ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/5/09

1. ACADEMIC UNIT: Division of Humanities, Arts, and Cultural Studies

2. COURSE PROPOSED: AMS 330 Introduction to American Lives
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Gloria Cuadrax  Phone: 543-3018
   Mail Code: 3051  E-Mail: gloria.cuadrax@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0730.

5. 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. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry - L  [ ]
   - Mathematical Studies - MA [x]  CS [ ]
   - Humanities, Fine Arts and Design - HU [x]
   - Social and Behavioral Sciences - SE [ ]
   - Natural Sciences - SQ [ ]  SG [ ]

   Awareness Areas
   - Global Awareness - G [x]
   - Historical Awareness - H [ ]
   - Cultural Diversity in the United States - C [x]

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  [x] No  [ ] Yes; Please identify courses: __________________________
Is this an unlisted course?:  [x] No  [ ] Yes; Is it governed by a common syllabus? __________________________

Chair/Director  (Print or Type)
Date:  2-15-09

Chair/Director  (Signature)

Monica J. Casper

New Course

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
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 of American Indians, Hispanic Americans, 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.
Cultural Diversity [C]
Page 2

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

<table>
<thead>
<tr>
<th>ASU--[C] CRITERIA</th>
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<td>CULTURAL DIVERSITY IN THE UNITED STATES</td>
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1. A Cultural Diversity course must meet the following general criteria:

   The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.

   - [ ] Yes
   - [ ] No

2. A Cultural Diversity course must then meet at least one of the following specific criteria:

   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.

   - [ ] Yes
   - [ ] No

   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.

   - [ ] Yes
   - [ ] No

   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.

   - [ ] Yes
   - [ ] No

   *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: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>Example - See 2b. Compares 2 U.S. cultures</td>
<td>Example - Compares Latino &amp; African American Music</td>
<td>Example - See Syllabus Pg. 5</td>
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AMS 330:
INTRODUCTION TO AMERICAN LIVES

Dr. Gloria H. Cuádraz
Gloria.Cuadraz@asu.edu
Office Hours: Tuesdays, 11:00-12:00 noon.

This course examines the intersections of biography and history by taking as its theme the notion of meritocracy and meritocratic ideology in the United States. We deliberate "private troubles" and "public issues" in autobiographies, ethnographic studies, and journalistic accounts written and conducted in contemporary U.S. context. The complexity of American lives and the diversity along racial/ethnic and class lines are explored as we tackle the ideology of the American Dream and its significance within U.S. culture and within the context of structures of opportunity and institutional constraints.

Required Books:


Course Requirements:

This course is designed to combine lectures with an array of learner-centered strategies. Be prepared to discuss the readings and supplemental readings by the DATE noted on the syllabus. Quizzes will be announced as we proceed through the readings and they will consist of short answers, exercises, and/or presentations. You will have the option of dropping the lowest grade among your quizzes. Make-ups for missed quizzes will not be allowed. The instructor reserves the right to make changes in the syllabus and assignments, including additional readings as I deem necessary.

*This is a living, breathing document that you can expect will change over the course of the semester!
Grades:

Grades will be based on quizzes, midterm, and final exam.

1) Quizzes, Essays (40%)
2) Midterm (30%)
3) Final Exam (30%)

Grading Scale:

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Week #1:

1/16: Introductory Lecture
Video: Who’s Getting Rich and Why Aren’t You?

Week #2: The Working Poor and the American Dream

"Introduction" and "Scrubbing in Maine" in Nickel and Dimed.
Mills, C.W. "The Promise" in The Sociological Imagination (DR)
Video: Making Ends Meet

Week #3: The Culture of Meritocracy and the Psychology of Failure

"Rejected Managers and the Culture of Meritocracy" in Falling From Grace (DR)

"Serving in Florida" in Nickel and Dimed.
"Selling in Minnesota" in Nickel and Dimed.
"Evaluation" in Nickel and Dimed.

Week #4: Life Chances, Individualism, and the Meaning of Democracy

"Selling in Minnesota" in Nickel and Dimed.
"Evaluation" in Nickel and Dimed.

June Jordan’s "Waking Up in the Middle of Some American Dream" in Technical Difficulties, (DR)
Week #5: Why do the Working Class end up in Working Class Jobs?

Video: Class Photo

Week #6: The “Leveling of Aspirations” and the Structuring of Inequality

Video: The Two Nations of Black America

Week #7: ...And Inequality Reproduced

“The Hallway Hangers: Dealing in Depair”; The Brothers: Dreams Deferred”; “Conclusion: Outclassed and Outcast(e) in Ain’t No Makin’ It.

Week #8: In search of the American Dream: Quintessential American Journeys

Enrique’s Journey (all)
Video: TBA

Week #9:

SPRING BREAK

Week #10: Cultural Diversity, Achievement Ideology, and the ‘Price of the Ticket’

Paper Daughter (all)

Week #11: Lives of the Richistanis: Privilege and the Reproduction of Wealth

Richistan, 1st half

Week #12: Inherited Wealth and Privileged Malaise

Richistan, 2nd half

Week #13: Life Notes From the “Other America”

The Glass Castle, 1st half
Week #14: Hope, Poverty, and the American Dream

The Glass Castle, 2nd half

Week #15:

REVIEW FOR FINAL EXAM

Week #16:

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When Father Lived in Wichita

CHAPTER 11:
TASP

CHAPTER 12:
Radcliffe

EPILOGUE:
The Second Immigration
Falling from Grace

The Experience of Downward Mobility in the American Middle Class

KATHERINE S. NEWMAN

VINTAGE BOOKS
A Division of Random House, Inc.
New York
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THE GLASS CASTLE
a memoir

Jeannette Walls

SCRIBNER
New York  London  Toronto  Sydney
Ain't No Makin' It

Aspirations and Attainment in a Low-Income Neighborhood

Jay MacLeod
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