

**Title: RSOC 170: Religion, Gender and (Ethics) of Globalization Winter 2015**  
**Mondays /Wednesdays : 7:20-9:05**  
**Kenna 212**

**Spring 2016**

**30<sup>th</sup> March**

**Pre requisite: RTC1 & RTC2 (in Sequence) and completion of 88 Units to get RTC3 Credit**

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**Office Hours: Tuesdays 2-3 or By appointment**

**Keeping Connected: Please Schedule Office Hours at least once before end of week 6**

RSOC 170 Across The Curriculum:

- 1. The Course is Cross - listed as WGST 146 For Credit in Women and Gender Studies:**

**The Course also counts for the Following Pathways**

- 1. Applied Ethics Pathway**
- 2. Gender Globalization and Empire Pathway**
- 3. Global Health Pathway.**

**For details about the Core and Pathways : Please see the link below**

<http://scu.edu/core>

### **Course Description**

Using a **feminist *ethics frame*** of reference, this course will examine the ethical issues at the *intersection of Gender, Globalization and Religion*, and unpack the implications of this intersection, particularly for women. Focusing on, but not limited to the specific issues of *human rights of women* as one of the most enduring ethical challenges of our time, the course will examine ways in which globalization in its multiple “faces” has *affected, supported or undermined the human rights of women and the role of religion in this context*. *The course will also facilitate a gendered analysis of the various responses to the ethical challenges raised by Globalization and evaluate the implications of these responses particularly for women around the globe as they individually and collectively navigate the (**ethically ambiguous**) impact of globalization in their lives. Moreover, the course will explore and highlight examples and modes of *Women’s Civic engagement* as they bring their moral agency to bear as *global citizens*, seeking to heal themselves and the world around them by responding *analytically and proactively to the ethical challenges posed by Globalization*. We shall also map in a preliminary way the search for a global **prophylactic ethic** in response to the ethical challenges of globalization and the role women and of religion in this quest.*

### **Specific Course Goals. /Intended learning outcomes**

**Objectives specific to the Course : Students who successfully undertake this class will:**

1. Demonstrates a **critical understanding** of the **multifaceted and complex** phenomenon of **globalization** and its **implications for women**.

2. Show an analytical understanding of the concept of **Human Rights** and its connection with the notion of “**Women’s Rights**”
3. *Show ability critically to examine the **intersecting ethical challenges** related to globalization and the implications of these challenges for women seeking freedom, justice , equality and wholeness in a globalized context*
4. Be able analytically to examine the role of “**religion(s)**” and their response to the *ethical challenges of globalization and in the* quest for a global ethic.
5. *Explore analytically* the role of emergent “**feminisms**” and their responses to the ethical challenges posed by globalization.
6. Show a *critical appreciation* of women’s **moral agency** and their practical navigation of ethical challenges and opportunities related to globalization.
7. Demonstrate a critical understanding of the notion of “**Glo-cal**” connections and its implication particularly for women in the “**Global Village**”
8. *(Achieve Students own intended learning outcome through this class as they define it.)(you may share this with me if you so wish)*

### **Special Note (1): RSOC170 In the New Core Curriculum:**

**RSOC170** is one of the several courses that are designed to fulfill RTC3 (Religion, Theology and Culture 3) core requirements. According to the *Core Curriculum guidelines*, these courses build on **the first 2 courses (RTC 1&2)** and are designed to help students **apply insights** from the study of religion to “*Difficult , open ended questions of vital interest to society*”. In the case of **RSOC 170** *such difficult , complex and open- ended questions* emerge in connection with the *phenomenon of Globalization* and the opportunities and challenges the phenomenon brings to the quest for a humane and sustainable global society; a society which nurtures the *flourishing of humans and that of others with whom humans share the planet.*

It is expected, then, that students who complete RSOC 170 as an **RTC 3** will achieve the following **(2)** Objectives of the RTC3 as part of the Core Curriculum

- a) Be able to identify **diverse perspectives** and **evaluate ethical positions** on contemporary Questions.
- b) Be able to **evaluate and apply insights** from the study of religion to **open ended Questions facing contemporary society:**

The above **RTC3** core objectives and goals are embedded in RSOC170 course goals and objectives. These objectives and goals will be achieved /tested /nurtured through a **variety of course activities** and assignments as follows:

### **Course Activities towards Achievement of Course Goals (AKA Course Requirements)**

1. **Regular attendance and Active presence in class** , both through structured group work and voluntary of *suggestion of ideas, raising and responding to pertinent questions* in a thoughtful manner *regularly and consistently*. Please note that attendance is mandatory since it is a necessary condition for success in and achievement of other course goals. Thus active attendance and participation will be monitored and will comprise **5% of your final grade.**
2. **Adequate Preparation and Participation : Preparation for class involves** an analytical /critical **reading** of required materials and fulfillment of **other assignments** designed to **prepare one for in -class discussion.** *Evidence of such preparation should be manifest in the students’ **ability to respond**, either orally or in written format to questions*

related to or arising from the readings. It should also be evident in the student's ability to participate (*and even at times to lead*) in *class discussion* and to raise well thought out and *relevant questions/issues for reflection*. Evidence of **preparedness** for class in *each session should* also be manifested in student's ability to respond *thoughtfully and analytically* to prompts to guide readings which will be distributed in class or electronically. Such **annotated reading** and engagement in discussion of these readings will also become a suitable springboard for *your response papers* (see below) and other written assignments as well as *group work*. In order to monitor preparation, students will regularly, i) be asked to **submit written responses** to specific prompts based on the readings or to prepare and present aspects of the theme being discussed (individually or in groups), iii) be asked to **Explore, reflect on and periodically share** their reflections in class on specific sub topics individually and /or collectively (see course outline for scheduled group presentations and shared reflections below: **(10 %)**).

3. **2 response papers** : These should be 3-5 *double-spaced typewritten* pages and should reveal the students **critical engagement** with an issue or issues arising from the readings and class discussion thereof. This should be the students opportunity to explore analytically an **issue or issues** (*limit these to two*) arising **from the readings** and discussion thereof that **intrigue you by commenting** on them or questioning them . The response papers are an opportunity to develop and offer your ( students) own *well thought out* perspective on the issue : **10 % each paper , Total 20% of final grade.**
4. **MIDTERM Learning outcomes exercise (Modalities TBA )** .This will test knowledge of **course “content”** , understanding of *key terms and* of key **concepts assumed or studied** through the course. The **midterm will test** not only a knowledge of the ” meaning of the **individual concepts** but also an *understanding* of how these relate to each other in the texts , narratives and critical enquiries on *gender , globalization , Religion and Ethics* (**Total 25 %**)
5. **Group project** : Students will work in groups to explore the intersection of *Gender , Religion and Ethics of Globalization as a lived reality*. Groups and topics will be assigned and topics *for group investigation* and presentation of findings will be determined by 1<sup>st</sup> day of week 2. The group project will be evaluated and will **constitute 20% of your** final grade.
6. Final Exam. The final exam will be an essay in the form of a **book review (see list of suggested books below)**.**The books are chosen for how well they illustrate one or other** aspect of the Globalization and the ethical challenges it poses. Through the essay, the students are expected to demonstrate **their ability to identify** the **pertinent issues** emerging from the book and their ability to evaluate these in light of the readings around and discussion of the class themes throughout the quarter. This exercise allows students to fulfill both objectives **3:1 and 3:2** . It also enhances **ethical reasoning , religious reflection,** perspective. For example, one of the books I have assigned for review is Akpam's "Say You Are One of Them". This is a collection of stories that touches on various ethical issues studied in class : eg Extreme Poverty and its feminization, Religion and conflict, and Human trafficking. *Students are encouraged to test and or apply insights gained from a discussion of these issues in class in their analysis of the book that they chose for review. 20%*  
(*Note on possible alternative*)

**Special note** (2) Please note that the above “requirements” are **not mutually exclusive** . They are in fact **cumulative and multiplicative** in their impact. Your grade will therefore be a **cumulative result** of how well you perform **across the board**. Since each of these “requirements” inform and complement one another, they are **all important** for your success despite the different numbers/ scores related to each of the requirements. Thus, it should be clear for example that **attendance** is a necessary condition for one to get a **score for preparation and active participation**. Ignoring one or other aspect of the course requirements will not only jeopardize your grade but might affect *your status in the class altogether* . Since the quarter is **only 10 weeks**, it is important to be *there from the very first* day of class when the framework and rationale for the course and its activities will be discussed in detail. Thereafter , plan on fulfilling the course requirement thoroughly and in a timely manner for overall best results, both for you and for others in the learning community

### **Class Procedures :Collegiality and Accountability for Class as a learning Community**

The course will be presented through a combination of **lecture and discussion** in order to achieve the stated goals. **Audio-Visual materials** where possible and applicable will be used . Other learning activities including **guest lectures** and **group discussions** designed to meet the needs of the class will be used . Given the fact that one of the goals in this class is to **nurture a an analytical appreciation of the interface between gender, religion and the ethics** of globalization as a **lived reality**, assignments and readings **ARE** designed to facilitate students’ encounter with the *contexts related to women’s experiences of* and responses to this reality and to the ethical challenges as well as opportunities at the intersection of religion, gender and globalization. For example, assignments may involve interviewing **immigrant women** in the “**global workplace**” that is Silicon valley; or explore a *community of faith* and its work in an attempt to understand *that community’s religio-ethical response to the challenge of globalization* . *An assignment could also involve students interviewing people with expertise or who do **practical ethical advocacy** on specific ethical issues pertaining to Globalization etc.*

Students are encouraged to cultivate an inquiring mind, **bold enough** to raise, investigate and discuss appropriate questions commensurate with class theme (s) . This however should be done in the **spirit of collegiality respect and accountability** to the whole class at all times to ensure the success of the class. **Students’ initiative** in reading **around and even beyond** the assigned readings , *and sharing* of information pertinent to the course and a general sense of responsibility for the class over and above the minimum requirements is highly encouraged and is self-rewarding. Some time will be allowed each class for sharing pertinent information, news ,insights and analytical thoughts on the subtheme of the day. **Students’ initiative** is a vital ingredient given the **IMMEDIACY AND topical nature of this** class and the contestation that the topics ignites. Treat this as your/our class, both individually and collectively and *invest in it and “customize “ it accordingly*

### **Connecting the Dots: From Text to Context and Back**

As indicated in the list of course goals above, one of the goals of the class is to nurture an “**appreciation of the impact of globalization on actual lives of women.**” Thus, part of the goal of the class will be to help students move from understanding globalization as an **abstract, even theoretical, academic category** to an understanding of globalization *as a force* and a factor to reckon within in *actual life*. It is expected then that students will

- a) **manifest a healthy curiosity** regarding how the theoretical ideas raised in **texts apply in real life**.
- b) It is expected that through the various **class assignments** including response papers, class discussion, group work, participation in pertinent co-curricular activities, students will manifest their **understanding and nurture their ability to connect the dots between texts (written or otherwise) about globalization, gender, religion, ethics and contexts** in which these ideas develop and have an impact. Students will be expected also to show their understanding and connections of dots between “**then and now**” (i.e. avoiding a-historical analyses) and between “**here and there**” (i.e. understanding the interface between **global and local realities**” an interface that is a defining feature of globalization and which I refer to above as “glocal-connections) .A Formal assessment of this ability to connect texts with contexts is embedded in the syllabus under the rubric of response **papers and group work as well as the final paper** . Opportunities to “connect the dots between textual information and lived realities might include various co-curricular activities and public lectures etc that are available in SCU in the Spring quarter include an event on Human Trafficking and the law (May 20<sup>th</sup>) or the Santa Clara Lecture: The Pope, The Poor and the Planet .(April 6<sup>th</sup>) . Plan on maximizing these opportunities *and tune in to* the programs listening in with RSOC 170 ears. Attendance of pertinent events on or off campus followed by a written **2 page statement** showing the *analytical connection* you make between the event and the class content, goals or themes will be considered for extra credit particularly where your initiatives are especially creative, thoughtful and pertinent.

Consider such co-curricular involvement as an extra means of achieving the learning outcomes stated above as well as a means of achieving your own self defined learning outcome/s. Please note that the extra credit will be added at my discretion to the lowest grade that you will have at the end of the quarter as per the course requirements and will not exceed 5%..Please note that the participation in these co-curricular activities is **indeed extra and does not substitute** scheduled class work. For details of the SCU events this quarter see SCU Website. I will also draw your attention to any other pertinent opportunities that might arise...

### Special Note 3:

For RSOC 170, in the past, several activities have been designed to enhance the students “ability to evaluate and apply insights from the study of religion”.. These activities have included a “synthesizing panel at the end of quarter (sometimes with guest panelists but also with students as “panelists”. I have also had guest speakers featuring activists and practitioners of Religion/ or advocates around certain issues of ethical concern, or people who are engaged in researching the ethical issues that the course unpacks. These *panels/guest speakers* allow students to be in conversation with **real people** who are **engaged in real time** with critical thinking, ethical reasoning, religious reflection and *transformative action* in response to the charged issues of our time. While the demographics of the class and its time slot might not allow us to sponsor a *major panel* as in the past, we will still do a “DIY” synthesizing session at the end. **We may also adopt one of the group topics for the purposes of “synthesizing our thoughts “ (see week 9&10)**

In the past, I have had guest speakers and I am still hoping to get one or two particularly for the major topics such as Immigration, rights of the worker etc. This will be subject to availability.

### **Criteria For Grading:**

“A” will be given for outstanding work both in class and written assignments. An “A” student presents his or her work coherently, clearly and analytically. His or her work is *systematic, relevant and well articulated*, addressing the issues at stake adequately.

“B”. Will be given for work that is of relatively High quality, which adequately and analytically addresses itself to the issues and is relatively well articulated

“C” Will be given for work which barely meets the requirements of the course

“D” Represents poorly presented work, barely relevant, ill articulated.

“ F” Irrelevant, or , incoherent work that does not meet the requirements of the course at all

NB :

A Total of 100 points are possible for the course as a whole . A final letter grade will be assigned according to the following percentile scale:

90%-100% A

80-89 % B

70-79% C

60-69% D

Below 60% F

NB2: The bottom 2 and top 2 numbers within each grade category corresponds to plus or minus grade designations .eg: 80%-82% =B- 88%-89% =B+ etc

Class Policies:

### **1.Academic Integrity:**

Students in this class are reminded that *plagiarism* (ie the use of other peoples words, or work without properly acknowledging and other manifestations of academic dishonesty is a **serious offence that stands to be penalized**. If proven , charges of plagiarism and academic dishonesty could result in an automatic F. Consequently , students are encouraged to develop a strong **sense of academic honesty and integrity** at all times , a fact that **is self rewarding both in the short and long run** . (In this context, students are reminded that use of **internet as a learning tool is encouraged** but academic honesty and integrity is expected even **in the use of internet resources**. Thus, downloading and presenting as **yours other people’s work** from the internet could trigger charges of plagiarism. Use the internet **creatively but ethically** to advance your learning that of others in the learning community that is RSOC170.

- 2 **Attendance** : Class attendance is mandatory except for emergencies which should be explained to me in advance, preferably in writing .You are expected to arrive to class on time and attend **every class meeting** . More than 3 absences will lower your grade by a *letter*. Missing more than 3 **class periods** invites an F for the class. If you require special accommodation you should indicate the need for such accommodations in **advance and submit** the appropriate documentation through the Student advising center in a timely manner(**not later than Monday week 2**) . Attending another classes and/or its requirements, or other commitments that irrevocably conflict with class scheduling will not count as **“excusable absence”** unless there are very rare and urgent and specific circumstances under which **such an absence** can be justified. In which case, consult with me in good time about your **circumstances** to determine what, if any, accommodations **are possible**.
- 3 **Disability and Other Accommodation**: To request academic accommodations s for a disability , students must be registered with disability resources Disabilities Resources ,

located in Benson 216,( [www.scu.edu/disabilities](http://www.scu.edu/disabilities)) . If you would like to register with disability resources please visit their office or call 408 554 4109. You will need to register and provide professional documentation of a disability prior to receiving academic accommodations ., If you have already arranged accommodations through Disabilities Resources , Please initiate a conversation with me about your accommodations during my office hours within the first week of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after verifications of your accommodation needs are approved by Disabilities Resources , and with sufficient lead time for me to arrange testing or other support for you . For more information you may contact Disabilities Resources at 408 554 4109

- 4 **Collegiality:** It is expected that your participation in this class will be marked by a strong **sense of respect and civility towards all in the learning community in and outside the class. Disruptive activities** (eg leaving cell phones or laptops on or other or e-activities unrelated to class, and other use of electronic devices in a manner that distracts you or other members of the class is a mark of lack of collegiality. So is abrupt and disruptive **premature or tardy** arrivals and departures from class. Such activities will lower your participation grade . It is in your interest to avoid distracting yourself and others in this way. Disruptive activities will detract from your attendance and that of others . So avoid them

Furthermore , while disagreements and differences of **opinion are expected** and even encouraged as you navigate your way “**from echo to voice**” regarding the admittedly hotly debated and contested nature of the class topics, disrespectful comments or on the side conversations that interrupt, subvert or do not help move the discussion ahead will be marked as lack of collegiality and will lower your participation grade. You are encouraged therefore to cultivate and apply a collegial, respectful yet analytical approach to the class and the learning community that’s is RSOC170. **In this class , diligent and consistent attendance is itself a big mark of collegiality and respect for your colleagues with whom you are in a learning community together.**

4. **Navigating Class Readings :** Please see appendix to the syllabus below.

**Schedule of Classes:** Please note that this may change to accommodate demographic shifts, availability of Resources and other contingencies. Changes , if any will be communicated to the students .

**Week 1: Introductory Background: Towards a Working Definition of Globalization and Allied Pertinent Concepts**

**Week 1:**

**March 28<sup>th</sup> : No Classes**

**March 30<sup>th</sup>**

Introducing the course and its requirements

**Lecture /Discussion : No Readings**

**Week 2: Towards a Working Definition of Globalization and Its Various faces**

**4<sup>th</sup> April :**

- a) Globalization and the case for a “new ethic”
- b) Globalization and /as a flat world
- c) Globalization and a new sense of “place” : Case in Point : Global Cities ( eg Fremont )

Peter Singer : One World : Chapter 1: a Changing World (pdf on Camino)  
 Friedman: Ten things that Flattened the world

**April 6<sup>th</sup>** : Globalization y and a new sense of Place and (Dis:)Placement

- a) Globalization (Dis)placement , Unmoored Identities and Quest For “ Place “ in Global Cities s  
 (Reading Saskia :Introduction and Chapter 1
- b) Globalization , Our Common home under a one (Compromised ) Atmosphere  
 (Singer Chapter: 2  
**In Class viewing of Video: Fremont**

**Public lecture : The Pope , poverty and the Planet (attend if yiu can and bring insights to class fro extra credit)**

### **Week 3: Globalization, Religion and Ethics :Understanding the Human Rights Paradigm and Its “Paradox(es) “under Globalization**

**April 11<sup>th</sup>** : Religion and Quest For a Global ethic : Understanding the Human Rights Paradigm in a Historical and Multicultural Context :

Readings : Excerpts from Larry May Applied Ethics (on Camino)  
 Human Rights  
 Charter + essays by Santiago Nino, Abdullahi Naim,  
 The Global Ethic Document : (PDF on Camino)  
**Pertinent video TBA**

**April 13<sup>th</sup>** **The Gendered Paradox of Human Rights : Globalization and Human Rights of Women :**

Readings: Excerpts From Larry May Essay By Charlotte Bunch ( pdf )  
 On Camino)  
 Pertinent Video on womens rights as human rights (TBA )

First Response paper due :

### **Week 4: Globalization, One Economy and the Human Rights of Women :**

**April 18<sup>th</sup>** : Understanding the One Global Economy and Its Impact :

- i) *One Economy and Its Features : Reading Peter Singer chapter 3*
- ii) One economy and people on the move and on The run: Women and The Ethics of Immigration  
 Reading : Saskia :Globalization and Its Discontent: (Excerpts TBA)  
 Video Resource: **Dying to Live**



**April 20<sup>th</sup> : Womens Global Commute and Womens Rights in the Global Economy:**

Readings : Ehreinehich: Global Women: Introduction: pp 1-39,

Video Resource: Behind the Labels: Women of Saipan  
(Group 1: On Global economy, Global commute and Womens Rights )

**Week 5: Globalization, One Economy ,and the Scandal of Feminized Poverty :Mapping the root causes and consequences**

**April 25<sup>th</sup> : Life and Debt** : Bretton Woods Institutions, Clinical Economics and the Scandal of Poverty : Readings: Jeffrey Sachs: The End of Poverty , Introduction: Chapters 1 , 3 , 4, and 10

Video: To Be a Woman or Life and Debt/

**April 27<sup>th</sup> Globalization The Scandal of Poverty and the Rights of Global Woman The Worker**

Readings: Ehreinehich Pages 85-103 and 104- 141 (essay entitled Maid to order and Just another Job?, pages 254- 274: Essay entitled :Global Cities and Survival Circuits

**Maquilas a tale of two cities**

**Week 6: The Scandal of Feminized Poverty and Womens Rights Continued**

May 2<sup>nd</sup> The Scandal of Modern day Slavery

Case study 1: Globalization and The Scandal of Modern Day Slavery

Readings Ehreinehich : 142-153 (Essay by Zarembka) pages 154-167 (Essay entitled: Selling Sex for Visas , Pertinent Video TBA)

Possible Guest Speaker

May 4<sup>th</sup> : Women and Modern day slavery concluded  
Group 2 on Guest Speaker on Modern day slavery

Readings: Global Woman : Pages 207-229 (Specially Essay entitled :Because she looks like a child )  
midterm distributed

**Week 7: Globalization , Feminized Poverty and the Crisis of Global Syndemics:**

**May 9<sup>th</sup> : Pathologies of Power and The roots of a Global Syndemic (AIDS)**

**Paul Farmer : Pathologies of Power Introduction, chapters 1,&2 , 5**

**May 11<sup>th</sup> : Poverty and Global Syndemics: Case Study HIV/AIDS**

**Readings : Farmer Chapters 6, & 8 (and 9)**

**Excerpts from Hinga: Women Religion and HIV/AIDS: Responding to the Ethical Challenges (chapter 5 PDF on Camino**

**Video Resource: Angels in the Dust :/or documentary on Ebola )**

Discussion and Commentary on Angels in The Dust (All as resource Persons)

**Or Group 3 (On Globalization, Poverty and Crisis of Syndemics)**

**Week 8: Towards Global Responsibility: Global Compacts to end poverty :  
Millenniums Development Goals (Old and New) and the UN Global Compact**

**May 16th Understanding UN Development Goals (Old and new )**

**Readings : Sachs : Chapter 11-14, and 16; UN website on Sustainable Development  
Goals The UN Global Compact**

(Pertinent Video:T BA

**May 18<sup>th</sup> Towards Global Responsibility : Women: Women Healing Themselves and  
Healing the earth : The Promise of Transnational feminisms Case study nd The quest for a  
livable future :: The eco ethical vision of Shiva and Maathai**

Readings : Shiva Stolen Harvest

Ruether : *Women Healing themselves and Healing The earth :*

Excerpts : Just Sustainability (Hinga Essay :On Stolen Harvest s

(Group 3 ) On Women Healing the Earth

**Second Response paper due**

**Week 9 : Course Synthesis: Towards a Livable Future : Religion, Gender and Quest for a Global  
Ethic**

**23<sup>rd</sup> May : Towards a Livable future for women in the global context: Is religion friend or foe**

Readings: Excerpts from Kung: Towards Global Responsibility : PDF on Camino )

(Video Possibility: Pray the Devil Back to Hell/ or other pertinent video)

**25<sup>th</sup> : May : Reflections on Religion Gender and the quest for a livable future : (all as resource  
persons**

Possible **Guest speaker :TBA**

**Week 10: Course Conclusion and Wrap Up**

**May 30<sup>th</sup> No Class:**

**June 1<sup>st</sup>**

Part 1: Any unfinished Business from week 9<sup>h</sup> :

Part 2: Preparing the final paper : Overview of guidelines

Par 3 : Course Wrap up

**Final paper Due :4:30 PM Thursday Exam Week Both on Camino and In my mail box**

### **Bibliography: Required Course Readings**

Ehreinheich Barbara: Global Woman: Nannies, Maids and Sex Workers in the New Economy. NY 2002

Jeffrey Sachs :The End of Poverty

Farmer Paul : Pathologies of Power :

Singer Peter: One World: the Ethics of Globalization : Yale University press (second edition 2004)

**Excerpts from** other pertinent relevant texts will be placed on Camino or distributed as pdfs We shall also use the **Internet resources** and pertinent websites eg: United Nations Website and its various sub themes including, the Global Compact Website, MDG website and UNAIDS. Other sites might include the World Council of Churches Website, Jubilee 2000 website, Catholic Relief Services website .

### **List of Books For Final Book Review :**

***For Final Book review Chose one (note I did not order these fro the books store. You can order online (its cheaper ) and you do not need to begin reading them till later in the quarter. I have some of the books which I could loan you on a first come first served basis. You can also borrow them from a library***

*Kidder: Mountains Beyond Mountains*

*Ngugi WA Thiongo: Devil on the Cross (Heinemann)ii*

*Ngugi Wa Thiongo I will Marry When I want*

*Uwem Akpam: Say You are one of Them (covers many of the issues)*

*Gabriel Thompson; Working in the Shadows: A Year Doing The Jobs Most Americans Won't do*

*EBOO Patel : ACTS of FAITH : (I have added this one having read it recently. It speaks to the problem of unmoored Identities under Globalization and offers some suggestions as to the way )*

### **Appendix:**

#### **Navigating the Readings:**

- **Thematic and Synthetic Readings:** The readings are organized **Thematically** . For each theme , there will be at **least 2 different** texts to allow for access to **different perspectives** . When you approach the readings, remember to read thematically and synthetically. I will give you prompts to help you navigate the readings and provide a drop box for you to post responses to as we go along
- **Keeping track of your analytical Thoughts : Remember also to keep track of your analytical thoughts as you approach the readings .:** I will provide you with **questions to guide** you in the readings to facilitate your understanding of **the theme**. Writing out your responses to the readings provides you with a well thought out set of notes for future reference (eg for midterm ).This will help you keep track of **those thoughts** so you can use them later as a spring board for response papers or in class discussions. At regular intervals, you may be called upon to share the **analytical thoughts** with the rest of the class for further discussion. I may also ask to look at the note cards that you have

prepared and record that you are indeed keeping track of the readings and your thoughts about them . **This boosts and documents** your e.