

COURSE REQUIREMENTS

TEXTS: Rothenberg, Paula S. 2005. *Beyond Borders: Thinking Critically About Global Issues*. New York: Worth Publishers.

Loeb, Paul Rogat. 2004. *The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear*. New York: Basic Books.

Additional readings will be distributed in class and/or made available online.

(Hacker, Diana. 2003. *A Writer's Reference*. Fifth Edition. Bedford/St. Martin's Press.)

EMAIL AND BLACKBOARD: Each student is required to obtain an **e-mail** account, to arrange **Blackboard access**. There will be substantial communication throughout the semester via e-mail and occasional supplemental readings may be accessible only through the web. Students are expected to **check e-mail** between class periods for messages or documents (e.g. Tuesday, Thursday and on the weekend).

Please note **FS F07** in the subject line of all emails.

Assignments must be submitted by hard copy for grading however in electronic submissions, please follow this filename protocol:

FS F07 Yourname Assignment.doc (e.g. FS F07 janedoe essay.doc)

It is your responsibility to make sure emails/assignments are received.
Always keep copies!

SEMINAR TEAMS: Students will be organized into small groups to support the learning process throughout the semester. These groups will periodically work together on in-class assignments. Teamwork will count as part of the Class Participation grade.

ACCOMMODATIONS: If you are registered with the Office of Disability Services (3rd floor University Center) and need particular arrangements for this course, please bring this to my attention as soon as possible so I may assist you.

PLAGIARISM (writing someone else's words as if they are your own), sharing your exam or paper with another student, or copying another student's paper or exam will result in an F in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations. Please note the use of *Turnitin.com* for all assignments. See Blackboard for Instructions.

STUDENT EVALUATION METHODS

CLASS PARTICIPATION AND ATTENDANCE: Active participation maximizes the benefits of this course. Students are expected to complete reading assignments **prior** to class, and participate in class discussions. You are responsible for material missed when absent.

Attendance will be routinely taken. More than 3 absences will result in a 5% grade reduction per additional absence. Persistent lateness will count as absences.

- 10% Timely completion of readings including notes about the main points of the material and questions in a designated notebook or electronic file that may be collected at any point during the semester.
- 10% In-class assignments both written and participatory including at least 6 reflections on Blackboard Discussion Forums (see below). This should include your thoughts about at least **3** Women Peace and Justice Project events (*italicized* below). If you prefer to submit thoughts in a less public way you are welcome to email me instead.
- 5% Each student will be assigned a date on which to make a brief oral presentation about the readings (maximum 5 minutes) and submit a 1 page summary on the corresponding Blackboard Discussion Forum that includes:
 - *What issues does this reading raise related to course learning goals?*
 - *What messages are they communicating?*
 - *What are your thoughts about these issues?*
 - *What questions does the reading raise for you?*

WRITTEN ASSIGNMENTS: Using the course theme, “Historical Legacies, Current Predicaments, Dreams of a Better Tomorrow” students will submit three short written assignments drawing on our readings and discussions. The *first* paper (1-2 pages) will be in the form of a letter to Gerda Lerner, drawing connections between her life and your own. The *second* (4-5 pages) will examine some aspect of society (national or global) where inequality and/or injustice are evident and will describe and reflect upon a movement or organization that seeks to address this issue in the United States or globally. The *third* (1-2 pages) will be in the format of a position paper related to Gender and Violence in popular culture. Detailed instructions will be distributed.

Essays are to be typed, double spaced, with 1 inch margins. Grading will be based on the extent to which you demonstrate mastery of the subject matter, whether you fulfilled the assignment, the depth of critical analysis, insight, clarity and thoughtful reflection. Carefully proofread before submission. There will be a 10% penalty for spelling, grammatical or formatting mistakes and/or for late papers. They will not be accepted after one week past the deadline.

CIVIC ENGAGEMENT PROJECT: For this assignment students will help out at a community organization, selecting from a list that will be distributed. Research will be conducted about the subject matter and both past and present organizing on the issue prior to actually going to the site. Students will seek an understanding of the perspectives and goals of the organization and the people involved. The general goal will be to participate four times, for three hours each. A journal will be kept before during and after this experience and a final report submitted documenting observations and reflections. Detailed instructions will be distributed.

TEAMPROJECT: Students will design a creative project oriented to the following themes:
**Dreams of a Better Tomorrow* (Visions, Ideas, Action Plans, Social Forum Proposals, etc.)
 expressing an understanding of the meaning of Global Citizenship. **Documenting Our Path*
 (From class discussions, readings and assignments integrating what has been learned throughout
 the semester.) The projects will be presented in class. Detailed instructions to follow.

FINAL: Instructions will be distributed as designated on the Course Schedule below. The exam
 will include a presentation during the last week of classes that summarizes, analyzes and
 evaluates the work you have done for the semester. This exam overall provides an opportunity
 to demonstrate your achievements related to course goals. Makeup tests will be arranged only
 with an excused and documented absence.

GRADING

Class Participation	25%
Written Assignments	20%
Civic Engagement Project	20%
Team project	20%
Final (Oral 5%; Written 10%)	15%

A+96-100	B+	86-89.9	C+	76-79.9	D+	66-69.9
A 93-95.9	B	83-85.9	C	73-75.9	D	60-65.9
A- 90-92.9	B-	80-82.9	C-	70-72.9	F	Below 60

Extra Credit: Two points extra credit (up to six points) will be given for analysis of events or
 media discussed in the media or on campus activities. To get the extra credit, you must write a
 summary of the connections you draw to concepts we are discussing and any critique you might
 make about the research project (minimum 1 page). Please check before assuming that an article
 or event is acceptable.

CLASS SCHEDULE

1		
1	8/24	Introduction to Course Discussion of General Education Program, Learning Goals and Assessment
<i>PUTTING THINGS IN PERSPECTIVE</i>		
	8/27	<i>Beyond Borders:</i> Part One Intro and Chapters: 2. Are Things What They Seem to Be? Reading Maps & Statistics 4. Fracturing Binarisms: First and Third Worlds, Chilla Bulbeck 5. One Third/Two-Thirds World Chandra Talpade Mohanty
	8/29	6. How Textbooks Around the World Portray U.S. History 8. Mass Media: For the Many, by the Few, Michael Parenti
	8/31	

<i>COLONIALISM AND ITS LEGACY</i>		
2	9/3	No Classes – Labor Day
	9/5	<i>Beyond Borders: Part Two</i> Intro and Chapters 1. Empire as a Way of Life, William Appleman Williams 2. How It Began, Felix Greene
	9/7	3. Eurocentrism, Samir Amin 5. How Europe Underdeveloped Africa, Walter Rodney Instructions for Written Assignments Distributed
<i>CONSTRUCTING DIFFERENCE</i>		
3	9/10	<i>Beyond Borders: Part Three</i> Intro and Chapters 4. Construction of an Enemy, Eleanor Stein
	9/12	5. On Being South Asian in North America, Mohanty 8. Sexual Identities: Western Imperialism?, Chilla Bulbeck
	9/14	
<i>PATRIARCHY AND DOMINATION</i>		
4	9/17	<i>Beyond Borders: Part Four</i> Intro and Chapters 1. The Patriarchal Family, Gerda Lerner
	9/19	4. Daughters and Generals in the Politics of the Globalized Sneaker, Cynthia Enloe.. 5. Violence Against Women, Report by the World Health Organization
	9/21	Instructions for Civic Engagement Project Distributed
5	9/24	Lerner, Gerda, <i>Fireweed: A Political Autobiography</i> . Chapters 14-15 (Handout)
	9/26	Written Assignment #1 DUE: Letter to Gerda Lerner
	9/28	MEET in Library for Information Literacy Class
<i>POVERTY, INEQUALITY, AND STRUCTURAL VIOLENCE</i>		
6	10/1	<i>Beyond Borders: Part Five</i> Intro and Chapters 1. Inequality in the Global Village, Jan Knippers Black 9. Facts on Child Labour, International Labour Organization
	10/3	11. Women and the Poor: The Challenge of Global Justice 10. World Poverty and Hunger Fact Sheet, UN Bulletin on the Eradication of Poverty Loeb, Which Deaths Do We Mourn (Handout)
	10/5	

<i>TRANSNATIONAL INSTITUTIONS AND THE GLOBAL ECONOMY</i>		
7	10/8	<i>Beyond Borders</i> : Part Six Intro and Chapters 1. Globalization and Its Discontents: The Promise of Global Institutions, Joseph Stiglitz 2. Race, Poverty, and Globalization, J. Powell and S.P. Udayakumar
	10/10	3. On the Backs of Women and Children Jan Jindy Pettman 8. Shall We Leave It to the Experts? Arundhati Roy
	10/12	Written Assignment #2 DUE: Social Issues
<i>GLOBALIZATION IN EVERYDAY LIFE</i>		
8	10/15	<i>Beyond Borders</i> : Part Seven Intro and Chapters 3. Plan Puebla Panama, Global Exchange 6. Latin American Indigenous Movements in the Context of Globalization, Juan Houghton and Beverly Bell
	10/17	11. Global Apartheid: AIDS and Murder by Patent Salih Booker and William Minter 14. Nannies, Maids, & Sex Workers in the New Economy, Ehrenreich/Hochschild
	10/19	Screening of “Beyond Beats and Rhymes”
<i>CURRENT PREDICAMENTS: GENDER AND VIOLENCE IN POPULAR CULTURE</i>		
9	10/22	Birkhold, Matthew. 2007 “Patriarchy: A Primer for Men.” WireTap Blog. July 11. and 2007, Hip-Hop Dogmatism and Potential Problems for Political Organizing June 8, hooks, bell. 2004. “Chapter 2 gangsta culture.” We Real Cool: Black Men and Masculinity. New York: Routledge. Rhymes, Dr. Edward 2007. “Caucasian Please! America’s Cultural Double Standard For Misogyny & Racism .” OPTIONAL: Coker, Cheo Hodari. 2003. Chapter Two: Things Done Changed. Unbelievable. New York: Three Rivers Press. (ALL above readings will be distributed in class)
	10/24	Written Assignment #3 DUE: Position paper (Bring it to the panel) MEET in UC Fireplace Lounge Beyond Beats and Rhymes PANEL
	10/26	
<i>TOWARD A MORE EQUITABLE FUTURE</i>		
10	10/29	<i>Beyond Borders</i> : Part Eight Intro and Chapters 1. Small Is Beautiful: Airports, McDonald's ,& Hypermarkets in Mexico, Albertani 4. The New Student Movement, Liza Featherstone Afterword: The Cost of American Privilege, Michael Schwalbe
	10/31	Team Project Instructions distributed

	11/2	
11	11/5	Special Guest: Readings to be distributed.
	11/7	Special Guest: Readings to be distributed
	11/9	Group Project Work
<i>SEEDS OF THE POSSIBLE / DARK BEFORE THE DAWN</i>		
12	11/12	<i>Impossible Will Take a Little While:</i> Book Introduction Section One and Two Introductions
	11/13	MEET 6pm UC 201 Women Peace and Justice Panel: Yesterday Today and Tomorrow
	11/14	Marian Wright Edelman—"Standing for Children" Howard Zinn—"The Optimism of Uncertainty" Wallerstein, An American Dilemma of the 21 st Century (Handout)
	11/16	
<i>EVERYDAY GRACE / FLIGHT OF OUR DREAMS/ COURAGE IS CONTAGIOUS</i>		
13	11/19	<i>Impossible Will Take a Little While:</i> Section Three Four and Five Introductions Parker Palmer—"There is a Season" Tony Kushner—"Despair Is a Lie We Tell Ourselves" Victoria Safford—"The Small Work in the Great Work" MEET in UC 313 "Responding to Terrorism" a conversation with Talat Hamdani of Peaceful Tomorrows "an organization founded by family members of those killed on September 11th who have united to turn grief into action for peace." http://www.peacefultomorrow.org/ . http://video.google.com/videoplay?docid=-7679597484089935943&q=talat+hamdani&pr=goog-sl&hl=en
	11/21	No Classes
	11/23	
<i>THE GLOBAL STAGE / RADICAL DIGNITY</i>		
14	11/26	<i>Impossible Will Take a Little While:</i> Section Six and Seven Introduction Martin Luther King, Jr. —"Letter from a Birmingham Jail"
	11/28	Arundhati Roy—"Come September" Robin D. G. Kelley, "Finding the Strength to Love and Dream" (Handout)
	11/30	Civic Engagement Project Report DUE
<i>BEYOND HOPE / ONLY JUSTICE CAN STOP A CURSE</i>		

15	12/3	<i>Impossible Will Take a Little While:</i> Section Eight and Nine Introduction Ashford, Staying the Course
	12/5	Golden, The Inevitability Trap Desmond Tutu—"No Future Without Forgiveness" TEAM Project Presentations and Documentation DUE
	12/7	INDIVIDUAL Presentations
16	12/10	No classes (Study Day)
	12/12	Readings to be distributed (On the Social Forum Movement) Review for Final INDIVIDUAL Presentations
	12/14	Closing Discussion
FINAL	Friday December 21st 10:30am-12:30pm SCI*233S	

SUGGESTIONS FOR WOMEN PEACE AND JUSTICE EVENTS (ATTEND 3)

Check the website for additional events: <http://events.adelphi.edu/wpj/>.

10/1	*7-9pm, UC 201 GERDA LERNER: <i>Feminism as a Tool for Social Change</i>
10/2	*5:30-7pm UC 313 AU Annual Service Kickoff <i>Sign up for Global (10/13) and Local (tba) Service Projects</i>
10/3	*1-2pm UC 201 Presentation by Paul Loeb *7-8pm UC Gallery Poetry Reading: Paul Loeb and the AU Community speak on Women Peace and Justice
10/10	*12:30-2pm UC313 United States Social Forum: AU Delegation Reports Back
10/15	*1-3pm UC 201-3 Working for Social Justice: Internships, Volunteering and Career Fair
10/16	*9:25-10:40am UC313 CODEPINK Presentation / Exhibit all day in UC Lobby
10/18	*7pm UC Fireplace Lounge: Alix Olson, Poet hosted by the Lesbian, Gay, Bisexual, Transgender, Straight Student Alliance
10/22	*1-3pm UC 313 "Young Women with Disabilities: Claiming the Body" Workshop led by Harilyn Rousso,
10/31	*1-3pm UC 203 Performance "My Name is Rachel Corrie"
11/30	*2-5:30pm UC 201-03 Women and Leadership PANEL

“REFLECTIONS”: Consciously reflecting upon our thoughts helps us draw connections between ideas and lived experience, identify areas of personal interest and concern and shape our actions as engaged members of society. Keep track of your reflections in a word document and submit through a Blackboard forum or more privately through email. The full document should be uploaded to Blackboard at the end of the semester.

These sentence beginnings and questions may help you get started:

I learned that... I discovered that... I was disturbed by...
I was very pleased to realize that... I was surprised to realize that... I can't believe that...
I was troubled that... I really don't agree that... I think that...

- What did you learn about historical relationships of power and hierarchies and the challenges they pose in the society? What is the significance of what you now understand?
- How do these legacies impact today's world to create current predicaments?
- How did the (reading, discussion or experience) influence your thoughts about these topics?
- What do the concepts of equality, equity, fairness, democracy, inclusiveness, representation, etc. mean in the field you are pursuing?
- Was there anything you learned about yourself from this reading, discussion or experience?
- What thoughts do you have about what it would mean to create a “better tomorrow”?

ADDITIONAL READINGS

- Barsamian, David. 2006. “A World Without Borders: An Interview with Howard Zinn.” *Z Magazine*. 35-39.
- Birkhold, Matthew. 2007 “Patriarchy: A Primer for Men.” *WireTap Blog*. July 11.
- Birkhold, Matthew 2007, Hip-Hop Dogmatism and Potential Problems for Political Organizing.” *Wiretap* June 8, <http://www.wiretapmag.org/stories/43121/>
- Coker, Cheo Hodari. 2003. Chapter Two: Things Done Changed. *Unbelievable*. New York: Three Rivers Press. (Optional)
- hooks, bell. 2004. “Chapter 2 gangsta culture.” *We Real Cool: Black Men and Masculinity*. New York: Routledge.
- Kelley, Robin D. G.2002. “Finding the Strength to Love and Dream” *The Chronicle Review*. June 7. <http://chronicle.com/weekly/v48/i39/39b00701.htm>
- Lerner, Gerda, 2002. *Fireweed: A Political Autobiography*. Philadelphia: Temple Press.
- Loeb, Paul. 2003. Which Deaths Do We Mourn? *Seattle Times*. February 19.
- Rhymes, Dr. Edward 2007. “Caucasian Please! America's Cultural Double Standard For Misogyny & Racism .” *Black Agenda Report*. June 26, <http://www.alternet.org/story/52343/>
- Wallerstein, Immanuel “An American Dilemma of the 21st Century” *Societies Without Borders*. Volume 1, Number 1, 2006 , pp. 7-20(14)

USEFUL RESOURCES

The University Libraries have prepared research guides and reference tools to expedite, evaluate, and document research: <http://library.adelphi.edu/guides/>