ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 4/13/11

1. ACADEMIC UNIT: School of Letters & Sciences - Science Technology Society

2. COURSE PROPOSED:
   prefix  number  title  (semester hours)
   BTS 202 Science, Technology and Diversit  3.0

3. CONTACT PERSON:
   Name: Irene Rodriguez  Phone: 727-1385
   Mail Code: 0180  E-mail: irene @asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
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<tbody>
<tr>
<td>Literacy and Critical Inquiry-L</td>
<td>Global Awareness-G</td>
</tr>
<tr>
<td>Mathematical Studies-MA CS</td>
<td>Historical Awareness-H</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design-HU</td>
<td>Cultural Diversity in the United States-C</td>
</tr>
<tr>
<td>Social and Behavioral Sciences-SB</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences-SQ SG</td>
<td></td>
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</tbody>
</table>

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

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

   CROSS-LISTED COURSES: ☑ No  ☐ Yes; Please identify courses: _______________________

   Is this amultisection course?:  ☑ No  ☐ Yes; Is it governed by a common syllabus:

   Nicholas Alozie
   Chair/Director (Print or Type)  Date: 4/13/2011

   Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
## ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS 202 Syllabus Table of contents from major text.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANTHROPOLOGY ECONOMICS CULTURAL GEOGRAPHY HISTORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS 202 Syllabus Table of contents from major text.</td>
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<tr>
<td>3.</td>
<td></td>
<td>Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS 202 Syllabus Table of contents from major text.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STS 202 Syllabus Table of contents from major text.</td>
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</tbody>
</table>

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 fine 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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS</td>
<td>202</td>
<td>Science, Technology &amp; Diversity</td>
<td>SB</td>
</tr>
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</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Debate about the &quot;digital divide, at its core, is debate about human access to emerging technologies. Analysts argue that these technologies affect both inter-personal; and group interaction and, in many cases, are changing the nature of class relations and economic interdependence, where the gap between the rich and the poor continues to widen. This debate is at the core of social and behavioral science.</td>
<td>The course outline from weeks 1 through 15 indicate specific topics related to the digital divide and all forms of human interaction. Introduction, distribution, case studies and public policy examination.</td>
</tr>
<tr>
<td>2</td>
<td>Course content emphasizes the study of social and behavioral science as they apply to anthropology, economics, history, cultural geography, sociology, political science, psychology, and public policy.</td>
<td>This is an interdisciplinary course that utilizes literature from the social sciences at large, as indicated in the course outline.</td>
</tr>
<tr>
<td>3</td>
<td>-A- : Course emphasizes sociological and anthropological methodology This is clear on the syllabus in areas that speak to learning outcomes and individual topics in weeks 1-15.</td>
<td>Table of contents from major text also attached. Weeks 1-15 noted in syllabus.</td>
</tr>
</tbody>
</table>
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Course ID: 123456

Effective Date: 01/01/2012

Description: Science, Technology and Diversity

Long Course Title: Science, Technology, and Diversity

Long Description: Examines the concept and meaning of the "technology gap" and its implications for the global impact of scientific and technological advances.

Course Units/Hours/Count:
- Total Course Units: 3.00
- Total Contact Hours: 0.00
- Course Count: 1.00

Course Grading:
- Grading Basis: Standard
- Component: Lecture

Repeal for Credit Rules:
- Total Units Allowed: 3.00
- Total Completions Allowed: 1

Additional Course Information:
- Instructor Edit: No Change
- Consent: No Consent

Course Attributes:
- Course Attributes

Course Topics:
- Course Topic

Override Course Link ID:
- Override Course Link ID

ST5 202: Science, Technology, and Diversity
Spring 2011
Arizona State University at the Polytechnic Campus
School of Letters and Sciences
Science and Technology Studies

Instructor: Scott Scheall
Office: Santa Catalina Hall, 252L
Email: scott.scheall@asu.edu

Course Description:

There is quite a bit of talk about the “digital divide”. Others call it the “technology gap”. No matter what we call it, it is clear that science and technology are creating visible gaps across all kinds of persons and social groups. The subject of this course is the social impact and economic distribution of the products of science and technology across different entities, including nations, social classes, ethnic groups, and genders.

Pre-requisites: None required.

Course Learning Outcomes:

Students completing this course will:

- Become familiar with the broad definitions and conceptions of the digital divide;
- Become familiar with the theories and implications of inequality across social groups;
- Understand the patterns and distribution of the digital divide;
- Become familiar with the broad causes and consequences of the digital divide, including group empowerment;
- Become familiar with the linkage of the digital divide to the structure of opportunity and social mobility;
- Become familiar with the linkage of the digital divide to poverty and the cycle of poverty among individuals, social groups, and nations.

Course outline: The course is divided into four parts:

1. Introduction to science, technology, and diversity: Introduction to the course’s topics, themes, and requirements.
2. The distribution of science and technology across society: How are technologies distributed across social groups? What factors determine access to various scientific and technological resources?
3. Case studies in science, technology, and diversity: The impact of specific technologies – including rail transportation and air travel, television, the internet and cell phones – on different social groups is explored.
4. Science, Technology, and Social Justice: To what extent can policy be used as a tool to improve the distribution of scientific and technological resources across society?

Required readings:

**Course Requirements:**

Exams (Midterm and Final – 40% each) .......................................................... 80%
Term Paper ................................................................................................. 20%

*Exams:* There will be two exams, a midterm and a final. Neither exam is cumulative.

*Term Paper:* You are required to write a (minimum) 5 page term paper. The paper must be typed, double-spaced, using default margins and a standard (Times New Roman or Arial) 12-point font. The term paper must be an argumentative essay. You’ve all gone through high school, so I assume that you know how to write such an essay. It is important that you NOT write a descriptive book report.

You are free to select your own topic provided that it relates to the course material. **I strongly recommend that students discuss their proposed topics with me in advance.** This step is not required, but it will make your life easier. If you write a paper on a topic without my approval, and that topic is silly or unrelated to the course material, then your grade will suffer. It is also important that you start working on the term paper well in advance of its due date. **Do not wait to the last minute to choose a topic and begin writing.** Your grade will likely suffer as a result.

The term paper is worth **20% of your final grade.** You will be graded on both the quality of your argument and your writing (write clearly; use proper spelling, grammar, and punctuation; etc.) **The term paper is due on the last day of class.**

**NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES**

**Classroom Rules:**

It is essential that you adhere to the following rules.

- Be RESPECTFUL of others, especially when they offer views different from your own.
- Be OPEN TO FEEDBACK from the instructor and fellow class participants.
- Provide CONSTRUCTIVE feedback to class participants.

**Course Schedule (Tentative – subject to change):**

**Week One:** Read *Virtual Inequality*: Preface and Ch. 1, “Redefining the Digital Divide”

**Week Two:** Read *Virtual Inequality*: Ch. 2, “The Access Divide”

**Week Three:** Read *Virtual Inequality*: Ch. 3, “The Skills Divide”
Week Four: Read *Virtual Inequality*: Ch. 4, “The Economic Opportunity Divide”

Week Five: Read *Virtual Inequality*: Ch. 5, “The Democratic Divide”

Week Six: Read *Virtual Inequality*: Ch. 6, “Beyond the Divides: Toward Opportunity and Equity”

Week Seven: Read *Social Justice and Engineering*: Section 1.1, “Some Working Definitions” and Section 1.2, “Streams of Social Justice Thought and Action”

Week Eight: Read *Social Justice and Engineering*: Section 1.3, “Forms of Dissent” and Section 1.4, “Conclusion”; **MIDTERM EXAM**

Week Nine: Read *Social Justice and Engineering*: Chapter 2, “Mindsets in Engineering”

Week Ten: Read *Social Justice and Engineering*: Sections 3.1-3.4

Week Eleven: Read *Social Justice and Engineering*: Sections 3.5-3.10

Week Twelve: Read *Social Justice and Engineering*: Chapter 4, “Toward a More Socially Just Engineering”


Week Fourteen: Read *Social Justice and Engineering*: Chapter 6, “Parting Lessons for the Continuing Struggle”

Week Fifteen: Course overview; **FINAL EXAM**

**Academic Integrity:** Cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student’s name will be kept on file. Disciplinary action may result in the student receiving an XE grade, suspension or expulsion from the academic unit, and/or referral to Student Judicial Affairs. For further information, please read the Student Code of Conduct at: [http://www.asu.edu/aad/manuals/sta/sta104-01.html](http://www.asu.edu/aad/manuals/sta/sta104-01.html)

**E-Mail Correspondence:** Please ensure that all of your written correspondence in this course is professional and competently written. I will not respond to emails that are poorly written (i.e., that include run-on sentences, are incoherent, lack punctuation/capitalization, or are otherwise grammatically flawed). Typos are understandable – no one is perfect – but it is usually obvious when you have not proofread (or spell-checked) your message before sending.

The subject line of all emails should accurately reflect the reason for the message and should contain “Sci, Tech, and Diversity” somewhere in the subject line. If your email is especially important, please type “URGENT” in the subject line, followed by the subject of your message.

I typically respond to emails within 24 hours. If you do not receive a response within 24 hours, please do not bombard my inbox with additional messages.
**Accommodations for Students with Special Needs:** Those who would benefit from alternative accommodations and who are registered with ASU’s Office of Disability Resources for Students should notify me within the first three days of class. I will gladly work with you to accommodate your needs.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact ASU's Office of Disability Resources for Students at the Polytechnic campus. Call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies are available online: [http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/)

**Incomplete Grades:** A grade of “Incomplete” will be granted only in extreme situations. Please visit [http://www.asu.edu/registrar/forms/regforms.html](http://www.asu.edu/registrar/forms/regforms.html) under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both Word and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director.

**Student Conduct:** Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Code of Conduct:

[http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm](http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm)

ACD 125: Computer, Internet, and Electronic Communications


and the ASU Student Academic Integrity Policy:

[http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity)

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 ([http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour](http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour)).

**Student Support Services:** There are many support services available to students across the University

Polytechnic campus site: [http://www.poly.asu.edu/students/services/](http://www.poly.asu.edu/students/services/)

*The Writing Center at the Polytechnic Campus:* The Polytechnic Writing Center offers tutoring services. The Center is located in the Academic Center Building. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452. Online tutoring
is also available. For more information, visit the Writing Center’s website (http://studentsuccess.asu.edu/polytechnic/writing).


Polytechnic campus link: [http://lib.asu.edu/poly/](http://lib.asu.edu/poly/)

*Counseling and Consultation:* The University’s Counseling and Consultation Office provides confidential mental health and career counseling services for all ASU students: [http://students.asu.edu/counseling](http://students.asu.edu/counseling)

Polytechnic campus site (Student Counseling Services): [http://students.asu.edu/counselingpoly](http://students.asu.edu/counselingpoly)

*Student Success Centers:* The University’s Student Success Centers (SSC) are located on each ASU campus and provide an array of academic support services: [http://studentsuccess.asu.edu/](http://studentsuccess.asu.edu/)

The Student Success Center at the Polytechnic Campus: [http://studentsuccess.asu.edu/polytechnic](http://studentsuccess.asu.edu/polytechnic)

*Career Services:* [http://students.asu.edu/career](http://students.asu.edu/career)

Polytechnic campus site: [http://students.asu.edu/career/poly](http://students.asu.edu/career/poly)

*Student Financial Aid Office:* [http://students.asu.edu/financialaid](http://students.asu.edu/financialaid)

*Student Health and Wellness Center:* The Student Health Center provides non-emergency medical health care to all ASU students regardless of insurance status. [www.asu.edu/health/](http://www.asu.edu/health/)

*Student Recreational Center:* The University’s Student Recreational Centers offer individual and group fitness facilities, as well as information on nutrition and wellness. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. [www.asu.edu/src/](http://www.asu.edu/src/)

Polytechnic campus site: [http://www.poly.asu.edu/pac/](http://www.poly.asu.edu/pac/)

*Student Legal Assistance:* The Student Legal Assistance office provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. [http://www.asu.edu/studentaffairs/mu/legal/](http://www.asu.edu/studentaffairs/mu/legal/)


Information Technology on the Polytechnic campus: [http://campus.asu.edu/polytechnic/uto](http://campus.asu.edu/polytechnic/uto)

*EMPACT Crisis Hotline:* The EMPACT hotline offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. [http://www.empact-spc.com/](http://www.empact-spc.com/)
• *Virtual Inequality: Beyond the Digital Divide* by Karen Mossberger, Caroline J. Tolbert, and Mary Stansbury (2003 – Georgetown University Press)
Contents

List of Tables and Figure ix
Preface xi
Acknowledgments xv

Chapter 1
Redefining the Digital Divide 1

Chapter 2
The Access Divide 15

Chapter 3
The Skills Divide 38

Chapter 4
The Economic Opportunity Divide 60

Chapter 5
The Democratic Divide 86

Chapter 6
Beyond the Divides: Toward Opportunity and Equity 116

Appendix 1
Multivariate Regression Tables 141

Appendix 2
Survey Questionnaire 155

Glossary 169
References 171
Index 185
Engineering and Social Justice

Donna Riley
# Contents

1. What Do We Mean by Social Justice? .................................................. 1
   1.1 Some Working Definitions .......................................................... 2
   1.2 Streams of Social Justice Thought and Action ................................ 5
      1.2.1 Marxist Traditions: Economic Justice and Beyond ..................... 5
      1.2.2 Rights Traditions and Their Critics ....................................... 8
      1.2.3 Ecological Justice .............................................................. 11
      1.2.4 Faith Traditions and Social Justice ....................................... 14
      1.2.5 Critical Theories and Social Justice ..................................... 17
   1.3 Forms of Dissent ........................................................................... 20
      1.3.1 Civil Disobedience (Including But Not Limited to Nonviolent
            Direct Action) ........................................................................ 21
      1.3.2 Legal Protest ........................................................................... 22
      1.3.3 Rule Departures ....................................................................... 22
      1.3.4 Conscientious Objection ......................................................... 24
      1.3.5 Radical Protest ........................................................................ 24
      1.3.6 Revolutionary Action .............................................................. 25
   1.4 Conclusion .................................................................................... 26

References ............................................................................................ 26

2. Mindsets in Engineering ................................................................. 33
   2.1 An Engineering Mindset ............................................................... 33
   2.2 Professional Humor: Drawing on Stereotypes ............................... 34
      2.2.1 Joke 1: The Guillotine .............................................................. 35
      2.2.2 Joke 2: The Church Steeple ..................................................... 36
      2.2.3 Joke 3: You Might Be an Engineer If ....................................... 36
      2.2.4 Joke 4: The Golf Course ......................................................... 37
      2.2.5 Joke 5: Mechanical vs. Civil .................................................. 37
      2.2.6 Joke 6: I Am an Engineer ....................................................... 38
      2.2.7 Joke 7: Real Engineers ............................................................ 38
      2.2.8 Joke 8: The Glass ................................................................. 38
ENGINEERING AND SOCIAL JUSTICE

2.3 What Do These Jokes Tell Us About Mindsets in Engineering? .......... 38
  2.3.1 A Desire to Help ... and the Persistence to Do It .......... 39
  2.3.2 Centrality of Military and Corporate Organizations .......... 40
  2.3.3 Engineers Have a Narrow Technical Focus and Therefore Lack a
         Number of Other Skills .................................. 40
  2.3.4 Positivism and the Myth of Objectivity ......................... 41
  2.3.5 Uncritical Acceptance of Authority ............................ 42
2.4 Conclusion ........................................................................ 43
References .............................................................................. 44

3. Engineering and Social Injustice .............................................. 47
  3.1 Political Conservatism and Libertarianism ............................ 47
    3.1.1 Countertrends: Engineers on the Left ......................... 50
  3.2 Engineering and Class ...................................................... 51
    3.2.1 Upward Mobility? .................................................. 52
    3.2.2 Professional or Proletariat? ................................. 53
    3.2.3 Revolutionary Design? ............................................ 55
    3.2.4 Exploitive Management Roles .................................. 55
    3.2.5 One Countertrend: Rethinking the Engineering Design Process 57
  3.3 Materialism/Consumerism .................................................... 58
    3.3.1 Green Consumerism ............................................... 60
  3.4 Militarism .......................................................................... 62
    3.4.1 Research Funding and Federal Policy Making ................. 66
    3.4.2 Military Cultures in Engineering ................................ 69
    3.4.3 Engineering Peace ................................................. 71
  3.5 Colonialism and Globalization ............................................. 73
    3.5.1 Transportation ...................................................... 73
    3.5.2 Water and Energy .................................................. 74
    3.5.3 Food Production .................................................... 75
    3.5.4 Globalization of U.S. Corporate Culture ...................... 76
    3.5.5 Global Development Engineering ............................... 77
  3.6 Racism .............................................................................. 80
    3.6.1 Underrepresentation ............................................... 80
    3.6.2 Curricular and Pedagogical Reform ............................. 82
    3.6.3 Stereotypes .......................................................... 84
    3.6.4 Racist Cultures in Engineering ................................... 85
    3.6.5 Beyond Underrepresentation ..................................... 86
| 3.7   | Sexism ........................................................................ | 88 |
| 3.7.1 | Underrepresentation ................................................. | 89 |
| 3.7.2 | Sexist Cultures in Engineering .................................. | 90 |
| 3.7.3 | Workplace Cultures .................................................... | 92 |
| 3.7.4 | What Counts as Engineering? The Gendering of a Field .... | 93 |
| 3.7.5 | Sexist Technologies .................................................... | 94 |
| 3.8   | Homophobia and Heterosexism ...................................... | 95 |
| 3.9   | Ableism, Assistive Technologies, and Universal Design .... | 96 |
| 3.10  | Conclusion ..................................................................... | 96 |
| References ............................................................... | 97 |

4. **Toward a More Socially Just Engineering** ........................................ 107
   4.1 How Do We Get There From Here? ............................................. 107
   4.2 Praxis ............................................................................. 108
   4.3 Engineering Ethics for Social Justice ...................................... 109
       4.3.1 Autonomy ................................................................. 109
       4.3.2 Macroethics ............................................................ 110
       4.3.3 Morally Deep Ethics .................................................. 110
       4.3.4 Non-Western Perspectives .......................................... 111
       4.3.5 Ethic of Care ........................................................... 111
   4.4 Critical Thinking for Social Justice ...................................... 112
       4.4.1 Epistemic Assumptions and Worldview ......................... 112
       4.4.2 Critical Theory, Social Analysis and Social Justice ......... 113
       4.4.3 The Role of the Learner Self ....................................... 113
       4.4.4 Critical Thinking + Reflective Action = Praxis .............. 114
   4.5 Communication for Social Justice ........................................ 114
   4.6 Collaboration for Social Justice ........................................... 115
   4.7 Organizing for Social Justice .............................................. 116
   4.8 Learning for Social Justice ............................................... 116
       4.8.1 Attitudes Toward Learning .......................................... 116
       4.8.2 Vehicles for Learning ............................................... 117
       4.8.3 Create Your Own Learning-Action Communities .......... 118
       4.8.4 Learning Models and Methods .................................... 120
   4.9 Conclusion ..................................................................... 121
   References ........................................................................ 121

5. **Turning Knowledge Into Action: Strategies for Change** .................. 125
   5.1 Case Studies for Inspiration and Critique .............................. 125