

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School New College of Interdisciplinary Arts and Sciences Department/School Social & Behavioral Sciences

Prefix: SBS Number: 100 Title: Introduction to Social Justice & Human Rights Units: 3

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.**

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. _____ (Required)

Requested designation: Social-Behavioral Sciences – SB **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 of School of Social and Behavioral Sci Date: 9/30/17

Chair/Director (Signature): 

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.	Syllabus / Reading List		
<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: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Political Science, Sociology, History, Anthropology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Political Science, Sociology, History, Anthropology	Syllabus / Reading List
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Political Science, Sociology, History, Anthropology				
<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). 	Syllabus / Reading List		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus / Reading List		
		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
JHR	100	Introduction to Social Justice & Human Rights	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 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)
# 1	Course advances understanding of the intersections of social class, racial, ethnic, gender & sexual identities in human interactions	Week 1 Materialism, Weeks 2 and 3 Intersectionality, Week 4 Gender & Sexuality, Week 5 Transnational Feminisms
# 2	Course emphasizes the study of social justice, human rights, global social movements, and everyday forms of resistance from the perspectives of Political Science, Sociology, History, and Anthropology.	Week 6 Global Social Justice Movements (International and Global), Week 7 Human Rights & Social Movements, Week 8 Everyday Forms of Political Resistance
# 3	Course emphasizes sociological, political, historical, and anthropological knowledge of social movements, human rights, everyday resistance to injustice, genocide, sex trafficking, mass incarceration, forced migration, and political upheaval and war.	Week 6 Global Social Justice Movements (International and Global), Week 7 Human Rights & Social Movements, Week 8 Everyday Forms of Political Resistance, Week 11 Surviving Holocaust & Genocide, Week 12 Surviving Sexual Violence & Sex Trafficking, Week 13 Surviving Political & Mass Incarceration, Week 14 Surviving Undocumented & Forced Migration, Week 15 Surviving Political Upheaval & War
# 4	Course illustrates the use of political science, sociological, historical, and anthropological perspectives and data on social injustice & human rights to resist and survive social inequalities, genocide, sexual violence, forced migration, and political upheaval and war.	Week 9 Cultural Resistance, Week 11 Surviving Holocaust & Genocide, Week 12 Surviving Sexual Violence & Sex Trafficking, Week 13 Surviving Political & Mass Incarceration, Week 14 Surviving Undocumented & Forced Migration, Week 15 Surviving Political Upheaval & War

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:

100-97 points	A+	82-80 points	B-
96-93 points	A	79-77 points	C+
92-90 points	A-	76-70 points	C
89-87 points	B+	69-60 points	D
86-83 points	B	59-00 points	E

Absence Policies: Students are expected to attend class. Only absences that can be proven will be accredited. In case of missing class due to illness students must provide a doctor's note in

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

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Guidelines for Dealing with Disruptive Students

Disruptive student guideline can be found at, <http://usenate.asu.edu/problems/disruptive>

Student Code of Conduct and Student Disciplinary Procedures

<http://www.asu.edu/aad/manuals/usi/usi104-01.html> is the web address for the full text of the Student Code of Conduct and Student Disciplinary Procedures.

Student Academic Integrity Policy

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

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Reasonable Accommodations for Students with Disabilities

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

Academic Integrity: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units.”

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for 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/epupdate/>

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

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

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

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

Intersectionality

Week 2

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

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

Intersectionality (Continuation)

Week 3

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

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

Gender & Sexuality

Week 4

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

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

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

Transnational Feminisms

Week 5

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

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

Advocacy and Social Change

Global Social Justice Movements (International and Global)

Week 6

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

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

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

FILM SCREENING

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

Human Rights and Social Movements

Week 7

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

FILM SCREENING

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

Everyday Forms of Political Resistance (Malaysia)

Week 8

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press.

“Preface,” xv-xxii.

“Chapter 2: Normal Exploitation, Normal Resistance,” 28-47.

FILM SCREENING

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

Cultural Resistance (United States)

Week 9

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

“Introduction,” 1-15.

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

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

Personal Narrative of Resistance (Latin America and the Caribbean)

Week 10

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

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

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

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

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

FILM SCREENING

“Macho,” Lucinda Broadbent (2000) 26 minutes

CRITICAL TRAUMA STUDIES & HUMANITARIANISM

Surviving the Unbearable-Holocaust and Genocide

Week 11

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

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

Immaculee Ilibagiza, *Led by Faith: Rising From the Ashes of the Rwandan Genocide (Left to Tell)*: Selected excerpts

Surviving Sexual Violence & Sex Trafficking

Week 12

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

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

Surviving Incarceration: Political & Mass Imprisonment

Week 13

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

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

Surviving Statelessness: Undocumented & Forced Migration

Week 14

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

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

Surviving Political Upheaval and War

Week 15

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

Reading List:

Materialism

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

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

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

Intersectionality

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

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

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

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

Gender & Sexuality

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

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

Cultural Resistance (United States)

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

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

Personal Narrative of Resistance (Latin America and the Caribbean)

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

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

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

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

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

Surviving Sexual Violence & Sex Trafficking

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

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

Surviving Incarceration: Political & Mass Imprisonment

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