

Title: RSOC 170: Religion, Gender and (Ethics) of Globalization
Spring 2017
Tuesday/ Thursday: 10:20-12 NOON
Kenna 218

Pre requisite: RTC1 & RTC 2 (in Sequence) and completion of 88 Units to get RTC3 Credit

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Office Hours: Monday 1-2 PM 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 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 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. Show a *critical appreciation* of women’s *moral agency* and their practical navigation of ethical challenges and opportunities related to globalization.
6. Demonstrate a critical understanding of the notion of “*Glo-cal*” connections and its implication particularly for women in the “*Global Village*”

Special Note (1): RSOC170 In the 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** course 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:

Special note 2: Considering that this time the course is a seminar version, Course activities below will be modified and “customized” better to suit the seminar format

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 *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**.. (eg Sharing what’s newsworthy
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*) *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 % of final grade)**).

3. **2 response papers** : These should be 3-4 *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 , discussions and critical enquiries on *gender , globalization , Religion and Ethics* (**Total 25 %**)
5. **Group project** : Students will work in pairs groups to explore the intersection of *Gender , Religion and Ethics of Globalization as a lived reality*. Groups and topics will be assigned and explained by *Tuesday week 2* and topics for *group investigation* and presentation of findings will be determined by 1st day of week 2. The group project will be evaluated and will **constitute 20% of your final grade.**
6. **Default: A final in the form of a book Review** .The books are chosen for how well they **illustrate one or other** aspect of 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, and 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 : e.g. Extreme Poverty and its feminization, Religion and conflict, and Human trafficking. Students are encouraged to **test and 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)
Based on "field notes" gathered throughout the quarter as well as "class notes from

the readings and discussion thereof, students will develop a "seminar paper" on the Topic: Gender, Religion and Ethics of Globalization as a Lived Reality: Insights and Perspectives from Silicon Valley (Choose a pertinent topic/subtopics per student's interest/route or pathway. You can still incorporate insights from any one of the books or documentaries)

abstract/and outline of paper to be presented to class (as power point etc.) in week 9/10

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 present *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 And Policies (see also I appendix on College tips and policies for navigating your educational experience in community and with integrity)

1. Collegiality, Civility 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 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 opportunities as well as challenges posed by 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*

2. 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 with 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**. (e.g. tracking Course themes in the campus news, national news, international news or in your other classes. (Mapping Globalization/Gender ethics in Silicon Valley
- 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 **“Glo-cal -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 winter quarter. This will include an event discussing “The Church and Global Syndemics” which we shall host as a class (see class scheduled for February 6th) 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.
- c) You may even plan a co-curricular activity that is pertinent and not only demonstrate your ability to connect the dots and to apply what you have learnt from the texts: e.g. facilitate a viewings and discussion of a pertinent movie among your peers (in residential learning communities, your family or even churches). There are documentaries that illuminate the class themes which we might not be able to watch in class due to time limitations.. you could for extra credit select and show one or other of such documentaries

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 the quarter (sometimes with guest panelists but also

sometimes 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/ or 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 make to offer a 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 some particularly for the major topics such as Immigration, rights of the worker etc. This will be subject to availability. We are privileged , for example, in May (if she can make it)have Prof . Shannon Vallor, Chair , Philosophy Department Vallor discussing her case for “techno-moral virtues “ and her new book *Technology and the Virtues : Oxford 2016*

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 per 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 .e.g.: 80%-82% =B- 88%-89% =B+ etc.

Class Policies:

1.Academic Integrity:

Students in this class are reminded that *plagiarism* (i.e. 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 the 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 and 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 for the whole duration** . More *than 3 absences* will lower your grade by a *letter*. Missing more than 3 **class periods** invites an F for the class. Multiple instances of tardiness or premature exit from class will be counted as absence .If you require special accommodation you should indicate the need for such accommodations in **advance and submit** the appropriate documentation to support your request for accommodation 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 .
- 3 **Disability and Other Accommodation**: To request academic accommodations for a disability , students must be registered with Disabilities Resources , located in Benson 216,(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 verification of your accommodation needs are approved by Disabilities Resources , and with sufficient lead time for me to arrange testing or other support for you .
- 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** (e.g. 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 or surreptitious capturing of images or covertly taping class goings on in ways that compromise confidentiality , privacy and even safety . Such activities if persistent may lead to your being asked to leave the class and 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 (defined as attentiveness) 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.

See also separate appendix on pertinent university policies which affect all of us members of the class and of the whole SCU community

5. Navigating Class Readings : Please see appendix to the syllabus .(separate file)

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 in good time electronically or otherwise .

Week 1:

Introductory Background: Towards a Working Definition of Globalization and Allied Pertinent Class Concepts

4th April : Introducing the course and its requirements

- i) Key terms of reference: Gender /ethics religion/globalization

Lecture /Discussion :

6th April : Understanding Globalization: Asking the Right Questions

Readings :

- i) On Critical Thinking Excerpts from Keeley. Asking the Right Questions Pdfs
- ii) Excerpts Thomas Friedman : A Flat World : (Pdf on 10 Things that Flattened the World (on Camino)

Week 2:

A (Rapidly) Changing World and the Case for a Global Ethic

11th April : A Changing World :

- i) Peter Singer : One World : Preface and Chapter 1: A Changing World .
- ii) Emergence of Global Cities Excerpts from Saskia Sassen: Global Cities
- iii) Excerpts from Thomas Friedman : Thanks For Being Late: Introduction

April 13th A Rapidly Changing world :The Challenge of Acceleration :

Readings : Excerpts from Friedman Thanks for Being Late: (PDFs on Camino In 2 (what Happened in 2007 and Chapter 3 :Moore's Law: Moore's Law
Possible Film: Sun Come Up / or equivalent

Week 3: Globalization and The Emerging Case For a Global ethic:

18th April :

The Case for Techno -Moral Virtues In the Age Of Acceleration

Readings

Excerpts from Shannon Vallor :Technology and the Virtues : Introduction,
Chapter 2 and chapter 6. (PDFs on Camino)
(you-tube presentation Professor Vallor?)

- i) **The case for a Global ethic (2):** Understanding the Human Rights Paradigm:
(Readings :Excerpts : Excerpts from Larry May : The Human Rights Charter
(PDF on Camino)

20th April :The case Quest for a Global Ethic Continued

Understanding the Human Rights Paradigm and its Gendered paradoxes:

Readings : Excerpts from Larry May :Applied Ethics a Multicultural Essays
Approach

Essays by Abdullahi Naim: L and Bunche (Pdfs on Camino)

The Global Ethic Document : (PDFs on Camino)

Pertinent video TBA

**Group Discussion) : all as resource persons : Understanding and responding to
the Paradox of Human Rights in Silicon Valley**

First Response paper due : Submit It by end of Day Friday 21st April 6PM on Camino)

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

25th April : Understanding the One Global Economy and Its Impact

- i) One Economy and Its Features :
Readings Peter Singer: One World :Chapter 3
- ii) One economy and The Scandal of Extreme Poverty :
Readings Jeffrey Sachs : The End of Poverty Chapters: Introduction chapter 1&3
Video: To be a Woman :

**27th April (Possibly Home alone) April Globalization, One Economy ,and the Scandal of
extreme (Feminized) Poverty**

- i) Clinical Economics :Understanding the phenomenon of extreme poverty:

Readings: Jeffrey Sachs: The End of Poverty ,
Chapters 4&10

- ii) : On Extreme Global & Feminized Extreme Poverty
View : Life and Debt or Capitalism A Love story :t

Week 5: The Scandal of extreme Poverty and the crisis of Human Rights : Case Study : Human Rights to Health and HIV/AIDS as a Global Syndemic

May 2nd

- i) **Unfinished Business from week 4**
- ii) **Global Syndemics and Pathologies of ppwo**
Global Syndemics and Pathologies of Power :

Readings : Paul Farmer : Pathologies of Power Introduction., Chapters 1, 5 &^

Readings : Paul Farmer: *Pathologies of Power* Chapters 1, 5,6,8(or 9)

Group 2: On Feminized Global Syndemics and Women's rights

Video Resource : Angels in the Dust

Excerpts from Azetsop: *HIV/AIDS in Africa*: Introduction and selected chapters (TBA) pdfs on Camino

May 4th : Pathologies of Power, Global Syndemics and Implications for women concluded:

Readings : Excerpts from Azetsop (TBA)
Farmer chapters 8(and 9 time allowing 9

(Group 1 on feminized syndemics, the right to health and the challenge of Market based medicine

Week 6: Globalization, One Economy and People on the Move , On the Run ,Dying to Live

May 9th : Globalization and People on The Move: The Impact of Feminized Immigration

- i) Understanding Immigration Policies' Achilles Heels
- ii) Understanding Globalized Feminized Immigration
- iii) Understanding Global Cities and women's Survival circuits

Readings : Saskia Globalization and Its Discontent Chapter 1&3 (pdf on Camino)
Ehrenreich : Global women Introduction and essay entitled Global Cities and Survival circuits :

Possible Videos: Dying to Live or Exodus (Frontline)

May 11th Globalization, and the Rights of Global Woman the Worker:

Readings : Ehrenreich Global Woman : The following essays:

- i) Love and Gold
- ii) Just another Job
- iii) Maid to order

Video Resource : Maquilas : A tale of two Mexicos

Group 2 On the Rights of Global women the Worker : Excerpts from Silicon Valley

Midterm Distributed

Week 7: One Economy and the scandal of Modern day slavery

May 16th : One Economy and the Scandal of feminized Modern day Slavery

Readings : Ehrenreich :

- i) Essay by Zarembka
- ii) Essay By Kevin Bales : 142-153 (Essay by Zarembka) pages 154-167
- iii) Essay By Brenna: Selling Sex for Visas
(Pertinent Video TBA)
Possible Guest speaker on wage theft and modern day slavery

May 18th Towards Global Responsibility: Global Compacts And The Quest for Prophylactic Ethics :

Understanding The UN and Its Global Compacts :

- i) Sustainable development Goals Development Goals (Old and new)
- ii) The UN Global Compact with Business
- iii) The Paris Agreement on Climate Change

**Readings : Sachs : Chapter 11-14, and 16; Pertinent UN website
Goals The UN Global Compact , Paris agreement**

May 23rd : Towards Global Responsibility : Case study the Climate Change and allied Ecological Crises:

Readings : Singer Chapter 2

Paris agreement

Essays from Green faith (Pertinent Video: TBA: (eg DiCaprio's documentary if available) /or Begin Watching Taking roots

Group 3 On the Global Compacts

May 25th Towards Global Responsibility : Women's Moral Agency and the Promise of Ecofeminism : Case Study : Shiva and Wangari Maathai

Readings: Shiva: Stolen Harvest

Excerpts from Maathai Challenge of Africa or Replenishing the Earth

Hinga Essay : On stolen Harvest

Beijing Platform for Action

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

(Group 4) On Women's moral agency in healing the Earth

Second Response paper due

Week 9 : Course Synthesis: Towards A Livable Future: The Imperative of Global Citizenship

May 30th

Global Citizenship and the Quest For a Livable future Is religion friend or foe

Readings: Excerpts from Kung: Towards Global Responsibility : PDF on Camino)
(Video Possibility: or Parliament of World Religions video)
SSTOPIC: Globalization and Religion : Role of religion :

June 1st :

Reflections on Global citizenship and the quest for a livable future : (all as resource persons/or panel on:

Modeling, Nurturing and Practicing Global Citizenship: Insights from Santa Clara and Its Silicon Valley Neighborhood: (mini presentations based on quarter long field notes)on Global issues, global responsibility and citizenship: Prospects , challenges and Kairos)(TBC)

Week 10: Course Conclusion and Wrap Up

Week 10:

June 6th : Any unfinished Business from week 9 :

- i) Reviews and Revisions
- ii) Preparing the final paper : Overview of guidelines:)

June 8th Course Wrap up : Students questions and concerns

Office hours as needed

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

Bibliography: Required Course Readings

Ehreineich 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 :

Shiva: V. Stolen Harvest:

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* .

Appendix: 1

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 (e.g. 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 Participation..

Appendix 2: University Policies and Tips For Navigating Special Needs and Obligations

1. **Academic Integrity :** The academic integrity pledge is an expression of the university commitment to an understanding of and commitment to a culture of integrity at Santa Clara University. The Academic Integrity Pledge which applies to all students states : I am committed to being a person of integrity .. I pledge as a member of Santa Clara University to abide by and uphold the standards of academic integrity contained in the Student Conduct Code. Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work see www.scu.edu/academic-integrity
2. **Disabilities Resources:** If you have a disability for which accommodation may be required in this class, please contact disabilities Resources , Benson 216 : www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the university . If you have already arranged accommodations through Disabilities Resources , please discuss them with me during office hours . While I am happy to assist you , I am unable to provide accommodations until I have received verification from disabilities Resources. The disabilities Resources Office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and or assisted technology. (students with approved accommodations of time and a half should talk with me as soon as possible . Disabilities Resources must be contacted in advance to schedule proctored exams or to arrange other accommodations . The disabilities Resources offices would be grateful for advanced notice of at least two weeks . For more information you may contact Disabilities resources at 408 554 4109

3. Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly