Context	
8 Defining Racism: "Can We Talk?"	65
<i>Beverly Daniel Tatum</i>	
9 A Different Mirror	68
<i>Ronald Takaki</i>	
10 Symbolic Racism, History, and Reality: The Real Problem with Indian Mascots	73
<i>Kimberly Roppolo</i>	

11	The Possessive Investment in Whiteness <i>George Lipsitz</i>	77	10	In the A Sarah J
12	Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing <i>Andrea Smith</i>	86	11	Bludon Thomas
13	<i>La conciencia de la mestiza: Towards a New Consciousness</i> <i>Gloria Anzaldúa</i>	92	12	Traffick U.S. De
14	Patrolling Racial Borders: Discrimination Against Mixed Race People <i>Heather Dalmage</i>	96	13	Wealth Rakosh
15	Injustice for All: The Rise of the U.S. Immigration Policing Regime <i>National Network for Immigrant and Refugee Rights</i>	102	Voices	
Voices			14	Bonds c Mary Ro
16	Finding My Eye-identity <i>Olivia Chung</i>	109	15	White Pi bell hook
17	Identification Pleas <i>Eric Gansworth</i>	111	16	Why Cal Saint
18	The Arab Woman and I <i>Mona Fayad</i>	114	17	Classifie Karen Pitt
19	My Tongue is Divided into Two <i>Quique Aviles</i>	115	18	The Deb Gretchen
20	The Emperor's New Clothes <i>Patricia J. Williams</i>	119	Next Steps	
21	Waking Up White: What It Means to Accept Your Legacy, for Better and Worse <i>Jan Arminio</i>	125	19	How Occ Sarah var
Next Steps			20	"Classisr Betsy Leo
22	Women, Race, and Racism: A Dialogue in Black and White <i>Andrea Ayzajian and Beverly Daniel Tatum</i>	127	21	Deep The Karen Pitt
23	FLEXing Cross-cultural Communication <i>Carmelita (Rosie) Castañeda</i>	134	22	Distributi Tamara Sc
24	The Personal is Political <i>Richard (Chip) Smith</i>	135	SECTION 4 RELIG	
SECTION 3 CLASSISM		141	Introduction	
Introduction		141	<i>Maurianne</i>	
<i>Maurianne Adams</i>			Context	
Context			43	Christian I Charles H.
25	Class in America—2006 <i>Gregory Mantsios</i>	150	44	Christian I Lewis Z. Sc
26	The Dangerous Consequences of Growing Inequality <i>Chuck Collins, Felice Yeskel, with United for a Fair Economy and Class Action</i>	157	45	Christian I Christianit Warren J. L
27	Race, Wealth, and Equality <i>Melvin L. Oliver and Thomas M. Shapiro</i>	164	46	Religious t Khyati Y. Jo
28	What's Debt Got to Do with It? <i>Brett Williams</i>	171	47	Precedent: Raul Hilber
29	At the Elite Colleges <i>Peter Schmidt</i>	175	48	Maps—Hi: Sir Martin C

77	30	Is the Near-Trillion-Dollar Student Loan Bubble About to Pop? <i>Sarah Jaffe</i>	176
ng Women of 86	31	Students with Disabilities: Financial Aid Policy Issues <i>Thomas R. Wolanin</i>	180
92	32	Trafficking in Persons Report 2011 <i>U.S. Department of State</i>	182
96	33	Wealth Gaps Rise to Record Highs Between Whites, Blacks, Hispanics: Twenty-to-One <i>Rakesh Kochhar, Richard Fry, and Paul Taylor for the Pew Research Center</i>	190
102	Voices		
109	34	Bonds of Sisterhood—Bonds of Oppression <i>Mary Romero</i>	192
111	35	White Poverty: The Politics of Invisibility <i>bell hooks</i>	199
114	36	Why Can't Everybody Fear me like That? <i>Saint</i>	202
115	37	Classified: How To Stop Hiding Your Privilege and Use It for Social Change <i>Karen Pittelman and Resource Generation</i>	205
119	38	The Debt Trap: Given a Shovel, Americans Dig Deeper into Debt <i>Gretchen Morgenson</i>	207
and Worse 125	Next Steps		
127	39	How Occupy Wall Street Changes Everything <i>Sarah van Gelder</i>	212
134	40	"Classism From Our Mouths" and "Tips From Working-Class Activists" <i>Betsy Leonard-Wright</i>	216
135	41	Deep Thoughts About Class Privilege <i>Karen Pittelman and Resource Generation</i>	221
141	42	Distributing Income: You Be the Judge <i>Tamara Sober Giecek with United for a Fair Economy</i>	225
141	SECTION 4 RELIGIOUS OPPRESSION		229
150	Introduction		229
157	<i>Maurianne Adams and Khyati Y. Joshi</i>		
164	Context		
171	43	Christian Nation or Pluralistic Culture: Religion in American Life <i>Charles H. Lippy</i>	237
175	44	Christian Privilege: Breaking a Sacred Taboo <i>Lewis Z. Schlosser</i>	243
Action	45	Christian Privilege and the Promotion of "Secular" and Not-So "Secular" Mainline Christianity in Public Schooling and in the Larger Society <i>Warren J. Blumenfeld</i>	244
	46	Religious Oppression of Indian Americans in the Contemporary United States <i>Khyati Y. Joshi</i>	250
	47	Precedents: The Destruction of the European Jews <i>Paul Hilberg</i>	255
	48	Maps—History of Anti-Semitism <i>Sir Martin Gilbert</i>	257

49	"Working it Out" and "See You in Court" <i>Diana Eck</i>	270	80	Women's <i>Aaron Bel</i>
50	Native American Religious Liberty: Five Hundred Years After Columbus <i>Walter R. Echo-Hawk</i>	277	Voices	
51	Taking the Indian Out of the Indian: U.S. Policies of Ethnocide through Education <i>Donald A. Grinde Jr.</i>	281	87	The Body <i>Abra Forti</i>
52	From Pearl Harbor to 9/11: Lessons from the Internment of Japanese American Buddhists <i>Duncan Ryūken Williams</i>	283	88	Connect: <i>Robin Mo</i>
53	A Somali Influx Unsettles Latino Meatpackers <i>Kirk Semple</i>	286	89	He Works <i>Gwyn Kirk</i>
Voices			Next Steps	
54	Jews in the U.S.: The Rising Costs of Whiteness <i>Melanie Kaye/Kantrowitz</i>	289	70	Promises <i>Ross Neer</i>
55	Oral History of Adam Fattah <i>Amriā Ahmad</i>	294	71	To Stop t <i>Alice Walk</i>
	Oral History of Hagar Omran <i>Hoda Zawam</i>	296	72	National I <i>National L</i>
56	Modesto-Area Atheists Speak Up, Seek Tolerance <i>Sue Nowicki</i>	297	73	Heartbrok <i>Rebecca F</i>
	Student Faces Town's Wrath in Protest Against a Prayer <i>Abby Goodnough</i>	299	74	Stop the I <i>Ann Russc</i>
Next Steps			75	Grassroot <i>Winona La</i>
57	Creating Identity-Safe Spaces on College Campuses for Muslim Students <i>Na'ilah Suad Nasir and Jasiyah Al-Amin</i>	301	76	Unbowed <i>Wangari N</i>
58	Religious Diversity in Schools: Addressing the Issues <i>Catharine R. Whittaker, Spencer Salend, and Hala Elhoweris</i>	305	SECTION 6 HETER	
59	Pioneers in Dialogue: Jews Building Bridges <i>Reena Bernards</i>	310	Introduction	
SECTION 5 SEXISM		317	<i>Warren J. .</i>	
Introduction		317	Context	
	<i>Heather W. Hackman</i>		77	How Hom <i>Warren J. .</i>
Context			78	The InterS <i>Deepali Gc</i>
60	"Night to His Day": The Social Construction of Gender <i>Judith Lorber</i>	323	79	Privilege <i>Devon W. t</i>
61	Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity <i>Michael S. Kimmel</i>	329	80	Sport: Wh <i>Pat Griffin</i>
62	Patriarchy, the System: An It, Not a He, a Them, Or an Us <i>Allan G. Johnson</i>	334	Voices	
63	Feminism: A Movement to End Sexist Oppression <i>bell hooks</i>	340	81	Real Men <i>Charles M.</i>
64	Violence against Women Is a Men's Issue <i>Jackson Katz</i>	342	82	The Lovin <i>Anna Quinc</i>
65	Out-of-Body Image <i>Caroline Heldman</i>	346	83	Mestiza/o <i>Daniel E. S</i>

	270	66	Women's Pay: Why the Gap Remains a Chasm <i>Aaron Bernstein</i>	349
ibus	277	Voices		
ugh Education	281	67	The Body Politic <i>Abra Fortune Chernik</i>	351
ase-American Buddhists	283	68	Connect: A Web of Words <i>Robin Morgan</i>	354
	286	69	He Works, She Works, But What Different Impressions They Make <i>Gwyn Kirk and Margo Okazawa-Rey</i>	355
		Next Steps		
	289	70	Promises Made <i>Ross Neely</i>	356
	294	71	To Stop the Violence against Women <i>Alice Walker</i>	358
	296	72	National Latina Institute for Reproductive Health (NLIRH) Statement on Healthcare for All <i>National Latina Institute for Reproductive Health</i>	360
	297	73	Heartbroken: Women of Color Feminism and the Third Wave <i>Rebecca Hurdis</i>	361
	299	74	Stop the False Race/Gender Divide: A Call to Action <i>Ann Russo and Melissa Spatz</i>	365
		75	Grassroots: Introduction <i>Winona LaDuke</i>	367
Students	301	76	Unbowed: A Memoir <i>Wangari Maathai</i>	369
	305			
	310	SECTION 6 HETEROSEXISM		373
		Introduction		373
		<i>Warren J. Blumenfeld</i>		
	317	Context		
	317	77	How Homophobia Hurts Everyone <i>Warren J. Blumenfeld</i>	379
		78	The InterSEXion: A Vision for a Queer Progressive Agenda <i>Deepali Gokhale</i>	388
	323	79	Privilege <i>Devon W. Carbado</i>	391
nstruction of Gender Identity	329	80	Sport: Where Men Are Men and Women Are Trespassers <i>Pat Griffin</i>	398
	334	Values		
	340	81	Real Men and Pink Suits <i>Charles M. Blow</i>	403
	342	82	The Loving Decision <i>Anna Quindlen</i>	404
	346	83	Mestiza/o Gender: Notes towards a Transformative Masculinity <i>Daniel E. Solís y Martínez</i>	406

116	Police Make Life Hell for Youth of Color <i>Kathy Durkin</i>	558
117	Ageism: Another Form of Bigotry <i>Robert N. Butler</i>	559
118	Aging with Disabilities: Ageism and More <i>Debra J. Sheets</i>	565
119	Black Elderly <i>Center on Aging Studies, University of Missouri—Kansas City</i>	567
Voices		
120	Regardless of What You Were Taught to Believe: There Is Nothing Wrong with You: For Teens <i>Cheri Huber</i>	569
121	Elder Liberation Draft Policy Statement <i>Marge Larabee</i>	571
122	People of Color Over Fifty <i>Dottie Curry</i>	576
Next Steps		
123	Chicago's Peace Warriors <i>Kazu Haga</i>	577
124	Allies to Young People: Tips and Guidelines on How to Assist Young People to Organize <i>Jenny Sazama with help from teens in Boston</i>	582
125	Taking a Stand Against Ageism at All Ages: A Powerful Coalition <i>Margaret M. Gullette</i>	584
126	What Allies of Elders Can Do <i>Patricia Markee</i>	587
SECTION 10 WORKING FOR SOCIAL JUSTICE: VISIONS AND STRATEGIES FOR CHANGE		589
Introduction <i>Ximena Zúñiga</i>		589
Context		
127	Reflections on Liberation <i>Suzanne Pharr</i>	594
128	Developing a Liberatory Consciousness <i>Barbara J. Love</i>	601
129	Toward a New Vision: Race, Class, and Gender <i>Patricia Hill Collins</i>	606
130	What Can We Do? <i>Allan G. Johnson</i>	612
131	The Cycle of Liberation <i>Bobbie Harro</i>	618
Voices		
132	Courage <i>Cornel West</i>	625
133	Allies <i>Gloria E. Anzaldúa</i>	627

Permissio
About the

