

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/School	Leadership and Integrative Studies
Prefix: LST	Number: 470	Title: Liberal Studies Seminar--Seeking Self and Identity	Units: 3

Course description: **Advanced analysis and applicatio of theories and methods of human and social inquiry.**

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? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Literacy and Critical Inquiry--L

Mandatory Review: Yes

*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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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 Melanie Pitts E-mail melanie.pitts@asu.edu Phone NA

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 9/30/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus discussions, literary analysis, time travel project, 65% of final grade.
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Syllabus writing assignments
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus writing assignments
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"><p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p></div> C-4			

Course Prefix	Number	Title	General Studies Designation
LST	470	Seeking Self	L. HU

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	60% of the final course grade is based on writing assignments.	The following are individual writing assignments: Paper 1 5-7 pages (20 points); Memoir assignment 5-7 pages (20 points); Paper 2 7-9 pages (20 points).
2	The writing assignments require students to gather, interpret, and evaluate evidence regarding the development of self. Assignments require critical inquiry that applies, synthesizes, and compares concepts, theories, and modes of inquiry and expression from the Humanities (Art/Literature) and Social Sciences (Politics/Sociology).	<p>(20 points – 5-7 pages) Paper 1: For this paper, students summarize and evaluate what they have learned about identity from readings in the social sciences. The overarching question framing the essay is: “How do the social sciences inform a search for self and identity?” In response, students include an assessment of the various theories and models, a discussion about the type of knowledge learned, and an evaluation/analysis of the knowledge, including discussion of the limitations of social science in an investigation of identity.</p> <p>(20 points – 5-7 pages) Memoir: A memoir is a piece of autobiographical writing that is often used to contemplate meaningful moments in one's past. Because of its self-reflective nature, this type of writing has recently gained the attention of psychologists as a method of creating coherence and constructing selfhood. After reading examples of life writing as well as articles from narrative psychology, students are asked to synthesize the concepts and theories by writing memoirs of their own.</p> <p>(20 points- 7-9 pages) Paper 2: This assignment builds on Paper 1, students will evaluate and analyze what they have learned about identity from the social sciences. For this paper, students will interpret and evaluate, and synthesize what they have learned about identity from the humanities, and then discuss how the humanities enhance and broaden our understanding of identity, beyond what was learned in the social sciences. That is, what is it you learn about identity from reading and writing lyric poetry, viewing and creating self-portraits, and reading and writing your own memoir?</p>

3	<p>The syllabus contains two writing assignments that are substantial in depth, quality, and quantity (Papers 1 and 2). Both require in-depth engagement with the material and reflect critical inquiry. The two papers are scaffolded (one at midterm, one at the end) to be of increasing complexity and length. Both assignments require supporting evidence and in-text citations. They are expected to be well written and organized with attention to fluency and tone.</p>	<p>(20 points – 5-7 pages) Paper 1: For this paper, students summarize and evaluate what they have learned about identity from readings in the social sciences. The overarching question framing the essay is: “How do the social sciences inform a search for self and identity?” In response, students include an assessment of the various theories and models, a discussion about the type of knowledge learned, and an evaluation/analysis of the knowledge, including discussion of the limitations of social science in an investigation of identity.</p> <p>(20 points- 7-9 pages) Paper 2: This assignment builds on Paper 1, students will evaluate and analyze what they have learned about identity from the social sciences. For this paper, students will interpret and evaluate, and synthesize what they have learned about identity from the humanities, and then discuss how the humanities enhance and broaden our understanding of identity, beyond what was learned in the social sciences. That is, what is it you learn about identity from reading and writing lyric poetry, viewing and creating self-portraits, and reading and writing your own memoir?</p>
4	<p>Written feedback on on Paper 1 and the Memoir is provided within 4-5 days of submission in the form of comments and markups on individual submissions as well as comprehensive announcements to the class. Students are advised to use feedback to improve on future assignments, specifically Paper 2. Typically, feedback addresses critical thinking, organization, and writing.</p>	<p>Written feedback on Paper 1 and the Memoir assignment is provided within 4-5 days of submission</p> <p>Also, there are several essay discussion responses (300 words each) starting at the beginning of the term which also receive feedback throughout the the semester.</p>

Catalog Description

LST 470 Liberal Studies Seminar

Advanced analysis and application of theories and methods of human and social inquiry.

LST 470: Liberal Studies Seminar: Seeking Self and Identity

Online Course

General Studies Designation: L, HU

Course and Faculty Information

Course Description: Advanced analysis and application of theories and methods of human and social inquiry.

"All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts..."

--Shakespeare, *As You Like It* (II, vii, 139-143)

Why Study Identity??? As Liberal Studies students you have taken take classes across various disciplines, which has enabled you to see the world from multiple perspectives and increased your capacity to understand today's complex issues. For your capstone seminar, we will examine a topic from a variety of disciplinary perspectives, emphasizing the humanities and social sciences.

In this section of LST 470, we will be using a transdisciplinary approach to question and study the pursuit of identity. Issues relating to identity and the formation of the self are certainly complex. If asked the question "who are you?" there might be several answers: an ASU student, a woman, an American, an Asian-American, a man, a husband, a mother, a business major, etc. As the above quote from the Bard suggests, we play many roles during the course of each day and during the course of our lives. Selves are multiple, fluid, constantly on the move, and even virtual these days. Nevertheless, individuals typically possess a stable sense of self; that is, we feel there is something coherent and unified that defines us. But, where does that sense of coherence come from? What is the role of social and cultural identity in our overall sense of self? How do external forces and circumstances shape the individual? And, how do we best seek and express our identities?

Our exploration of identity will employ the critical lenses of psychology, social psychology, life writing, art history, and philosophy. The course will be divided into two main units. For Unit 1, we will work under the umbrella of social sciences to examine various definitions, theories, and models of identity. We also will discuss categories of social identity (including gender, race, and ethnicity) and how "difference" impacts the development of stereotypes, power struggles, and group relations. In Unit 2, we will "seek identity" from a humanities perspective by examining poetry and art. Students also will be introduced to the process of life-writing as means of establishing "self," and will be given the opportunity to test this theory by writing a memoir.

Credits: 3

Prerequisites: Liberal Studies BLS major; ENG 102, 105, or 108 with C or better; LST 370 (BIS 370) with C or better; minimum senior standing OR Visiting University Student

Instructor: Melanie Pitts

Contact Info: Melanie.Pitts@asu.edu

Office Hours: by appointment via Zoom

College Contact: This course is offered by the [College of Integrative Sciences and Arts](https://cisa.asu.edu) (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Demonstrate the ability to analyze at least one topic/theme using humanities and social sciences perspectives
2. Demonstrate the ability to synthesize humanities and social sciences perspectives

Textbooks, Required Readings and Materials

Allen, Brenda. *Difference Matters*. Waveland Press, 2011 (ISBN 1-57766-673-9)

Other readings will be available online.

Course Access

Your ASU courses can be accessed by both my.asu.edu and asu.instructure.com; bookmark both in the event that one site is down.

Computer Access Requirements

We do not recommend the use of iPads or Chromebooks for ASU Sync because these devices do not work for class exams that may be proctored remotely.

Additional Requirements

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Grading

Your grade will be determined based on the following grading schema:

Grade	Percentage	Points
A+	100% - 99%	99 - 100
A	<99-93%	93 - 98
A-	<93-90%	90 - 92
B+	<90-88%	80 - 89
B	<88-83%	83 - 88
B-	<83-80%	80 - 82
C+	<80-77%	77 - 79
C	<77-70%	70 - 76
D	<70-60%	60 - 69
E	<60%	0 - 59

EU	<60%	Failing Did Not Complete
EN	0%	Failing Never Participated

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 48 the due date in the Gradebook.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

Responses / Online Postings: Take careful note of the due dates listed on the syllabus. Late responses/ postings will not receive credit without a valid excuse e-mailed to me in advance.

Assignments: The syllabus indicates deadlines for major Writing Assignments to be submitted. Late assignments will lose one letter grade for each day past the due date.

Communicating with your Instructor and Classmates

Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

My office is located at the Polytechnic Campus (Santa Catalina Hall, 233Z). The best way to contact me is via e-mail – I check it several times a day. I will be e-mailing you at least 1-2 times

per week with notes and reminders about the class. And, I hope to hear from you this term with questions or just notes to check in or say “hello.” I’m never bothered by e-mails from students.

Although you should feel free to e-mail me anytime, there are certain circumstances where you should absolutely e-mail me, including if:

- you have a question about an assignment
- you are concerned about a grade
- you are unclear about any instructions connected to the class
- you face life circumstances that are interfering with your course work
- you have questions about your degree program
- you are considering taking time off from school

Along with teaching this class my main priority is to help you stay on track to complete your educational goals. Don’t hesitate to give a “shout out” if you find yourself in any of these situations!

Community Forum

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 24 hours

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

Course Outline

Module 1: Introducing Identity in the Social Sciences

By the end of this unit you will be able to:

- Describe basic concepts and theories that apply to identity formation.

Read: Lecture, “Introducing Self and Identity in the Social Sciences”

View: “Self Concept, Self/Social Identity”

Read: Mark Leary and June Price Tangney, “The Self as an Organizing Construct in the Behavioral and Social Sciences,” *Handbook of Self & Identity*.

Due: Module 1 Discussion—Definition of Self

Module 2: Social Identity

By the end of this unit you will be able to:

- Describe basic concepts relating to social identity and difference.

Read: Lecture, “Social Identity and Difference”

Read: Allen, Brenda. *Difference Matters*, Chapter 1

Read: Marilynn B. Brewer, “The Social Self: On Being the Same and Different at the Same Time” *Personality and Social Psychology Bulletin*

Due: Module 1 Discussion—Social Self

Due: Article Critique

Module 3: Gender

By the end of this unit you will be able to:

- Describe basic concepts and theories that apply to gender identity.

Read: Lecture, “Gender Studies”

Read: Allen, Brenda. *Difference Matters*, Chapter 3

View: Philip Zimbardo, “The Demise of Guys?”

Read: Judith Lorber, “‘Night to his Day’: The Social Construction of Gender”

Due: Module 3 Discussion—Socialization and Gender

Module 4: Race and Ethnicity

By the end of this unit you will be able to:

- Describe basic concepts relating to cultural identity.

Read: Lecture, “Race and Ethnicity”

Read: Allen, Brenda. *Difference Matters*, Chapter 4

View: “Grey Areas: The Ambiguity of Defining Race and Ethnicity”

Activity: Project Implicit (a Harvard self-evaluation)

Due: Module 4 Discussion—Culture and Self

Due: Capstone Paper 1-- Seeking Identity in the Social Sciences

Module 5: Lyric Poetry and Self Reflection

By the end of this unit you will be able to:

- Describe basic concepts and approaches that comprise lyric poetry.

Read: Lecture, “Lyric Poetry and Self Reflection”

View: Stephen Burt, “Why We Need Poetry”

Read: “Reading Poetry”

Read: “Renaissance Love Sonnets”

Read: “The Metaphysical Poets” and John Donne Sonnet X, XVI, XVII

Read: “The Romantic Poets,” and selectins by Wordsworth, Coleridge, Shelley, Keats

Read: “American Transcendentalists & Dickinson” and selections by Emerson, Thoreau, Dickinson

Due: Module 5 Discussion—Lyric Poetry

Module 6: Self-Portraits and Technology

By the end of this unit you will be able to:

- Describe basic concepts concerning the impact of technology on identity formation.

Read: Christine Rosen, “Virtual Friendship and the New Narcissism”

View: “Self Portraits”

View: Sherry Turkle, “Connected, but Alone?”

Due: Module 6 Discussion—Self Portraits and Technology

Module 7: Life Writing

At the end of this unit students will be able to:

- Describe concepts related to narrative theory and life writing.

Read: Lecture, “Life Writing and Identity”

Read: Dan P. McAdams, “The Psychology of Life Stories,” *Review of General Psychology* (2001)

Activity: Smith Magazine Six-Word Memoir Project

Due: Module 7 Discussion—Life Writing

Due: Memoir Assignment

Due: Capstone Paper 2-- Seeking Identity in the Humanities

Assignment Details

(40 points total) Discussions: In addition to homework assignments, you will be asked to participate in online discussions based on various texts throughout the term. Prompts for each of these discussions are posted on the Discussion Board forums. For these assignments, I am looking for 2 things, 1) that you participate in the discussion by giving feedback or “replying” to previous postings, and 2) that you post a 300-400 word response as a new thread to the question/prompt that shows you have completed and evaluated the reading. **See attached directions.**

(20 points – 5-7 pages) Paper 1: For this paper, students will interpret and evaluate what they have learned about identity from readings in the social sciences. The overarching question framing the essay is: “How do the social sciences inform a search for self and identity?” In response, students will start by considering the various readings and class discussions in the first section of the course. **See attached directions.**

(20 points – 5-7 pages) Memoir: A memoir is a piece of autobiographical writing that is often used to contemplate meaningful moments in one's past. Because of its self-reflective nature, this type of writing has recently gained the attention of psychologists as a method of creating coherence and constructing selfhood. After reading examples of life writing as well as articles from narrative psychology, students will be asked to put the method into practice by writing memoirs of their own. **See attached directions.**

(20 points- 7-9 pages) Paper 2: This assignment builds on Paper 1, however students will add what they have learned about identity from the humanities as well. **See attached directions.**

Discussions: You will be asked to participate in online throughout the term. Prompts for each of these

Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying

academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](https://provost.asu.edu/academicintegrity) or provost.asu.edu/academicintegrity for more information.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

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 to discuss any concerns confidentially and privately.

Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability confidential.

Student Accessibility and Inclusive Learning Services (SAILS) (eoss.asu.edu/drc)

Email: DRC@asu.edu

DRC Phone: 480-965-1234

DRC FAX: 480-965-0441

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website:

eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at Melanie.Pitts@asu.edu, or the faculty head, Kevin Ellsworth.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Appendix 1: Discussion Directions

Learning Unit 1 Discussion

Discussion Posts: Read through the discussion so far. Be SURE to reply to at least 3 of your peers for Discussion. Then start a "New Thread" and post your primary response to my statements/questions below. Your response should be 250-300 words - that's 1-2 double-spaced pages. Your post should show you have carefully considered the readings and the writing prompts below. It is a good idea to type your main response in Word and then copy and paste it to the forum.

*Please note: we have quite a few students in this section. You do not have to read every post in the discussion . I suggest trying to read at least 12-15 minimum and then reply to at least 3. Also, be sure to explore posts that are further down the list, otherwise only the first handful of posts will be read. Thanks!

The authors of the article spend quite a bit of time outlining various ways social scientists use the term self. For example, self can refer to the idea of the total person (or self), which upholds the idea that "a person is a self." Some other scientists use the term "self" to refer to the experiencing subject, which refers to the thing in your head that registers feelings or thoughts. This idea of self refers more to your consciousness or your self-awareness. So, in this scenario a person would not "be" a self but instead would "have" a self."

In an attempt to come up with a definitive definition, the authors offer this one:

"The self is a mental capacity that allows an animal to take itself as the object of it's own attention and think consciously about itself."

For your assignment, please address the following:

1. What do the authors seem to suggest with this definition? Do they consider the self a thing? Do they consider it a process? And, if it is a process, what are the implications for individuals who have this process disrupted (people who suffer from dementia, lose their memory, etc.)?
2. Give 2-3 examples of times in your life that you remember thinking consciously about yourself. This is the process the writers refer to as "reflexive thinking" - the ability to take oneself as the object of one's attention. While this type of thinking may include picturing what you will be doing later in the day, what I would like to hear about are moments where you really looked at yourself and assessed what you found in some way. Some examples might include a time when you were considering change in your life, wondering what you would be good at doing in the future, or considering whether you were really happy in a relationship. You certainly don't have to confess anything you are not comfortable with, but you should be able to find a couple of examples. When you give your examples, also tell us if anything helped you during the process. For example, some people find journaling very helpful for reflexive thinking, or taking a walk in nature, or meditating. What was your experience?

Learning Unit 2: Discussion

Discussion Posts: Go to the Discussion Board forum for Learning Unit 2. Read through the discussion so far. Be SURE to reply to at least 3 of your peers for Discussion. Then start a "New Thread" and post your primary response to my statements/questions below. Your response should be 250-300 words - that's 1-2 double-spaced pages. Your post should show you have carefully considered the readings and the writing prompts below. It is a good idea to type your main response in Word and then copy and paste it to the forum. I have also copied this info to the Discussion Board forum.

For your Discussion post please address the following:

1. If you had to describe yourself using only four social identity groups, which would you choose and why? How do you feel about limiting your description of yourself to only four? And, has difference (think of Allen), according to the social identity groups with which you identify, ever mattered in your life? If yes, in what ways did difference matter?
2. Think for a few minutes about being the same and different at the same time. What is your evaluation of Brewer's theory of "optimal distinctiveness?" How well do you think you find balance between sameness, difference, and "fitting in" with social groups?

Learning Unit 3: Discussion

Discussion Posts: Be SURE to reply to at least 3 of your peers for Discussion. Then start a "New Thread" and post your primary response to my statements/questions below. Your response should be 250-300 words - that's 1-2 double-spaced pages. Your post should show you have carefully considered the readings and the writing prompts below. It is a good idea to type your main response in Word and then copy and paste it to the forum. I have also copied this info to the Discussion Board forum.

For your Discussion post please address the following:

1. Give a few examples of what and who have been the primary sources of socialization for you about your gender. Then, think about how the media (advertising, television, etc.) depicts your gender and how this may have impacted your perceptions about gender. Discuss this, as well, and provide some examples – these may come from your youth. And, answer the following question: do you think the media impacted you more than the people in your lives?
2. Take a moment to consider what you have learned so far about self and identity from the social sciences. What are the 3-5 most important points so far? What type of knowledge does the social sciences seem to offer?

Learning Unit 4: Discussion Board

Discussion Posts: Go to the Discussion Board forum for Learning Unit 4. Read through the discussion so far. Be SURE to reply to at least 3 of your peers for Discussion. Then start a "New Thread" and post your primary response to my statements/questions below. Your response should be 250-300 words - that's 1-2 double-spaced pages. Your post should show you have carefully considered the readings and the writing prompts below. It is a good idea to type your main response in Word and then copy and paste it to the forum. I have also copied this info to the Discussion Board forum.

1. Consider the readings and what the term culture means to you and your sense of self. What do you consider your cultural identity to be? Do you consider yourself to be multi-cultural?
2. What do you think about the impact of globalization on cultural identity? Do you agree with Tomlinson? Why or why not? And, close your post by discussing the possible pros and cons of cultural identity eroding away.

Learning Unit 5: Lyric Poetry

For this discussion do two things. Discuss a few of the poems you liked (or did not like) from the unit. And, please offer your own examples of poetry - either written by you or provide some song lyrics that you think are poetic.

Learning Unit 6: Self Portraits and Technology

Discussion Posts: Go to the Discussion Board forum for Learning Unit 6. Read through the discussion so far. Be SURE to reply to at least 3 of your peers for Discussion. Then start a "New Thread" and post your primary response to my statements/questions below. Your response should be 250-300 words - that's 1-2 double-spaced pages. Your post should show you have carefully considered the readings and the writing prompts below. It is a good idea to type your main response in Word and then copy and paste it to the forum. I have also copied this info to the Discussion Board forum.

For your response, please discuss the following:

1. Consider the role of self-representation for our sense of self. We have discussed various theories associated with social identity theory, especially. If our interactions with others are so critical - it follows that how we represent ourselves to others would be important. If we are representing ourselves to others - then how much of our identity is based on performance?
2. Consider the Rosen article and how self-portraits have changed with the advent of new technology. Do you think that social networking sites have had a positive or negative impact on identity formation for young people? What are some pros and cons?
3. Attach some type of self-portrait to your post. A photo (keep it tasteful please), a link to a website that you consider a self-portrait, a photo of an artwork that you consider to reflect yourself, etc. Be creative.

Six Word Memoir Project

Legend has it that Hemingway was once challenged to write a story in only six words. His response? “For sale: baby shoes, never worn.” In November 2006, SMITH Magazine re-ignited the *recountre* by asking our readers for their own Six-Word Memoirs. They sent in short life stories in droves, from the bittersweet (“Cursed with cancer, blessed with friends”) and poignant (“I still make coffee for two”) to the inspirational (“Business school? Bah! Pop music? Hurrah”) and hilarious (“I like big butts, can’t lie”).

Since then, Six-Word Memoir project has become a global phenomenon and a [bestselling book series](#) ([Links to an external site.](#)). Six-Word Memoirs have been featured in hundreds of media outlets from [NPR](#) ([Links to an external site.](#)) to *The New Yorker* ([Links to an external site.](#)), covered on tens of thousands of blogs, and, as of Summer 2010, can be found inside 1 million [Honest Tea bottle caps](#) ([Links to an external site.](#)).

Hundreds of thousands of people have shared their own short life story at smithmag.net, as well as in [classrooms](#) ([Links to an external site.](#)), [churches](#) ([Links to an external site.](#)), and at live Six-Word “slams” across the world. The Six-Word Memoir exemplifies the best of SMITH Magazine’s storytelling mission: populist, participatory, inspirational, and addictive. From speed dating to parlor games, to conferences and staff retreats, Six-Word Memoirs have become a powerful tool to inspire conversation around a big idea, and a simple way for individuals to break the ice.

Please visit the site and take a stab at writing a 6 Word Memoir [here](#) ([Links to an external site.](#)).

Learning Unit 7: Life Writing

Discussion Posts: Go to the Discussion Board forum for Learning Unit 7. Read through the discussion so far. Be SURE to reply to at least 3 of your peers for Discussion. Then start a "New Thread" and post your primary response to my statements/questions below. Your response should be 250-300 words - that's 1-2 double-spaced pages. Your post should show you have carefully considered the readings and the writing prompts below. It is a good idea to type your main response in Word and then copy and paste it to the forum. I have also copied this info to the Discussion Board forum.

For your post, please discuss the following:

1. You will begin writing your memoir after this assignment, so begin considering the possibility of translating episodes from your life into stories. Have you ever kept a journal? Have you ever done any creative writing? We have discussed many aspects of identity this semester – what do you think may be the impact of life writing for the development of selfhood? For you, personally? (Think of McAdams' life story model of identity). Post a response based on your answers to these questions.

Appendix 2: Article Critique Assignment

Please post your article critiques here as a new thread. Be sure to reply to at least 3 of your peers.

The Article Critique assignment is as follows:

Now that you've had a chance to read articles I've chosen about social sciences, I'd like each of you to find an interesting article of your own that deals with an aspect of identity we've discussed in class (gender, race, culture, etc.).

1. Search: Articles in academic journals. Click here to link through ASU Libraries: <http://lib.asu.edu/Links> to an external site. (JSTORE and PSYCHINFO are good databases to start with – there are many full text articles). You can choose keywords based on your interest. For example, if I were interested in aspects of Jewish Identity, I would use these terms as keywords. Or, if I were interested in male gender identity, I would use these as keywords.
2. Read through several articles (keep in mind that your first papers are coming up – so you may find an article that you want to use in your paper).
3. Pick the one you found most interesting and type up a summary and analysis to post to the discussion board. That is, present/share the article with your fellow classmates. Your summary should be around 300-400 words (minimum).

The main requirement is that you research some aspect of identity that interests YOU. Let me know if you have questions!

Appendix 3: Memoir Assignment (3-4 pages)

(15 points, double-spaced, 10-12 font size)

A memoir is a piece of autobiographical writing, usually shorter in nature than a comprehensive autobiography. The memoir, especially as it is being used in publishing today, often tries to capture certain highlights or meaningful moments in one's past, often including a contemplation of the meaning of that event at the time of the writing of the memoir. The memoir, then, is a method of reflection and, in terms of identity, being examined more and more as a method of constructing selfhood.

Characteristics of the memoir form (keep in mind):

... explores an event, or series of related events, that remain lodged in memory

... describes the events and then shows, either directly or indirectly, why they are significant -- or in short, why you continue to remember them

... is focused in time; doesn't cover a great span of years (that would be an autobiography)

... centers on a problem or focuses on a conflict and its resolution, and on the understanding of why and how the resolution is significant in your life

So, a Memoir is not the same as an autobiography! Please do not give me a chronological story of your life. Focus on an event that had an impact on you and reflect on it.

Some advice on Writing your Memoir from Dr. William Zinsser (*Inventing the Truth: The Art and Craft of Memoir* 1998):

To write a memoir, begin by brainstorming on paper all the events you can remember from your life that were either very important to you in a positive way, or very important to you in a negative way. Talk to other members of your family to get ideas, help you remember events from when you were small, and to help fill in the details that might have been forgotten. Select the event, or series of related events, that seems most interesting to you right now. Brainstorm again but in more detail, trying to recall names, places, descriptions, voices, conversations, things, and all the other details that will make this turn into an interesting memoir. Work at this notetaking stage for a few days, until you feel you've got it all down on paper. Then begin to write. You will be surprised to see that even more details begin to appear once you start to write. For your first draft, write quickly to get all your ideas down, from beginning to end. Don't worry about editing. Before you revise, share your first draft with someone in the family. Consider their response, but go with what feels right. Rewrite, and then start editing as needed. Good memoirs are about everyday things, but they are interesting, sometimes just as interesting to read as a good novel.

Also, this links to an article from the Seattle Times with detailed advice for starting your memoir: http://seattletimes.nwsourc.com/news/lifestyles/links/how_tos/howto_memoirs.html (Links to an external site.)

My only grading criteria is that you enjoy and/or gain something positive from completing this assignment! I've had students write memoirs in over a dozen classes now, so I can tell when the writer is expressing something meaningful - not just recounting any past event to get a grade. Remember, a characteristic of memoir is that the memory/event is significant.

Your memory may be happy or sad, but choose something to write about that is meaningful to you. If you are uncomfortable posting your memoir on the discussion board, you can choose to e-mail it to me directly.

When finished, submit it to the link above.

Appendix 4: Capstone: Paper 1 - Seeking Identity in the Social Sciences

(3 pages total, double-spaced, 10-12 font size)

(20 points total - please double-space and use either MLS or APA style for citations)

For this paper, students will summarize and evaluate what they have learned about identity from readings in the social sciences. The overarching question framing the essay is: “How do the social sciences inform a search for self and identity?” In response, students should include an overview of a few of the various theories and models, a discussion about the type of knowledge learned, and an evaluation of the knowledge, including discussion of the limitations of social science in an investigation of identity.

After you read through the instructions below, be sure to click the Course Home tab, click Course Documents and find the link to the Paper 1 Powerpoint for more details.

So, there are 2 steps to completing this essay:

1. For the first 1-2 pages: Discuss what you learned from the Social Sciences

Discuss some of the various theories of self and identity we have read about so far this semester. You should choose which of the theories/topics you found most relevant. That is, pick 2-3 theories or readings that you found most informative in your search for identity in the social sciences. In this section, tell me what you learned and why you found it important (provide examples/citations from the readings). So, here you will cite some of the sources we used in class (if you do not have the complete citation information, that's ok. Just use the title, author, and publication title minimum). Feel free to cite external sources if you like (for example, the cultural identity article you chose). But you are not required to do additional research.

2. For the last 1-2 pages: Evaluate Social Sciences Knowledge Overall

Discuss what type of knowledge you learned from the social sciences (scientific or empirical knowledge, or more theoretical assertions, for example). As part of your discussion, address what seem to be the strengths of social science knowledge about self and identity, along with the weaknesses and limitations. Be sure to prove details and examples of these strengths and limitations. Close your essay by telling me what questions were left unanswered for you, and what you still hope to learn about self and identity during the rest of the term.

So, part 1 of the essay is more of an overview or summary and this part is more analytical. That is, you need to make an argument here for what you feel are the strengths and weaknesses of the knowledge we have explored. Be sure to provide some examples here to support your position. For example, if you wanted to say that one of the strengths of the knowledge offered by the social sciences is that it is based on scientific experiment and empirical evidence, then you might cite some of the studies described in the article on “Optimal Distinctiveness Theory.” These studies provide evidence for the theories explained. Or, if you argue that a strength of social

psychology is that it attempts to address group dynamics and issues of difference and conflict in society, you could cite examples like Project Implicit and/or Allen's discussion of difference. While a strength of social science knowledge maybe its empirical basis (in many cases), you could also make an argument that a strength of social sciences is that these disciplines typically seek to solve problems and conflicts and promote understanding between people and groups.

Appendix 5: Capstone: Paper 2 - Seeking Identity in the Humanities

(3 pages total, double-spaced, 10-12 font size)

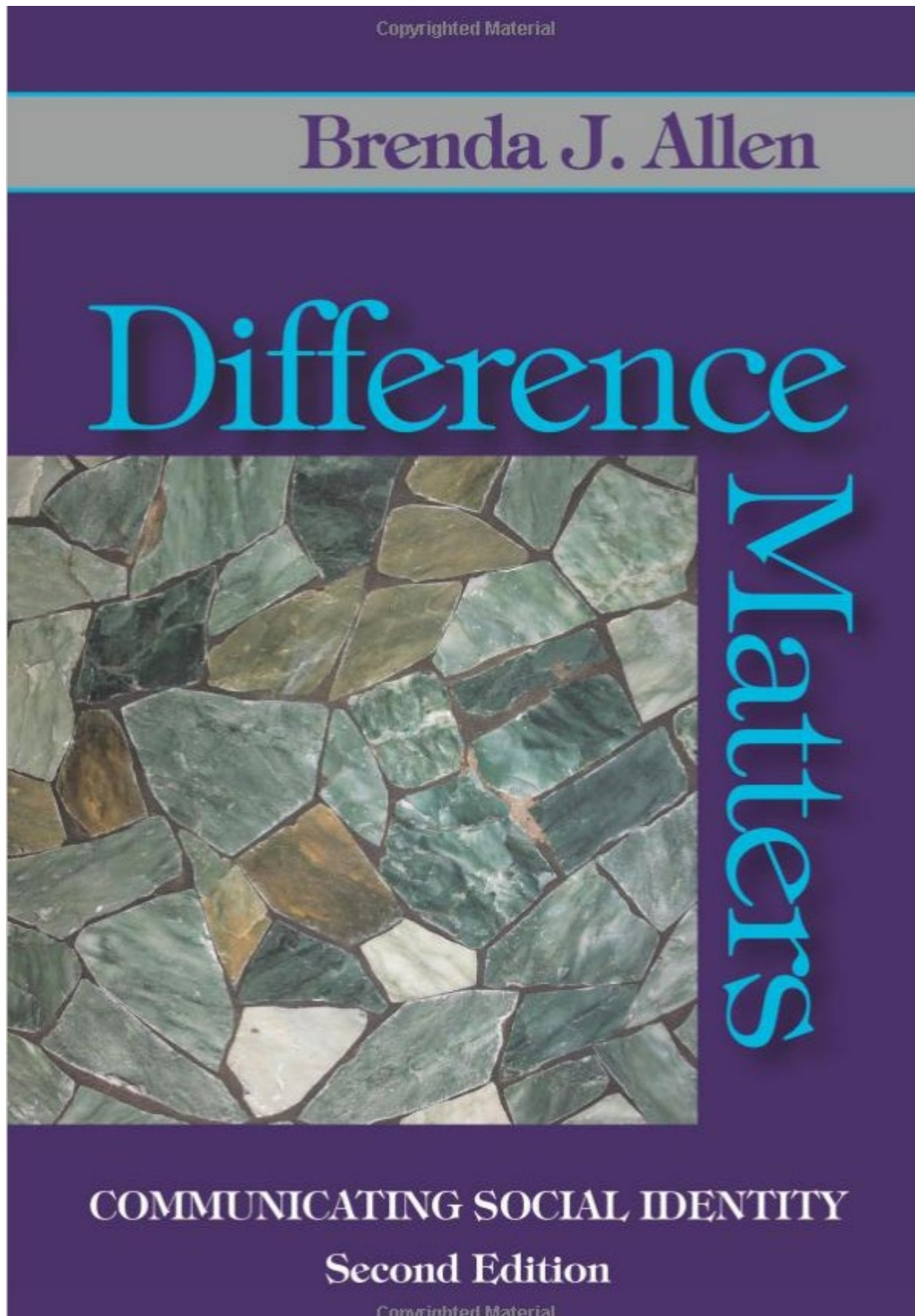
(15 points total)

For this paper, students will interpret and evaluate what they have learned about identity from the humanities, and then discuss how the humanities enhance and broaden our understanding of identity, beyond what was learned in the social sciences. That is, what is it you learn about identity from reading and writing lyric poetry, viewing and creating self-portraits, and reading and writing your own memoir?

So, there are 2 steps to completing this essay:

1. For the first 1-2 pages: Discuss what you learned from the Humanities (reading, viewing, and creating). Think back to the assignments, readings, and discussions about lyric poetry, and self-portraits and life writing, and pick the top 3-4 things you learned about self and identity, and how the humanities are connected to identity issues.
2. For the next 1-2 pages: Discuss how the humanities enhance and broaden our understanding of identity, beyond what was learned in the social sciences. So for this section, you should re-visit Paper 1 and try to make some connections between the type of the type of knowledge gained from the social sciences and the type of knowledge offered by the humanities. For example, how does a self-portrait (the viewing of one or creating one) enhance our understanding of identity? And, what type of knowledge does a self-portrait offer that may not be found in a social sciences article? You may these questions about life writing (Memoirs) and poetry.
 - o A well-written, well-organized essay free of grammatical errors
 - o Evidence that the choice of humanities readings/types of knowledge were well-considered and clearly understood
 - o Thoughtful evaluation of the strengths and limitations of the material (with examples)
 - o Examples of critical connections between the social sciences and humanities

Appendix 6: Book Information



Copyrighted Material

For information about this book, contact:

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