

Sustainability Learning Outcomes (SLO) Course & Curriculum Proposal Form

(please return to Deane.Wang@uvm.edu or lhill@uvm.edu)

Background and introduction to the SLO requirement

Four sustainability learning outcomes were approved by the UVM Faculty Senate in April of 2014. At that time a preamble providing the rationale for this requirement was part of the approved resolution. It is repeated here.

As stated in Our Common Ground, "The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world." In the context of the emerging challenges of the 21st Century, this preparation includes envisioning and planning for a sustainable society. In addition, Our Common Ground speaks to "the transforming power of education." Thus UVM's vision for sustainability embraces the goal of educating all of its students to understand and contribute to the sustainability of human society. That is, we recognize that the pursuit of ecological, social, and economic vitality must come with the understanding that the needs of the present be met without compromising the ability of future generations to meet their own needs. Through its General Education Initiative, The University of Vermont will integrate its sustainability vision across curricular and co-curricular activities. Whatever their chosen discipline, each student will demonstrate their understanding of the defined learning outcomes in the knowledge, skills and values categories, as well as the personal domain.

Students who are prepared to address the challenges of creating a sustainable world have knowledge of current issues in sustainability and the social, ecological, and economic dimensions of these complex problems. With the knowledge gained through coursework from varied disciplines, students develop the skills to engage in rigorous and complex discussions around creating sustainable solutions. Coursework and experiences in sustainability are meant to widen social, historical, and cultural perspectives and strengthen students' ability to negotiate multiple values that routinely come into play when planning for sustainability at the local, regional or global scales. Students connect conceptual learning to challenges and opportunities in the world outside of the university classroom by critically analyzing their own experiences in order to make sustainability meaningful and guide their personal actions.

Please provide three components as part of your proposal submission:

1. Background/explanation: a brief history of the course/curriculum, general reasons why the course satisfies the Sustainability Learning Outcomes (SLO), and any other contextual information that can assist the committee in its review process.
2. Completed SLO table (see below).
3. Most current version of your course syllabus (syllabi in the case of a curriculum)

The SLO table will allow you to describe how your course/curriculum meets each of these outcomes. For each SLO, please indicate the level of exposure that you plan to incorporate in your teaching. The level of exposure to the learning outcome can be variable. The Committee seeks some level of exposure to all four (4) sustainability learning outcomes (SLOs). It is also expected that for three (3) of the outcomes, the level of exposure will at least be to "reinforces." A brief description of these expectations follows:

- **Introduces** indicates that the course objective is to familiarize students with the learning outcome so they can define terms. For example, the student has been exposed to some applications of the topic/concept through a lecture and/or reading. Other educational

frameworks used to organize learning levels may use language like "fundamental" and "factual," imparting the ability to remember and understand.

- **Reinforces** indicates that the course objective will follow up the introduction of topic(s) with student work to apply the topic/concept themselves, either in a personal domain or that of organizations, institutions, municipalities, etc. This might include critical reflections, case studies, or laboratory exercises. The readings and related assignments should be substantive. Other educational frameworks may use language like "intermediate" and "conceptual," imparting the ability to apply and analyze.
- **Mastery** level is NOT an expectation for sustainability learning outcomes associated with a single first course addressing sustainability. However, if you feel that the course work provided in your course attains this level, we would like to value that learning outcome. This level might entail educational concepts like "advanced" and "procedural." Students would be able to evaluate and create in the context of these learning outcomes.

Activity title/type, lecture or activity, content, topics taught, etc.

Here we would like to know what type of activity is relevant to achieving the sustainability learning outcome. Is it lecture, an assignment, a service-learning projects, journal assignment, class exercise like a debate, etc.? If you title this activity, please include that here as well (e.g. "sustainability blog"). If there are associated topics, please also include these (e.g. "renewable energy, environmental justice, homeostasis"). If multiple teaching approaches are employed, please them.

Description of the activity and how it addresses the UVM SLO

Please explain your approach to achieving the sustainability learning outcome. This might start with a more detailed description of the activity followed by a discussion of how the learning outcome results from this learning activity. In some cases it will be self-evident, so the description of the activity will suffice. This section provides the most useful material for the committee to evaluate your sustainability learning outcome, so adequate detail will be helpful. The committee's goal is to encourage the development and expansion of sustainability-related curricula, but we need enough detail to carry out our responsibility. We encourage and invite faculty to communicate with the co-chairs of the committee if you need assistance with this process or have questions.

If any assessment methods will be used to demonstrate student learning, please include a brief description. We may request your specific assessment as it could help other faculty to develop similar methods for their course. The committee would also like to encourage faculty professional development around implementation of these sustainability outcomes, and sharing of faculty tools and approaches is an important part of the process.

Title of Course: World Regional Geography GEOG 50

Submitted by: Cheryl Morse and Harlan Morehouse

Contact info: cheryl.morse@uvm.edu tmorehou@uvm.edu

Background/explanation:

World Regional Geography is an introductory lecture course designed to introduce students to the discipline of geography, global human-environment relationships, the production of landscapes, and social and culture issues at the global and regional scales. The class is organized along two axes: geographic regions of the world and cross-cutting global themes such as sustainability and development, environmental and landscape change, and social well-being. The course enrolls between 109 and 200 students, except when it is taught during the summer term. Cheryl Morse has taught the course 24 times and Harlan Morehouse has taught it 6 times. It has been offered as a core course in the Geography department for many decades.

SLO #1: Students can have an informed conversation about the multiple dimensions and complexity of sustainability. (knowledge category)

Level of exposure: __introduced_____

Activity title/type, lecture or activity content, topics taught etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).
Lecture on "Sustainability and Development : SE Asia and Dams"	This introductory lecture covers working definitions of sustainability in the context of international development, using a UN definition. The lecture draws on the case study of recent and proposed dam construction along the Mekong River to ask the question "is dam construction a source of green energy or environmental degradation?" This particular topic illustrates the ways in which development efforts related to water often have multi-scalar dimensions: at regional, national, and local levels. Desired "green" outcomes received by some people in some locations will be experienced as environmental harm by others in different locations. In addition this case study allows students to see how discussions of sustainability are linked to a series of specific questions: sustainable for whom, where, and over what period of time? This content is covered in the third exam in several questions, in multiple choice, short answer, and short essay formats.

SLO #2: Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives. (skills category)

Level of exposure: ___reinforced_____

Activity title/type, lecture or activity content, topics taught etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).
<p>Developing the ability to think critically about sustainability from diverse perspectives: 360 degree approach</p>	<p>Throughout the term students are exposed to lectures and readings about the manifestation of environmental problems in different regions, for example, post-Soviet environmental hazards and SW Native Americans’ access to water. Students are presented with multiple “measures” that social scientists use to describe social, health, and economic well-being among national populations. They are also exposed to one lecture in which the instructor shows how to build a lecture on a new, emerging topic of international concerns, how to draw on resources and diverse sources of information on topics including: spatial relationships, environmental conditions, topography, history, culture, and natural resources. To assess students’ ability to take a holistic approach to problem solving in the socio-environmental realm, and to assess their ability to think critically about the sustainability through an applied project in the “real” world students engage in the two assessments below:</p> <p>Group exercise: The class is divided into discussion groups. Each group is assigned a problem to solve that is based on the real-life job of a Geography graduate. All of them relate to questions of sustainability in one form or another. For example one question is: “You have just landed a job as a community economic development coordinator for a rural county in Oregon. You are looking forward to moving west, but you have only lived in the Northeast. Where would you begin doing research in order to prepare for understanding the cultural, economic, and environmental dimensions of this place? What questions would you ask?” Students draw up a proposal for an approach to this problem and then present it to the class. The instructor responds to the proposals immediately, reinforcing the sensible elements of the plan and modeling additional steps that could be taken to approach the issue from a multi-disciplinary perspective, including aspects of sustainable systems.</p> <p>Short Essay Final Exam Question: “As a new graduate of UVM, you have accepted a job to develop an ecological tourism business in Cambodia for a small community. What kinds of information do you need to learn to develop an appropriate project? Where will get this information? What is the best way to do this project?” Students who receive full credit for this answer include a number of methods to gather</p>

	<p>information about the culture, history, ecological and environmental conditions, traditional livelihoods and physical geography of this community, identify specific resources and methods to gather and incorporate local perspectives and initiatives, and name a set of questions related to sustainability that will assure the most culturally, environmentally and socially just approach to undertaking this project.</p>
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SLO #3: Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global. (values category)

Level of exposure: ___reinforced_____

Activity title/type, lecture or activity content, topics taught etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).
<p>Lecture: "Development in Sub-Saharan Africa" Film "Milking the Rhino"</p>	<p>This lecture includes an introduction to conventional development theory (the stages of development for societies), a critique of the model, and introduction to sustainable development and indigenous technology (or know-how). The lecture draws on the example of a failed attempt to eradicate sleeping sickness during British colonial rule of Tanganykia (now Tanzania). The lecture shows how colonialism, history, ideas about science and development resulted in a plan that relocated local peoples, removed them from their sources of livelihood, and impacted their free movement. This introduces a broader discussion about the dimensions of sustainability including at what scale, for whom, and for what outcomes, and over what period of time?</p> <p>The film "Milking the Rhino" focuses on two attempts at eco-development drawing on wildlife and cultural resources: one among the Masaai people in eastern Africa and the second among different groups of local people in Namibia. In combination with the previous lecture, it helps students to see how older ideas about development, nature, parks, and the relations between locals and visitors are taken up in these projects, but also contested by them.</p> <p>Assessment: Exam 2 covers this content in several formats including a short essay question: "Name one specific example from the film "Milking the Rhino" of Africans attempting to make sustainable livelihoods from wildlife conservation. Give one specific example of how the impact of colonialism is still evident in the film."</p> <p>Second assessment: the exam also requires students to accurately explain the critiques of traditional development theory.</p>

SLO #4: Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability. (personal domain)

Level of exposure: ____reinforced_____

Activity title/type, lecture or activity content, topics taught etc.	Description of the activity and how it addresses the UVM SLO and any assessment methods used to demonstrate learning (if applicable).
<p>Group Writing and Research Project: Archaeology of a Contemporary Object</p>	<p>Throughout the term students confront how their individual consumer choices impact local, regional, national, and global environmental conditions. In the group research and writing project, “Archaeology of a Contemporary Object”, student groups select a consumer good and conduct research to identify the various processes and relationships that bring a particular consumer good into being. In their projects, students address questions such as: (i) From what materials is the consumer good made and where are they sourced? (ii) Who is responsible for the manufacture of the consumer good? (iii) Through what means is the consumer good distributed? (iv) How is the consumer good disposed of? (v) What are the residual effects of the good’s disposal?</p> <p>This project helps students gain knowledge of how the manufactured objects that populate daily life are placeholders for intricate and expansive economic, political, social, historical, and environmental relations. It further reinforces the perception that individual consumer choices, and consumer culture in general, can play a significant role in the creation and or mediation of environmental degradation.</p> <p>In addition to writing a report, each group is provided with 10 minutes to present their findings to the class. Assessment is based on the quality of the research, writing, and presentation.</p>

GRS 001
Introduction to Global Studies
Fall 2015
Professor Andrew Buchanan

Time: Monday/Wednesday/Friday, xx- xx

Location:

Office: Wheeler House 210

Office hours: Monday/Wednesday/Friday, xx- xx

Email: anbuchan@uvm.edu

Course Description and Objectives.

Global Studies is an interdisciplinary enquiry into the factors that shape the interconnectedness of people, markets, ideas, and cultures. The purpose of this course is to analyze the dynamic interactions that transcend the nation-state and which shape the world around us. This requires an appreciation of the interconnectedness of global and local events and an understanding of the processes and structures through which these connections are organized. Toward this end, we will examine a range and diversity of global topics and will address questions such as: Is the world becoming increasingly homogenized and less diverse? Does globalization create prosperity for some and inequality for others? How does globalization influence conflict? And are we facing imminent global environmental collapse? Above all, the course will equip you both to think about the issues affecting the fundamental sustainability of human life, society, and the global environment, and to discuss the ways in which engaged citizen-activists can frame a response to the challenges of the twenty-first century.

The course is structured around the textbook *Global Problems and the Culture of Capitalism* by leading anthropologist Richard Robbins. As we work our way through the book, short lectures will be intertwined with classroom discussions and debates, and reading material from the textbook will be supplemented by other readings and by video clips, most of which will be posted on Blackboard. The syllabus outlines what reading/watching/writing you will be expected to do before class meets. In order that everyone can participate in class discussion, it is critical that you do the assigned work.

Over the course of the term you will write four short (two-page) essays discussing a specific (and sometimes provocative) question relating to issues discussed in class. The essays should outline your own views and conclusions, but they must be solidly grounded in factual material presented in the textbook, in other assigned readings, or gathered from other academically respectable sources. You should not, in other words, offer unattributable statements picked from the internet as fact!

In addition to these four short essays, your final grade will also include a midterm and a final exam, together with the production of talking point for class discussion.

Assigned Textbook

The following text book is required reading; you will need to have your own copy, and you should bring it with you to class so that you can refer to it during discussions.

Richard Robbins, *Global Problems and the Culture of Capitalism*, (Boston: Pearson, 2014), 6th Edition, 978-0-205-91765-5

Please make sure to get the sixth edition as the content varies from edition to edition.

Grading

Your final grade will be calculated as follows:

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| • 4 short essays: | (4x10%) | 40% |
| • Midterm exam | | 20% |
| • Final exam | | 30% |
| • Talking points | | 10% |

Attendance

You are expected to attend and participate in all classes, to the assigned reading before class, and to turn in all written work on time. You are allowed two “personal days” to use as you see fit; if you need to miss additional classes you may seek an excused absence. All **unexcused** absences over and above the two personal days will result in one point being deducted from your final grade.

If you are present for every class—no personal days or excused/unexcused absences—you will receive a two point bonus for **perfect attendance**.

If you are a member of a sports team or a UVM organization that requires travel out of town, you must provide me with your schedule as soon as it becomes available.

Students have the right to practice the religion of their choice. Students with religious observation needs must submit them to me by the end of the second full week of classes.

If you are in the ACCESS program, please provide me with the relevant paperwork by the end of the second full week of classes so we can discuss any relevant accommodations. Discussing these issues early in the semester is necessary to develop a workable plan.

Electronic Devices

All cell phones, iPods, BlackBerries, and other electronic devices must be turned off and stowed away for the duration of each class session. Any use of these devices in class is distracting and will not be tolerated. Computers are allowed for note-taking. Any student

who uses their computer for other things during class time will forfeit the privilege of computer use.

Academic Integrity

Students are, of course, expected to do their own work on all assignments in this class. University standards regarding academic honesty apply throughout the semester. Please see the official university policy at:
<http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>.

Syllabus

Monday August 31	<u>Globalization, Growth, and Sustainability—An introduction to the course.</u> <u>Before Class</u> Watch: video of the short docu-drama <i>2057</i> . (link posted on Blackboard)
Wednesday September 3	<u>Introduction to some basic ideas</u> Short lecture and class discussion based on the Introduction to <i>Global Problems</i> <u>Before Class</u> Read: <i>Global Problems</i> , Introduction to Part One, pages 1-11.
Friday September 5	<u>Constructing the Consumer (1)</u> Short lecture and class discussion <u>Before Class</u> Read: <i>Global Problems</i> , Chapter 1, pages 12-34 Watch: Video <i>Consuming Kids: The Commercialization of Childhood</i> (link posted on Blackboard)
Monday September 7	Labor Day—No Class

<p>Wednesday September 9</p>	<p><u>Constructing the Consumer (2)</u> Class debate on the proposition:</p> <p>“The core premise of the culture of consumer capitalism is that commodity consumption is the source of well-being”</p> <p><u>Before Class</u> Prepare: Debate notes and talking points</p>
<p>Friday September 11</p>	<p><u>Constructing the Consumer (3): Consumerism and Sustainability</u> Short lecture and discussion on the Conclusion to Chapter 1 of <i>Global Problems</i></p> <p><u>Before Class</u> Write: A two-page reflection on the short quotation by Francesco Sisci at the end of the Introduction to <i>Global Problems</i>, page 34.</p>
<p>Monday September 14</p>	<p><u>Constructing the Worker (1)</u> Lecture and discussion: What work is.</p> <p><u>Before Class</u> Read: Chapter 2 of <i>Global Problems</i>, pages 35-45</p>
<p>Wednesday September 16</p>	<p><u>Constructing the Worker (2)</u> Lecture and discussion: Work and the changing global face of the working class</p> <p><u>Before Class</u> Read: Chapter 2 of <i>Global Problems</i>, pages 45-56</p>
<p>Friday September 18</p>	<p><u>Constructing the Worker (3)</u> Class Discussion</p> <p><u>Before Class</u> Watch: The video <i>Call Center</i> Prepare: Talking points for class discussion</p>
<p>Monday September 21</p>	<p><u>The Rise of a World System (1)</u> Lecture and discussion: Mercantile Origins</p> <p><u>Before Class</u> Read: Chapter 3 of <i>Global Problems</i>, pages 57-74</p>

<p>Wednesday September 23</p>	<p><u>The Rise of a World System (2)</u> Lecture and discussion: Industry, Globalization, and Imperialism</p> <p><u>Before Class</u> Read: Chapter 3 of <i>Global Problems</i>, pages 74-98</p>
<p>Friday September 25</p>	<p><u>The Rise of a World System (3)</u> Class Discussion: Capitalism, Globalization, and Sustainability</p> <p><u>Before Class</u> Watch: The short movie <i>Life and Debt</i>. Link posted on Blackboard. Write: A two page paper reflecting on the sustainability of the global economy in the light of the conclusions at the end of chapter 3 of <i>Global Problems</i>, pages 97-98.</p>
<p>Monday September 28</p>	<p><u>The Nation-State in the World (1)</u> Lecture on the rise of the nation-state</p> <p><u>Before Class</u> Read: Chapter 4 of <i>Global Problems</i>, pages 99-125.</p>
<p>Wednesday September 30</p>	<p><u>The Nation-State in the World (2)</u> Class debate on the proposition:</p> <p>“The nation-state will soon be replaced by new institutions, the most important being the transnational corporation.”</p> <p><u>Before Class</u> Prepare: Arguments and talking points for the debate.</p>
<p>Friday October 2</p>	<p><u>War and the World: The Construction of Hegemony</u> Lecture and discussion.</p> <p><u>Before Class</u> Read: Extract by Immanuel Wallerstein, posted on Blackboard.</p>
<p>Monday October 5</p>	<p><u>War and Bases: The Maintenance of Hegemony</u> Lecture and Discussion</p> <p><u>Before Class</u> Read: Nick Turse, “America’s Empire of Bases 2.0;” posted on Blackboard</p>

<p>Wednesday October 7</p>	<p><u>Introduction to Part Two: The Global Impact of the Culture of Capitalism</u> Class discussion on “Polanyi’s Paradox”: “How is it possible to get the market to perform efficiently without, at the same time, destroying the human and natural substance of society.”</p> <p><u>Before Class</u> Read: Introduction to Part Two of <i>Global Problems</i>, pages 127-132.</p>
<p>Friday October 9</p>	<p>No Class—Professor Buchanan attending a conference.</p> <p>Revision groups meet to discuss preparation for mid-term exam</p>
<p>Monday October 12</p>	<p>Mid-Term Exam</p>
<p>Wednesday October 14</p>	<p><u>Population Growth, Migration, and Urbanization (1)</u> Lecture and discussion</p> <p><u>Before Class</u> Read: Chapter 5 of <i>Global Problems</i>, pages 133-167.</p>
<p>Friday October 16</p>	<p><u>Population Growth, Migration, and Urbanization (2)</u> Class debate on the sustainability of population growth, based on former U.S. Secretary of Defense and World Bank chairman Robert McNamara’s statement: “Short of nuclear war, population growth is the major issue the world faces. If we do not act, the problem will be solved by famine, riots, insurrection, and war.”</p> <p><u>Before Class</u> Prepare: Arguments and taking points for class debate.</p>
<p>Monday October 19</p>	<p><u>Economic Development, Hunger, and Poverty (1)</u> Lecture and discussion: Patterns of global food production and patterns of poverty.</p> <p><u>Before Class</u> Read: Chapter 6 of <i>Global Problems</i>, pages 168-184. Watch: The short video <i>The Matrix</i></p>

<p>Wednesday October 21</p>	<p><u>Economic Development, Hunger, and Poverty (2)</u> Discussing sustainable solutions</p> <p><u>Before Class</u> Read: Chapter 6 of <i>Global Problems</i>, pages 184-196. Write: A two-page paper responding to the suggestion that “programs of ‘food-aid’ are simply ways that the state funnels tax dollars to agribusiness, increases the influence of food aid organizations, and promotes the ruin of small, local food growers.”</p>
<p>Friday October 23</p>	<p><u>Globalization, Consumption, and the Environment (1)</u> Lecture and discussion</p> <p><u>Before Class</u> Read: Chapter 7 of <i>Global Problems</i>, pages 197-217.</p>
<p>Monday October 26</p>	<p><u>Globalization, Consumption, and the Environment (2)</u> Class debate on the proposition: “capitalism will never sacrifice economic growth and capital accumulation for environmental reform” (John Bellamy Foster)</p> <p><u>Before Class</u> Read: Chapter 7 of <i>Global Problems</i>, pages 217-219. Watch: 12-minute video <i>Cheat Neutral</i>, link posted on blackboard. Prepare: Talking points for debate.</p>
<p>Wednesday October 28</p>	<p><u>Globalization, Disease, and Health (1)</u> Lecture and discussion.</p> <p><u>Before Class</u> Read: Chapter 8 of <i>Global Problems</i>, pages 220-238. Watch: 5-minute video <i>Global Disparities</i></p>
<p>Friday October 30</p>	<p><u>Globalization, Disease, and Health (2)</u> Discussion on the AIDS crisis</p> <p><u>Before Class</u> Read: Chapter 8 of <i>Global Problems</i>, pages 238-247. Prepare: Talking points for class discussion</p>

<p>Monday November 2</p>	<p><u>Globalization, Disease, and Health (3)</u> Lecture and discussion: Cuban doctors and the Ebola crisis--a different approach to global healthcare and disease.</p> <p><u>Before Class</u> Read: Articles from the <i>New York Times</i> on Cuban health workers in Africa.</p>
<p>Wednesday November 4</p>	<p><u>Indigenous Groups and Ethnic Conflict (1)</u> Lecture and discussion: Manifest Destiny in Africa and the Americas</p> <p><u>Before Class</u> Read: Extract from George Novak's <i>Genocide Against the American Indians</i>.</p>
<p>Friday November 6</p>	<p><u>Indigenous Groups and Ethnic Conflict (2)</u> Class discussion on the proposition:</p> <p>“If we examine cases of purported ethnic conflict, we generally find that it involves much more than ‘ancient hatreds’; often, in fact, the hatreds are not ancient at all.”</p> <p><u>Before Class</u> Read: Chapter 9 of <i>Global Problems</i>, 248-273. Prepare: Talking points for class discussion</p>
<p>Monday November 9</p>	<p><u>Introduction to Part Three: Resistance and Rebellion</u> Discussion</p> <p><u>Before Class</u> Read: Introduction to Part Three, <i>Global Problems</i>, 275-281. Prepare: Talking points for the discussion.</p>
<p>Wednesday November 11</p>	<p><u>Peasant Resistance (1)</u> Lecture and discussion: Peasant rebellion in Malaysia, Kenya, and Mexico</p> <p><u>Before Class</u> Read: Chapter 10 of <i>Global Problems</i>, pages 282-304 Read: Short extract from Samir Amin's <i>The Liberal Virus</i>, posted on Blackboard. Watch: Video clip of <i>Monty Python and the Annoying Peasant</i></p>

<p>Friday November 13</p>	<p><u>Peasant Resistance (2)</u> Class discussion on the proposition:</p> <p>“Given the structure of the modern global economy, peasant or small-scale agriculture can not survive.”</p> <p><u>Before Class</u> Read: Chapter 10 of <i>Global Problems</i>, pages 304-305. Write: A two-page essay responding to the idea that peasant agriculture is doomed.</p>
<p>Monday November 16</p>	<p><u>Anti-Systemic Protest (1)</u> Lecture and discussion: World Revolutions</p> <p><u>Before Class</u> Read: Chapter 11 of <i>Global Problems</i>, pages 306-311.</p>
<p>Wednesday November 18</p>	<p><u>Anti-Systemic Protest (2)</u> Lecture and discussion: Labor, feminism, and strategies of protest.</p> <p><u>Before Class</u> Read: Chapter 11 of <i>Global Problems</i>, pages 311-328.</p>
<p>Friday November 20</p>	<p><u>Anti-Systemic Protest (3)</u> Black lives matter! Global connections in the struggle against racism.</p> <p><u>Before Class</u> Read: Short extract from Malcolm X situating the civil rights struggle in the United states in a global context. Prepare: Talking points for the discussion.</p>
<p>November 23-27</p>	<p>Thanksgiving Break</p>
<p>Monday November 30</p>	<p><u>Religion and Anti-Systemic Protest (1)</u> Lecture and discussion</p> <p><u>Before Class</u> Read: Chapter 11 of <i>Global Problems</i>, pages 329-352.</p>

Wednesday December 2	<p><u>Religion and Anti-Systemic Protest (2)</u> Class discussion</p> <p><u>Before Class</u> Watch: Video clip of <i>Justified Violence</i>, by Mark Juergensmeyer</p>
Friday December 4	<p><u>Summary and Conclusions—The Citizen-Activist (1)</u> Discussion on the central dilemma: Capitalist growth or global human sustainability?</p> <p><u>Before Class</u> Read: Chapter 13 of <i>Global Problems</i>, pages 353-371 Prepare: Talking points for the discussion</p>
Monday December 7	<p><u>Summary and Conclusions—The Citizen-Activist (2)</u> Discussion on the challenge of developing citizen-activism</p> <p><u>Before Class</u> Read: Chapter 13 of <i>Global Problems</i>, pages 372-378 Prepare: Talking points for the discussion</p>
Wednesday December 9	Class wrap-up and exam preparation
	Final Exam