Course information:

Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>New College of Interdisciplinary Arts and Sciences</th>
<th>Department/School</th>
<th>Social Behavioral Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>JHR</td>
<td>Number:</td>
<td>100</td>
</tr>
<tr>
<td>Title:</td>
<td>Introduction to Social Justice and Human Rights</td>
<td>Units:</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Is this a cross-listed course? No

Is this a shared course? No

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.

Requested designation: Global Awareness – G

Mandatory Review: (Choose one)

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 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

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 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: Julie Murphy Erfani E-mail: julie.murphy.erfani@asu.edu Phone: 602-885-4916

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Scott Barclay, Director, School of Social/Behavioral Sci Date: 9/30/17
Chair/Director (Signature): Scott W. Barclay
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.  
   - Course Syllabus  
   - Course description

2. The course must match at least one of the following descriptions: (check all which may apply):
   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.
   - Course Syllabus

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
   - Course Syllabus

   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”

   - Course Syllabus
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1 Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>This course studies social justice and human rights through transnational and global perspectives.</td>
<td>Week 4 examines Gender &amp; Sexuality. Reading by Rupp provides a global history of same sex-sexuality. Week 5 Engages in transnational feminism. Week 6 studies Global Social Justice Movements. Week 8 covers everyday forms of resistance in Malaysia. Week 10 presents personal narratives of resistance in Latin America and the Caribbean. Week 11 covers the Rwandan Genocide. Week 13 looks at incarceration in an Iranian Prison camp. Week 14 examines the voices of Iraqi refugees. Week 15 looks at how individuals world-wide survive political upheaval and war.</td>
</tr>
<tr>
<td>2c</td>
<td>The course is a comparative cultural study in which more than half of the material is devoted to non-U.S. areas</td>
<td>See course syllabus: Over 50% of the course is devoted to non-U.S. areas. See Weeks 4, 5, 6, 8, 10, 11, 13, 14, &amp; 15.</td>
</tr>
</tbody>
</table>
**JHR 100 - Introduction to Social Justice and Human Rights**

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

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 global awareness of social justice and human rights issues 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 humanities and social science skills to apply the foundations of social justice and human rights 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:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-97 points</td>
<td>A+</td>
</tr>
<tr>
<td>96-93 points</td>
<td>A</td>
</tr>
<tr>
<td>92-90 points</td>
<td>A-</td>
</tr>
<tr>
<td>89-87 points</td>
<td>B+</td>
</tr>
<tr>
<td>86-83 points</td>
<td>B</td>
</tr>
<tr>
<td>82-80 points</td>
<td>B-</td>
</tr>
<tr>
<td>79-77 points</td>
<td>C+</td>
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<tr>
<td>76-70 points</td>
<td>C</td>
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<tr>
<td>69-60 points</td>
<td>D</td>
</tr>
<tr>
<td>59-00 points</td>
<td>E</td>
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</tbody>
</table>

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 do 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 devises (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 devises 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](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](http://usenate.asu.edu/problems/disruptive)

**Student Code of Conduct and Student Disciplinary Procedures**

[http://www.asu.edu/aad/manuals/usi/us104-01.html](http://www.asu.edu/aad/manuals/usi/us104-01.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](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](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://coss.asu.edu/counseling](https://coss.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 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/epoupdate/](http://www.asu.edu/epoupdate/)

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

Materialism, Intersectionality & Inequality

Materialism

Week 1


Intersectionality

Week 2


Intersectionality (Continuation)

Week 3

Gender & Sexuality

Week 4


Transnational Feminisms

Week 5


Advocacy and Social Change

Global Social Justice Movements (International and Global)

Week 6


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

**FILM SCREENING**

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

**Everyday Forms of Political Resistance (Malaysia)**
Week 8


**FILM SCREENING**

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

**Cultural Resistance (United States)**
Week 9


**Personal Narrative of Resistance (Latin America and the Caribbean)**
Week 10


**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

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

**Surviving Incarceration: Political & Mass Imprisonment**
Week 13

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

**Surviving Statelessness: Undocumented & Forced Migration**
Week 14

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


Intersectionality


Gender & Sexuality


**Cultural Resistance (United States)**


**Personal Narrative of Resistance (Latin America and the Caribbean)**

Martinez, Elizabeth, “Preface,” xi-xii. (Mexican American)
Alvarez, Julia, “I Came to Help: Resistance Writ Small,” 211-212. (Dominican American)

**Surviving Sexual Violence & Sex Trafficking**

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
Surviving Statelessness: Undocumented & Forced Migration