

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School	College of Integrative Sciences and Arts	Department	<b>Counseling and Counseling Psychology</b>
Prefix	<b>CAP</b> Number	Title	Self in a Multicultural Society
	220		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

*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: Describes current theory and research on diversity in race, culture, ethnicity, gender, sexual orientation and other related aspects through the lens of counseling psychology.

**Requested designation:** Cultural Diversity in the United States - C    **Mandatory Review:** No

*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](mailto: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
- [Cultural Diversity in the United States courses \(C\)](#)

**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

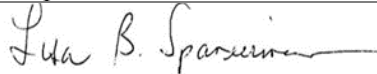
**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Devina Wadhwa E-mail dbajaj@asu.edu Phone 480-273-0179

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Lisa Spanierman Date: 6/1/17

Chair/Director (Signature): 

**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.

<b>ASU--[C] CRITERIA</b>		
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>		
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 <b>contemporary</b> U.S. Society.
		2. A Cultural Diversity course must then meet <b>at least one</b> 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.
<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 Prefix	Number	Title	General Studies Designation
CAP	220	Self in a Multicultural Society	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 checklist)	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
See 1. The course addresses cultural diversity in contemporary U.S. society.	The main objective of this course is to enhance understanding of current theories and research on culture, race/ethnicity, gender, and other specific aspects of cultural diversity in a multicultural society. Across the semester, students will explore themes, theories, topics, and research related to power, privilege, and oppression in the United States.	See syllabus pg. 1, and pgs 5-11. Through weekly readings, lectures, and exams students will be able to: 1. Define and explain core concepts of human diversity including, but not limited to: race, ethnicity, socioeconomic status, religion, age, disability, gender, and sexual orientation. 2. Develop self-awareness of one's social identities in the context of a multicultural society. 3. Analyze critically power, privilege, and oppression within interpersonal and societal contexts and norms. 4. Understand how social, historical, and political dimensions influence contemporary experiences of members of various minority and majority groups.  See syllabus pg. 4. Even the assignments for this course, meet this requirement as shown below: 1. The "current event paper" is designed to help students view real events in the cultural diversity context. Students are expected to identify a news

		<p>event that relates to a cultural diversity topic/issue and write a commentary on the story.</p> <p>3. The "ethnographic interview" paper is designed to enhance knowledge and awareness about a cultural or ethnic group by asking students to interview a person from another cultural background on various topics. Students are encouraged to design their own questions to further their knowledge about the interviewees' represented cultural group.</p>
<p>See 2b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or worldviews of two or more diverse groups in the U.S.</p>	<p>We will compare and contrast different aspects of U.S. cultural diversity - including sections on language, appearance, class, race/ethnicity, gender, sexual orientation, religious, and ability diversity.</p>	<p>See page 1 of syllabus. Through course readings, lectures, and exams students will understand and appreciate cultural diversity in the U.S. Specifically, the learning outcomes of this this course will ensure that students can</p> <ol style="list-style-type: none"> <li>1. Define and explain core concepts of human diversity including, but not limited to: race, ethnicity, socioeconomic status, religion, age, disability, gender, and sexual orientation.</li> <li>2. Develop self-awareness of one's social identities in the context of a multicultural society. There are several ways in which this criteria are met:             <ol style="list-style-type: none"> <li>1. Syllabus page Syllabus pages 5-11. The course readings are designed to enhance knowledge about cultural diversity in the U.S.. Specifically, students will learn about diversity in various forms (racial/ethnic groups, appearance, class, gender, religion, physical ability, and language). In addition, students will also learn about the various issues related to cultural diversity including prejudice, discrimination, racism, sexism, and others.</li> </ol> </li> </ol> <p>See page 4 of syllabus. This criteria is also met by assignments for this course.</p>

		<p>2. The "ethnographic interview" paper is designed to enhance knowledge and awareness about a cultural or ethnic group by asking students to interview a person from another cultural background on various topics. Students are encouraged to design their own questions to further their knowledge about the individual's represented cultural group.</p> <p>3. Cultural roots paper and sharing. In accordance with course objective #2, students will begin the class with a brief essay exploring their socio-cultural identities. Students MUST discuss their race, ethnicity, social class, gender, sexual orientation, religion, AND ability status as they understand them. They should incorporate concepts used from the conceptual frameworks of the class, including: identity, privilege, oppression, and Harro's cycle of socialization. Indicate, for example, whether you had discussions about race, gender, class, etc. in your families of origin. For example, "Traditional gender roles were strongly reinforced in my family" OR "Sexual orientation was rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way."</p>
<p>See 2c. This course is primarily a study of the social, economic, political or psychological dimensions of relations between and among diverse groups - race, ethnicity, gender, etc.</p>	<p>Course learning outcomes include</p> <p>a. Understand how social, historical, and political dimensions influence contemporary experiences of members of various minority and majority groups.</p> <p>b. Define and understand key concepts and theories in diversity and social oppression as they relate to sexism, racism, heterosexism, classism, religious oppression, linguistic bias, and ableism.</p>	<p>Syllabus pages 5-11</p> <p>The course readings were selected to enhance learning about contemporary experiences of majority and minority groups from a social, historical, and political perspective. Second, students will explore various issues related to diversity such as sexism, racism, heterosexism, classism, religious oppression, linguistic bias, and ableism.</p> <p>Page 4 of syllabus. The assignments in this course also reflect the criteria.</p>

		<p>1. The "ethnographic interview" paper is designed to enhance knowledge and awareness about a cultural or ethnic group by asking students to interview a person from another cultural background on various topics. Students are encouraged to design their own questions to further their knowledge about the individual's represented cultural group.</p> <p>2. Cultural roots paper and sharing. In accordance with course objective #2, students will begin the class with a brief essay exploring their socio-cultural identities. Students MUST discuss their race, ethnicity, social class, gender, sexual orientation, religion, AND ability status as they understand them. They should incorporate concepts used from the conceptual frameworks of the class, including: identity, privilege, oppression, and Harro's cycle of socialization. Indicate, for example, whether you had discussions about race, gender, class, etc. in your families of origin. For example, "Traditional gender roles were strongly reinforced in my family" OR "Sexual orientation was rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way."</p>
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**COURSE SYLLABUS****CAP 220 Self in a Multicultural Society (3 Credits)****Semester and Year****Section Number and Time***\* This syllabus and schedule are open to revision \**

Instructor: \*\*\*\*\*

Office: \*\*\*\*\*

Office hours: \*\*\*\*\*

Email: \*\*\*\*\*

Phone: \*\*\*\*\*

**Course Information**

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, please visit our website: <http://cisa.asu.edu>. If you have questions or concerns, please contact the instructor or send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

**Description and Objectives**

In this course, we will consider current theories and research on culture, race and ethnicity, gender, and other specific aspects of cultural diversity in a multicultural society. Across the semester, we will explore themes, theories, topics, and research related to power, privilege, and oppression in the United States.

**Learning Outcomes**

Through weekly lectures, assigned readings, and exams you will be able to:

- 1) Define and explain core concepts of human diversity including, but not limited to: race, ethnicity, socioeconomic status, religion, age, disability, gender, and sexual orientation.
- 2) Develop self-awareness of one's social identities in the context of a multicultural society.
- 3) Analyze critically power, privilege, and oppression within interpersonal and societal contexts and norms.
- 4) Understand how social, historical, and political dimensions influence contemporary experiences of members of various minority and majority groups.
- 5) Summarize and use intergroup dialogue techniques (e.g., perspective taking, active listening, and so forth) to examine issues related to cultural diversity.
- 6) Define and understand key concepts and theories in diversity and social oppression as they relate to sexism, racism, heterosexism, classism, religious oppression, linguistic bias, and ableism.

**Required Textbook and Additional Materials**

Adams, M., Blumenfeld, W.J., Castañeda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.). (2013). *Readings for diversity and social justice: Third Edition*. New York/London: Routledge. ISBN: 9780415892940

Notes: Additional **required** readings (e.g., scientific articles, news articles, and/or handouts) also will be posted on the class website.



### **Class Website**

Essential course materials are available on a Blackboard website accessible through MyASU. It is your responsibility to be proficient in using Blackboard and its required processes. Students need to be proactive in ensuring they are skilled in Blackboard's processes in order to complete assignments on time. Technology excuses for late or incomplete assignments will not be accepted. **You will be responsible for checking Blackboard daily.** If you have any questions about how to use Blackboard, please contact staff at [myasu-q@asu.edu](mailto:myasu-q@asu.edu) or (480) 965-6500, [bbhelp@is.asu.edu](mailto:bbhelp@is.asu.edu) or (480) 965-6739 or [dlt-tech@asu.edu](mailto:dlt-tech@asu.edu) or (480) 965-6922 or view the following website: <https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students>.

### **Policies**

**Student Conduct:** You are expected to listen to and interact with each other in a respectful manner. Students in this class are from diverse backgrounds; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to learn from their differences. Students may debate with others who hold opinions different from their own, but must maintain respect for all students at all times.

**Academic Integrity:** Students are to submit original work in accordance with ASU's policy on academic integrity (<http://provost.asu.edu/academicintegrity>). **Any act of cheating or plagiarism can be grounds for receiving an "XE" as a grade on your transcript.** Self-plagiarism is subject to sanctions as well as copying another person's words, ideas, or materials without proper citation. Students are responsible for submitting original work for every assignment. Self-plagiarism falls under the umbrella of plagiarism per University Academic Integrity policies and is not taken lightly in this course or at this university. Depending on the severity of the offense, consequences may include receiving a zero, reporting offense to the University, or receiving an "XE" in the course.

**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://eoss.asu.edu/wellness/sexualassault>.

**Threatening Situations:** All incidents and allegations of violent or threatening conduct by an ASU student must be reported to the ASU Police Department and the Office of the Dean of Students.

**Disability Accommodations:** Students who desire accommodations for a disability should contact (Disability Resource Center) DRC as early as possible (i.e., before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to contact the DRC and inform the instructor. Please visit ASU's disability resource center website for more information <http://www.asu.edu/studentaffairs/ed/drc/>.

**Attendance, Participation & Grades:** Attendance is mandatory. Your participation is an integral part of what you learn; you cannot participate if you are not in class. It is expected that all students will participate and invest in class activities and discussion. If you have an instructor-approved excused absence and have made prior arrangements, it is your responsibility to talk with the instructor about an assignment that may earn you those points you missed that day (this may not be possible in all cases).

- You can earn 2 points for each class session. If you choose not to attend a class period you will not be eligible for those points. Engaging in thoughtful discussion and participating in class activities is a very important part of learning in this course. Inappropriate use of **cell phones** or **laptops** or reading other materials during class will be considered not participating, and you will lose participation points. Arriving late or leaving early will result in point deductions.
- **Accommodation for religious practices:** If you must miss class for religious practices, please let me know at least 48 hours in advance.
- **Accommodation for university- sanctioned activities:** If you must miss class for university- sanctioned activities, please let me know at least 48 hours in advance.

**Late Assignments:** Unless otherwise documented on the website, assignments are due in class. In the **UNLIKELY** event that you are unable to complete the assignments on time due to a legitimate, verifiable, and documented excuse, you must let me know at least one class period before the due date in order for an extension to be considered. An assignment that is turned in after class on the due date will be penalized 25% of the total points earned. If the assignment is not turned in by the end of the following class period, 50% will be deducted from the total points earned. **No assignments will be accepted after 48 hours from the due date.** Technology failure is no excuse for turning in late work. There are open access computer centers on campus for your use in case something happens to your home computer. Also, saving your work often, having backups, and saving assignment upload receipts sent by Blackboard, are all methods of avoiding technology issues.

**Grades:** It is your responsibility to track your grade on Blackboard and to contact the instructor within 48 hours from when it appears, if there is an inconsistency. If you do not receive a response from the instructor within 48 hours, you can assume I did not receive your email and should send it again.

Point Distribution		
1	Cultural roots sharing paper	30 points
2	Current event paper	30 points
3	Ethnographic interview paper	60 points
4	Exam 1	50 points
5	Exam 2	50 points
6	Exam 3	50 points
7	Class Participation/Attendance/Assignments	30 points
	<b>Total Points</b>	<b>300 points</b>

**Course Grading System:** Grades will be determined by the percentage you accumulate out of the total possible points:

97-100 = A+	93-96 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-82 = B-	
77-79 = C+	70-76 = C	60-69 = D	59 & below = F

## **Assignments and Exams**

### **Cultural roots paper and sharing**

In accordance with course objective #2, students will begin the class with a brief essay exploring their socio-cultural identities. Students **MUST** discuss their race, ethnicity, social class, gender, sexual orientation, religion, AND ability status as they understand them. They should incorporate concepts used from the conceptual frameworks of the class, including: identity, privilege, oppression, and Harro's cycle of socialization. Indicate, for example, whether you had discussions about race, gender, class, etc. in your families of origin. For example, "Traditional gender roles were strongly reinforced in my family" OR "Sexual orientation was rarely discussed in my family. When the topic came up, it was mostly talked about in a negative way."

Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. The paper should be in first person and illustrative examples may be used. Furthermore, be prepared to briefly (3-4 mins) summarize and share excerpts from your paper in class and bring to class a drawing, a picture, personal item, lyrics of a song (if it's brief), poem, etc. in order to facilitate group dialogue. The only presentation medium that you will not be able to use is a computer. (*Assignment adapted from Dr. Richard Shin*)

The paper should be 2-4 pages in length (Times New Roman, 12-point font, 1-inch for all margins, double spaced, does not need a title page). Proper citations and references should follow the APA style (6th Edition). Papers will also be graded for grammar and spelling. Please proofread.

**Current Event Paper:** Find one current event news article from newspapers, magazines, or legitimate online news source (2016-present) relating to one of the topics from the class. Articles that have been discussed/presented by the instructor are not acceptable. Include a 1-2 page discussion of the article and comment on how the news story illustrates at least one specific theme of the course. You must turn in both the article and your typed summary to be eligible to receive the full point. If you are unsure of its relevance, get instructor approval *before* completing the assignment.

**Ethnographic Interview Paper:** For the ethnographic interview you will interview a person who is culturally different from you (e.g., racial and ethnic background). You will need to conduct your interview in a specific format. You will prepare a set of questions prior to meeting with your interviewee. During the interview, you will keep notes, which will help you write the 6-7 page paper about your ethnographic experience (double-spaced, size 12, Times New Roman font, 1 inch page margins). The instructor reserves the right to request copies of your notes. More information about the paper will be provided during class, including the specific grading criterion that will be used to evaluate your paper. In addition, more information can be found on the website under assignments.

## Examinations

- **Exam Content:** There will be three exams (multiple-choice questions, with the exception of Makeup Exams which include multiple-choice *and* short-answer/essay questions). Each exam will include material covered up to the date of that exam, including readings, lectures, discussion, and videos. Although lecture outlines will be available on the website, relying on the outlines without taking your own notes in class will not be sufficient to do well on the exams. Hence, attend lectures regularly and try to take good notes.
- **Missed Exams.** There are few acceptable reasons for missing an exam. Make-up exams are allowed only for those who provide *verifiable* documentation, obtain permission from the instructor 24 hours IN ADVANCE of the test, and have one of the following: Significant illness documented by a letter from a physician; an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., delivery of a baby, National Guard call-up, etc.). Students who miss an exam without satisfying these conditions will receive a ZERO for that exam. Arrangements to take a missed exam **MUST** be made within ONE WEEK of the exam date. Make-up exams differ from the original exam and include a number of short- answer/essay questions. It is possible for the make-up exam to include more difficult items.
- **Exam Grading.** Any questions you may have about the grading of your exam **MUST** be brought to the instructor within one week of reviewing your graded exam. Since you will not be allowed to take the test booklets out of the classroom, you will need to make an appointment with the TA if you would like to go over your test results again.

## Course Schedule

Week	Topic	Readings
1	Syllabus & Welcome Iris Film Documentary: “Skin Deep” (tells the story of college students discussing the realities of race relations in the United States)	Syllabus Review Class website
2	Culture, Cultural Bias, Stereotypes, Prejudice & Dialogue	1. Flick, D.L. (1999). The Understanding Process, Pp 15-38. From Debate to Dialogue: Using the Understanding Process to Transform our Conversations. Boulder, CO: Orchid Publications  2. McKay, M., Davis, M. & Fanning, P. (1999). “Listening”, In John Stewart (ed.) Bridges not Walls: A Book about Interpersonal Communication. Pp. 202-210, New York: McGraw-Hill  3. “Flexing Cross-Cultural Communication, C. R. Castaneda, p. 134-135, (2010), Readings for Diversity and Social Justice Education, 2nd Ed.

3	Worldview, Dominant Worldviews, and Structural Inequality	<p>1. "Social Construction of Difference", A.G. Johnson, p. 15-21, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. "Theoretical Foundations", Lee Ann Bell, p. 21-26, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. "Conceptual Foundations", R. Hardiman, B.W. Jackson, P. Griffin, p. 26-35, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>
4	<p>Social Identity, Multiple Social Identities, Social Stratification</p> <p>***<b>Cultural roots paper due</b>***</p>	<p>1. "The Complexity of Identity: 'Who Am I?'" B.D. Tatum, p., 6-9, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. "The Cycle of Socialization" Bobbie Harro, p. 45-52, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. "Identities and Social locations" Kirk and Okazawa-Rey, p.9-15, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>
5	Historical & Social Context of Intergroup Issues and Conflicts	<p>1. "Symbolic Racism, History and Reality: The Real Problem with Indian Mascots", K. Roppolo, p. 73-77, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. "Ideology and the Legitimization of Inequality", Martin N. Marger, (1998), <i>Social Inequality: Patterns and Process</i>, Mayfield Publishing co., Mountain View, CA</p> <p>3. "The Possessive Investment in Whiteness", George Lipsitz, p. 77-86, (2013) <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>4. "Discrimination Comes in Many Forms: Individual, Institutional, and Structural", F. L. Pincus, p. 31(2000), <i>Readings for Diversity and Social Justice Education</i></p>
6	<b>EXAM 1 (Covers Weeks 1-5)</b>	
	Developing intergroup dialogue skills	<p>-Bridging Differences Through Dialogue, Zuniga p. 635-638 (2013). <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>- Flick, D.L. (1998). Inside the understanding process. In From debate to dialogue: Using the understanding</p>

		<p>process to transform our conversations. <i>Orchid Publications</i>. Reading available on BB.</p> <p>-McKay, M., Davis, M., &amp; Fanning, P. (2009). Listening pp. 5-23. <i>Messages: The communication skills book</i>. New Harbinger Publications, Inc.: Oakland, CA. Reading available on BB.</p>
7	Power, privilege, oppression, and roles of oppression	<p>1. Injustice for All: The rise of the U.S. Immigration Policing Regime, p. 102-108, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3<sup>rd</sup> Ed</p> <p>2. “Five Faces of Oppression”, I.M. Young, p. 35-45, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3<sup>rd</sup> Ed.</p> <p>3. Goodman, D.J., (2001), “About Privileged Groups”, <i>Promoting Diversity and Social Justice: Educating People from Privileged Groups</i>, New York: Sage Publications</p>
8	Language Diversity	<p>1. Gollnick, D.M. &amp; Chinn, P.C. (2002). “Language”, <i>Multicultural Education in a Pluralistic Society</i>, sixth ed., Merrill Prentice-Hall, Columbus Ohio</p> <p>2. “My Tongue is divided in Two”, Quique Aviles, p. 115-119, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3<sup>rd</sup> Ed.</p> <p>3. “Language and Silence: Making Systems of Privilege Visible”, S.M. Wildman with A.D. Davis, p. 50, (2000), <i>Readings for Diversity and Social Justice Education</i>, 3<sup>rd</sup> Ed.</p> <p>4. “Linguicism”, N. Schniedewind and E. Davidson, p. 129, (2000), <i>Readings for Diversity and Social Justice Education</i>, 3<sup>rd</sup> Ed.</p> <p>5. Macedo, Donaldo, (2000). “The Colonialism of the English Only Movement”, <i>Educational Researcher</i>, 29, 15.</p>

9	Appearance Diversity	<p>1. “Finding my Eye-identity”, Olivia Chung, p.109-111, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. “Identification Pleas”, Erie Gansworth, p. 111-113, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. “My Jewish Nose”, pp. 62-67, Lisa Jervis, 1998, <i>Adios, Barbie: Young Women Write about Body Image and Identity</i>, ed. Ophira Edut.</p> <p>4. Dispelling Common Myths about Fat Persons”, <a href="http://naafa.org/documents/brochures/myths.html">http://naafa.org/documents/brochures/myths.html</a>. Reading on BB.</p> <p>5. “My Jewish Nose”, pp. 62-67, Lisa Jervis, 1998, <i>Adios, Barbie: Young Women Write about Body Image and Identity</i>, ed. Ophira Edut. Reading on BB</p>
10	<p>Class Diversity</p> <p><b>***Current event paper due” in class***</b></p>	<p>1. “White Poverty: The Politics of Invisibility,” b. hooks, p. 199-204, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>2. “Class in America – 2006” G. Mantsios, p. 150-156, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>3. “Race, Wealth, and Equality”, M. Oliver and T.M. Shapiro, p. 164-170, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>4. “Deep Thoughts about Class Privilege”, K. Pittelman and Resource Generation, p. 221-225, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p>
11	<b>EXAM 2 (Covers Weeks 7-11)</b>	
	Racial and Ethnic Diversity	<p>1. “A Different Mirror”, R. Takaki, p. 68-73, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>2. “Defining Racism: “Can We Talk?””, B.D. Tatum, p. 65-68, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd ED.</p> <p>3. “50 Experiences of Racially Mixed People”, M.P.P. Root, p. 98-100, (2010), <i>Readings for Diversity and Social Justice Education</i> 3rd ed.</p>

		4. "White Men and the Denial of Racism", C. Thompson, p. 104, (2000), <i>Readings for Diversity and Social Justice Education</i>
12	Gender Diversity	<p>1. 'Night to His Day': The Social Construction of Gender", J. Lorber, p. 323-329, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. "Patriarchy, the System: And it, Not a He, a Them, Or an Us", Allan, G. Johnson, p. 334-339, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. "Why the Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability Studies", Sumi Colligan, p. 485-489, (2010), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>4. "Masculinity as Homophobia": Fear, Shame, and Silence in the Construction of Gender Identity", M.S. Kimmel, p. 329-334, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>5. "Violence against Women is a Men's Issue", Jackson Katz, p. 342-346, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>
13	Sexual Orientation Diversity	<p>1. Introduction to Heterosexism", W.J. Blumenfeld, p. 373-379, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>2. "Biphobia", M. Deihl and R. Ochs, p. 385-389, (2010), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. "Becoming an Ally: A New Examination", N.J. Evans &amp; J. Washington, p 411-420, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>4. "Privilege", Devon W. Carbado, p. 391-397, (2013), <i>Readings for Diversity and Social Justice Education</i> 3rd Ed.</p> <p>5. Christian Love and Heterosexism", Cornel West, pp. 401-414, (1999) <i>The Cornel West Reader</i>, NY: Basic Books. Reading available on BB</p>
14	Religious Diversity ***Ethnographic interview paper due in class***	1. "Introduction to Religious Oppression", M. Adams, and K.Y. Joshi, p.229-237, (2013), <i>Readings for Diversity and Social Justice Education</i> , 3rd Ed.



		<p>2. “Jews in the U.S.: The Rising Costs of Whiteness”, M.K. Kantrowitz, p. 289-294, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. “Native American Religious Liberty: Five Hundred Years after Columbus”, W.R. Echo-Hawk, p. 277-280, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>4. “From Pearl Harbor to 9/11: Lessons from the Internment of Japanese American Buddhists”, D.R. Williams, p. 283-286, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>5. Christian Nation or Pluralistic Culture: Religion in American Life”, Charles H. Lippy, p.237-242, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>6. “Christian Privilege: Breaking a Sacred Taboo”, Lewis Z. Schlosser, p. 243-244, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>
15	Ability Diversity	<p>1. “Introduction to Ableism”, Carmelita, R. Castaneda, Larissa E. Hopkins, and Madeline L. Peters, p. 461-468, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. “The Social Construction of Disability”, Susan Wendell, p. 481-485, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>3. “Gawking, Gaping, Staring”, Eli Clare, p. 498-501, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>
16	Alliance and Community Building in a Diverse society	<p>1. “Recognizing Ableist Beliefs and Practices and Taking Action as An Ally”, Madeline Peters, Carmelita Castaneda, Larissa Hopkins, and Aquila McCants, p532-534, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>2. “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection”, P.H. Collins, p. 606-611, (2013), 3rd Ed.</p> <p>3. “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change”, Andrea Ayvazian, p. 625-628, (2010), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>

		<p>4. "What Can We Do?" A.G. Johnson, p. 612-618, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p> <p>5. Chapter 6: "Essence of Citizenship", Mark Robert Rank, p.146-165, (2004), <i>One Nation, Underprivileged: Why American Poverty Affects us all</i>, Oxford Press.</p> <p>6. "Allies", Gloria E. Anzaldua, p. 627-629, (2013), <i>Readings for Diversity and Social Justice Education</i>, 3rd Ed.</p>
<b>FINAL EXAM (Covers Weeks 11-16)</b>		

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#### **Additional Polytechnic Campus Support Resources**

Students are encouraged to take advantage of the following resources during this course and throughout their time at ASU.

**Career Services:** Academic Center Building (CNTR); Suite 110; (480)965-2350;  
<https://eoss.asu.edu/cs>

**Writing Center:** Academic Center Building, Room 160; (480) 727-1452;  
<https://tutoring.asu.edu/writing-centers>

**ASU Counseling Services:** Academic Center Building Suite 92; (480) 727-1255  
<https://eoss.asu.edu/counseling>

**ASU Police Department:** 480-727-3456 <https://cfo.asu.edu/police>

**International Student Success Resources:**  
<https://students.asu.edu/international/support/academic>