Application for WID Designation

Applicant: Monica D. Fitzgerald, Associate Professor Liberal and Civic Studies

Class: Liberal and Civic Studies 123, Modern Global Issues

Course Requirements: English 5. Required course for all majors, usually taken junior year. Offered each semester.

Core Learning Outcomes: Written and Oral Communication

1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction (according to the style in your discipline).

Through the peer review, drafting, professor review and self-evaluation process, students will have instruction and practice in composing readable prose. Their rubrics for their weekly blogs and their essay assignments outline expectations for writing. In peer review, we will have small group work on sentence and paragraph structures. In the peer review form students use, they are asked to identify theses, topic sentences, and to evaluate sentence structure and word choice.

2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format (referring students to what they learned in English 5 and will continue to learn and use in your discipline in order to facilitate their transfer of writing skills).

Students will engage in several different forms of written communication, including brainstorming, reflection, and summarizing exercises in class that are geared to helping students deepen their understanding and expression of texts. Weekly blogs are guided analytical responses to texts that ask them to apply the text to current events. Their formal papers include a guided analytical response and a research paper, which ask them to write formally to an academic audience. They will present their research to their peers as well. In our seminar-style discussion, students will consistently engage in oral communications skills that ask them to understand and analyze texts, respond to students, ask questions of other students, and connect to past readings. They are asked to evaluate the texts for theory, methodology, rhetorical strategy, argument and evidence in order to

3. Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question (reinforcing what students learn in English 5 and will continue to learn and employ in your discipline, in order to facilitate the transfer of writing skills)
Their first paper asks them to develop an argument/thesis that compares/contrasts critical theories from the reader and applies them to case studies from the reader. They must use a minimum of two critical theories and two case studies.

4. Use the process of writing (brainstorming, collaborating, outlining, researching, drafting, revising and reflecting) to enhance intellectual discovery and unravel complexities of thought.

Their weekly blogs will ask them to reflect on and analyze the weekly readings and apply them to an event in the news. They will use more informal class exercises such as peer reviews, collaborating in small groups on evaluating particular texts and present to the class. All papers require drafts and peer reviews. Each student will meet with the professor on a draft as well.

Core Learning Outcomes Information Evaluation and Research Practices

1. Develop search strategies and use library catalogues and databases to find relevant materials.

   Our librarian Martin Cohen will meet with the class in the library to facilitate their research papers, which will include review of databases and how to find sources within and outside of the library.

2. Critically evaluate sources

   Through Seminar-based discussions, free-writes, weekly blogs, and their two formal papers, students will consistently be asked to critically evaluate sources.

3. Integrate and cite evidence appropriately

   In their weekly blogs students will have to integrate texts with a news event, using parenthetical citations for texts and appropriately citing their outside news source. In their two formal essays, students are required to use endnotes or footnotes using MLA formatting. In the analytical essay, students will have to integrate readings on theory with text case studies. In the research essay, students will have to integrate outside sources in order to formulate an argument and evidence about a problem or issue related to globalization.

4. Understand the concept of intellectual property and practice academic honesty.

The syllabus includes a statement about the Honor Code, and students must upload formal essays on turnitin. We have in class discussions about how to cite quotations, how to paraphrase and cite, and how to cite data/evidence.
Liberal and Civic Studies (L&CS 123-01)
Modern Global Issues

Class meetings: MWF 10:20-11:20
Instructor: Monica Fitzgerald
Office: Galileo 211B; ext. x4605;
mdf1@stmarys-ca.edu

Classroom: Dante 116
Office Hours: M 1-3; W 1-2 and by appt.

Course Overview

What is globalization? Who benefits from it? What happens to the poor? How do we live ethically?
The word globalization is used in many contexts, subjects and discourses, ranging from cultural
studies to postcolonial studies to the vast array of social science disciplines. The word globalization
is used to describe a host of socioeconomic, philosophical, cultural, political and literary processes
taking place around us. Simply, globalization has come to mean many things to many people. It is
one of the most talked about news topic in our increasingly interconnected, electronic society. The
purpose of this course is to gain broad-based exposure to some of the cultural, political and
economic issues related to and arising from the processes of globalization. This course will survey
recent critical dialogues and philosophies of globalization, including issues of ethnicity/race,
gender, identity, urban culture, post-nationalism, multiculturalism, power/privilege, and
postcolonial studies. Principal among the goals of this course is presentation and debate of the
contrasting critical opinions and theories which shape our lives. This course will emphasize the
unseen and unheard voices of those left behind. Some of the topics covered are inequality, ethics,
immigration, outsourcing, child labor and global governance.

Course Description

A course on globalization would be incomplete without critical engagement with the world’s poor.
This course introduces students to the concept of the Third World. We examine its historical
evolution from Cold War ideology to current neo-liberalism. We go on to investigate the concept of
“Internal Third Worlds” as a way to move beyond the binary of First/Third worlds—rich/poor,
haves/have-nots. The aim of this course is to explore whether or not First and Third Worlds are
really two separate entities existing on two different planes. In other words, are the power centers
of the rich world and the underdevelopment of the poor separate from each other or are they two
sides of the same coin? Do third world conditions exist in the United States and vice-versa? We
examine how the “jigsaw puzzle” of the world economic system is very much interrelated,
interconnected and codependent. Globalization has sped up the integration of the two worlds at
such a rapid rate that it is now commonplace to find oneself simultaneously in the First and Third
World in virtually any location around the globe. Some of the questions explored throughout the
semester are:
• What are the consequences of radically different worlds coexisting in the same space and time?
• What does the degree of separation between the rich and poor mean for a just and stable society?
• How do the poor respond to their economic and political marginalization?
• What is the role of nationalism in an increasingly globalized world?
• What are the specific costs of global inequality and how do we assess these costs?
• What is the role of free markets in solving numerous problems associated with globalization, i.e. global warming?
• What are the possibilities of a global democracy? Is it something we should strive for?
• How do individual countries and the collective global community respond to social injustice?
• What role does social, economic, political and environmental injustice play in international diplomacy?

Learning Objectives (Global Perspectives, Common Good, and WID)

1. In written and oral communication, students will demonstrate the use of judgment, assumption, inference, and evidence in critical thinking and analysis, justifying various points of view with supporting evidence.
2. Students will reflect, write, and present a critical account of a just social order; demonstrating a capacity for coherent, principled analysis of concrete social problems and using the process of writing to enhance intellectual discover and unravel the complexities of thought.
3. Students will discuss and write on the complexity of social issues with reference to a variety of disciplines and multiple theoretical perspectives.
4. Students will be able to demonstrate understanding of the process of globalization--issues of dependence and interdependence, social justice, economic, environmental, political, social and cultural paradigms.
5. Students will be able to recognize and compose readable prose, clean and careful organization, coherent paragraphs and well constructed sentences
6. Students will be able to formulate effective written and oral communication, giving appropriate consideration to audience, context, and format.

Curriculum — required readings

• The Globalization Reader (3rd ed.), F. Lechner & J. Boli (eds.)
• Lipstick Jihad: A Memoir of Growing up Iranian in America, and American in Iran, Azadeh Moaveni
• Half the Sky: Turning Oppression into Opportunity for Women Worldwide, Kristof & WuDunn

Class Participation Requirements and Evaluation (25%)
Prepared attendance is required for all class sessions. Students must inform the instructor of her or his absence in advance. Your grade will be lowered for missed classes. Your grade is based upon your leadership of class discussions, essays, oral presentation and your attendance at extra-curricular events. You are asked to attend three events, two of which should be arts events, and the third of which may be a lecture. Participation grades are based upon the following criteria:
• **Excellence [A]** requires that you attend all classes, workshops, and events, participate actively and take a leadership role in discussions, demonstrate your careful and thoughtful reading of the text, discuss points articulately, listen respectfully and respond seriously to others' views, ask insightful questions, and take responsibility for the overall quality of the discussion.

• **Above average [B]** requires that you are rarely absent from class/events, participate actively in discussions, demonstrate a good knowledge of the text, work to achieve understanding, listen respectfully to other viewpoints, and ask sound questions.

• **Average [C]** requires that you attend class/events regularly, participate in the discussions with occasional contributions, demonstrate a basic knowledge of the text, listen respectfully to others and sometimes ask questions. Missing more than 3 hours of classes may also result in a C in participation.

• **Below average [D]** results when you follow the conversation respectfully and occasionally participate, or miss more than 5 hours of classes/workshops/events.

• **Failure [F]** results when you occupy a seat but show no signs of life, or when you miss more than 9 hours of classes/workshops/events.

**Assignments**

This is a writing intensive course that will focus on scaffolding your writing, using in class informal assignments, weekly blogs and two large papers to develop the skills you learned in English 5, and being able to apply the theory and methodologies you are learning in LCS 123. In the drafting process, you will use our rubric and writing guide to evaluate peers and work in small groups to develop your ideas, organization, and use of evidence and analysis. You will also do a self-analysis of each paper, reflecting on what worked well in each paper, and what you want to develop in your writing for the next paper. In addition to in-class informal writing & reflections, you will produce:

• **Midterm paper (25%):** (including peer and professor review)
• **Research paper (25%)** (10-12 pages) (including peer review draft)
• **Research Presentation (15%):** in class oral presentation with media, based on research.
• **Weekly News response Blog (10%):** Each week you will post a blog on two current news items. Each response should be a minimum of 250 words with a link to the news article. In your blog, you should address WHAT, SO WHAT, NOW WHAT. What is the issue, why is it significant, and what should be done about it? Good news responses will integrate course readings, discussions, and themes. You must relate articles to issues of globalization. In your reflection, you need to make sure your argument is well constructed and well supported with evidence.

**Grade Breakdown:** Participation (25%); Midterm Paper (25%); Research paper (25%), Presentation (15%), News responses (10%)
Late Assignments: Assignments submitted late will lose half a letter grade for each day past the deadline. If you are having difficulty with an assignment, please ask for help.

Student Disability Services

Reasonable and appropriate accommodations, that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website: http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html

Academic Honor Code

Saint Mary's College has established a new academic honor code that asks students to pledge to do their own work in their own words, without seeking inappropriate aid in preparing for exams or assignments. The pledge reads as follows: “As a student member of an academic community based in mutual trust and responsibility, I pledge: to do my own work at all times, without giving or receiving inappropriate aid; to avoid behaviors that unfairly impede the academic progress of other members of my community; and to take reasonable and responsible action in order to uphold my community's academic integrity.” This course operates under the premises of the academic honor code, including the expectation that you will work to uphold high standards of integrity. I am available to discuss issues of academic integrity and any questions you might have about the relationship between policy and this course. To understand the academic honor code in full, please see the most recent Student Handbook. Invitation and reminder: Please feel free to conference with me during office hours, or by appointment, for help with any aspect of the course.

Requests

The class is one hour long and will depend upon every student contributing to the discussion. Students should feel free to ask questions, disagree, and challenge one another (and the readings). Be polite and respectful of students and teacher, and I highly encourage sharing different viewpoints and interpretations.

Please try your best to be on time. Life happens, but be respectful of everyone involved by not disrupting class. Do not talk, read, or do other course work during class. If you use your computer for anything other than class notes, you will not be allowed to bring it to class any longer. Phones should be off and I should NEVER see you texting during class. When emailing me, do not use “text
language" but write in respectful and complete sentences. Please do not wear any cologne, perfume, or strong-smelling aftershave to class (I get migraines - which cause me to assign more reading).

Center for Writing Across the Curriculum

Students of all levels and disciplines are encouraged to drop in or make appointments for one-on-one sessions with CWAC Writing Advisors. Students may request weekly or biweekly sessions with the same peer student advisor. The Center is located in Dante 202, is open 5-8pm Sunday, and 2-8pm Monday through Thursday. The number is 925-631-4684. Through collaborative engagement, Advisors guide their peers toward expressing ideas clearly and revising their own papers with an eye toward audience and purpose. Writers should bring their assignments, text, and related material. Writers visit the Center to brainstorm ideas, revise drafts, or work on specific aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. Discussions may involve any type of writing, including poetry, science lab reports, argument driven research or professional application letters.

LIBRARY STATEMENT

Reference/Information assistance is available at the Reference Desk, by phone (925) 631-4624, text message at (925) 235-4762 or Chat (IM). Check the Library's "Ask Us" link for details: http://www.stmarys-ca.edu/library/ask-us. Extended assistance by appointment is also available with your librarian subject specialist. To customize your syllabus with this information, you can find a link to the subject specialist list on the Library's web page under About The Library > Staff Directory or at this link:

http://www.stmarys-ca.edu/library/librarian-subject-selectors-and-faculty-liaisons

Martin Cohen is the Liberal and Civic Studies librarian and can be reached at mjcohen@stmarys-ca.edu

Class Schedule

1. Join the "Saint Mary's College Liberal & Civic Studies Program" facebook page!

Week #1 Introduction & Defining Globalization
M 2/8 Introductions, Syllabus, course themes, Reading
W 2/10 Reader: General Introduction
F 2/12 Reader: *Debating Globalization Introduction*
  *The Hidden Promise,* Michlethewait & Wooldridge
  *How to Judge Globalism,* Sen

**BLOG DUE**

**Week #2 Explaining Globalization**
M 2/15 *From the Great Transformation to the Global Free Market,* Gray
  *Jihad vs. McWorld,* Barber

**Tuesday 2/16** Lecture Woodrow Wilson Fellow Kathleen Kennedy Townsend evening, "The Dream Shall Never Die: Hope and Action for Today."

W 2/17 *The Class of Civilizations,* Huntington
  *Explaining Globalization Introduction*

F 2/19 *The Modern World-System as a Capitalist World-Economy,* Wallerstein
  *Sociology of the Global System,* Sklair
  *Realism and Complex Interdependence,* Keohane and Nye

**BLOG DUE**

**Week #3 Understanding & Experiencing Globalization**
  *Globalization as a Problem,* Robertson

**MEETING WITH LCS LIBRARIAN FOR RESEARCH TOPICS**

W 2/24 *Disjuncture & Difference in the Global Cultural Economy,* Appadurai
  *The Global Ecumene,* Hannerz

F 2/26 *Experiencing Globalization: Intro*
  *How Sushi Went Global,* Bestor
  *McDonald's in Hong Kong,* Watson
  *Lipstick Jihad,* Intro & Ch. 1-2

**BLOG DUE**

**Week #4 Individual Experience: Identity and Globalization**
M 3/1 *Lipstick Jihad,* Chs. 3-4
W 3/3 *Lipstick Jihad,* Chs. 5-6
F 3/5 *Lipstick Jihad,* Chs. 7-9

**BLOG DUE**

**Week #5 Individual Experience: Identity and Globalization**
M 3/8 *Half the Sky,* Intro, Ch1-2
W 3/10 *Half the Sky,* Intro, Ch 3-5
F 3/12 *Half the Sky,* Chs. 6-8

**BLOG DUE**

**Week #6 Women & Globalization**
M 3/15 *Half the Sky,* Chs. 9-11
W 3/17 *Half the Sky,* Chs. 12-14
F 3/19 *Midterm Paper Peer Review #1 Review*

**BLOG DUE**

**Week #7 Midterm (meet with professor to review draft, sign ups)**
M 3/22 *Midterm Paper Peer Review #2 DUE*
W 3/24 movie, *Born into Brothels*
Week #8 SPRING BREAK 3/27-4/4

Week #9 Experienceing Globalization
M 4/5 HOLIDAY

W 4/7 Travelling Beyond Local Cultures, Albrow
   Strong States, Strong Teachers, Fuller
   Strategic Inauthenticity, Taylor

F 4/9 Article on Blackboard: Bollywood Nights, Southall Days, Sawhney

Week #10 Political Globalization
M 4/12 Reader Political Globalization, Intro
   The End of the Nation State, Ohmae
   The Declining Authority of States, Strange

W 4/14 Global Organized Crime, Mittelman,
   Has Globalization Gone too Far, Rodrik
   Partisan Politics in the Global Economy, Garrett

F 4/16 Reader: Role of Media Intro
   Media & Sovereignty, Price
   Peripheral Vision, Sinclair, et all.
   Cultural Imperialism, Tomlinson

Week #11 Media & Religion
M 4/19 Bollywood vs. Hollywood, Tyrrell
   Why Hollywood Rules the World, Cowen

W 4/21 Reader Role of Religion, Intro
   Global Fundamentalism, Lechner
   Bin Laden & Other Thoroughly Modern Muslims, Kurzman
   The Challenge of Fundamentalism, Tibi

F 4/23 Globalized Islam: The Search for a New Ummah, Roy
   Obedience vs. Autonomy, Haeri
   The Christian Revolution, Jenkins
   Expanding World Culture, Lechner & Boli

Week #12 Political Globalization II
M 4/26 Reader Political Globalization II: Intro
   The International Women’s Movement, Berkovitch
   The Evolution of Debates over Female Genital Cutting, Boyle

T 4/27 SENIOR PRESENTATIONS, 4:30-6:30pm, place TBA
   OR (you must attend one evening presentation)

Th 4/29 SENIOR PRESENTATIONS, 4:30-6:30pm, place TBA
W 4/28 World Cultures in a World Polity, Boli & Thomas
   Closing the Corruption Casino, Elgen
   Power Shift, Mathews
   The Backlash Against NGOs, Bond
   ROUGH DRAFT FOR PAPER #2 Due for Peer Review

F 4/30 Reader Changing World Society Intro
   From One Earth to One World, World Commission
   Rio Declaration on Environment & Development, UN Conference
   Greenpeace & Political Globalism, Wapner
   BLOG DUE

Week #13 Economic Globalization
M 5/3 Reader Economic Globalization Intro
   Commodity Chains & Marketing Strategies, Korzeniewicz
   The Global Economy, Gereffi
   SECOND ROUGH DRAFT FOR PAPER #2 Due for Peer Review

W 5/5 Incensed about Inequality, Wolf
   Is Globalization Reducing Poverty & Inequality
   Beyond Good Intentions, Mary Robinson

F 5/7 Article on Blackboard: Famon, Affluence & Wealth, Singer
   STUDENT PRESENTATIONS
   BLOG DUE

Week #14 Resisting Globalization
M 5/10 Reader Resisting Globalization: Introduction
   Counterhegemonic Globalization, Evans
   STUDENT PRESENTATIONS

W 5/12 From Global to Local, Esteva and Prakash
   Counter-Capitalism: Globalisation's Children Strike Back, Harding
   Ecological Balance in the Era of Globalization, Shiva
   STUDENT PRESENTATIONS

F 5/14 Tomorrow Begins Today, Marcos
   Porto Alegre Call for Mobilization, World Social Forum
   STUDENT PRESENTATIONS

Final Exam Period May 17-20
Due: a) Research paper  b) Cultural Events c)Research Peer Review & Interconnections
LIBERAL & CIVIC STUDIES PROGRAM

MISSION AND LEARNING GOALS

Mission

Liberal and Civic Studies is an interdisciplinary program that prepares students to evaluate the critical challenges of our times from multiple empirical and theoretical perspectives. The program emphasizes critical inquiry, global perspectives, ethical ideals, social and environmental stewardship, the value of teaching and learning, and self-assessment. The Liberal and Civic Studies Program offers its students the opportunity to combine a broad liberal arts course of study and inspires them to prepare for civic life and responsible citizenship in the 21st century.

Learning Goals

Upon successfully completing the L&CS Program, students will be able to . . .

1. Engage in critical thinking through reading, writing, discussion, and service that synthesizes empirical and theoretical knowledge through breadth, depth and integration of studies.

2. Examine and address the social justice issues confronting our world through rigorous coursework and community engagement, and consider individual and collective responsibility for the common good.

3. Articulate ideas and examine assumptions about race, class, gender, sexuality, and other dimensions of diversity and difference.

4. Demonstrate, though written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experiences.
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<tr>
<th>CURRENT CORE OUTCOMES:</th>
<th>WRITING IN THE DISCIPLINE</th>
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<tbody>
<tr>
<td>1. Students will engage in sustained, student-centered discussion based on ideas that</td>
<td>Informal Writing Assignments:</td>
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<tr>
<td>emerge from readings, other college coursework, service work, and life experiences.</td>
<td>1. Exploratory Writing/Intellectual Discovery</td>
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<td>2. Students will analyze important aspects of ethnic, racial, social-class, and gender</td>
<td>2. Examine Assumptions (Weekly Responses)</td>
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<td>inequality as they exist in the United States and beyond.</td>
<td>3. Reflective Writing based on CE outcomes</td>
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<td>3. Students will be able to articulate their thoughtful beliefs and attitudes about</td>
<td>4. Adopt reading assignments and writing activities from Hubbach</td>
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<td>ethnic, racial, social-class, and gender inequalities manifested in our society and</td>
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<td>the how such social categories and power structures affect the human person.</td>
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<td>4. Students will write in a variety of rhetorical modes, including personal reflection,</td>
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<td>analysis, comparison and contrast, and research-supported argument.</td>
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<td>5. Students will apply academic methods and theories in a way that promotes</td>
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<td>collaboration and mutual benefit in a community setting.</td>
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<td>6. Students will express their understandings of the interconnections between their</td>
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<td>experience and their responsibilities as members of social and/or professional</td>
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<td>communities.</td>
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<td><strong>SUGGESTED WID Outcomes:</strong></td>
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<td>o Use the process of writing and shared inquiry to analyze arguments so as to</td>
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<td>construct ones that are well supported, well reasoned, and are controlled by a</td>
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<td>thesis or exploratory question.</td>
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<td>o Develop search strategies using library catalogs and databases to critically</td>
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<td>evaluate sources, integrate and cite evidence appropriately with respect and</td>
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<td>understanding the concept of intellectual property to practice academic honesty.</td>
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<tr>
<th>COURSE DESCRIPTION</th>
<th>TEXTS</th>
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<tr>
<td>Within the broad framework of culture and civic responsibility, this course introduces</td>
<td>1) <em>Rereading America</em> (8th edition)</td>
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<td>you to THE COLLEGES PATHWAYS TO KNOWLEDGE, HABITS OF MIND, AND ENGAGING THE WORLD THROUGH</td>
<td>2) <em>The Shame of the Nation</em> by Jonathan Kozol</td>
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<td>themes SHARED WITH the Liberal and Civic Studies Program: 1) COMMUNITY ENGAGEMENT, 2)</td>
<td>3) <em>The Working Poor</em> by David K. Shipler</td>
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<td>COMMON GOOD, 3) SOCIAL, HISTORICAL, AND CULTURAL UNDERSTANDING, 4) Ideas from the Great</td>
<td>4) Martin Luther King Jr. “Beloved Community”</td>
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<td>Conversation, 5) AMERICAN DIVERSITY 5) Critical Thinking, 6) Integrative Thinking and 7)</td>
<td>5) Hubbach’s <em>Writing Research Papers Across Curriculum</em></td>
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<td>Self-REFLECTION. In addition, the course gives special emphasis to the theme of American</td>
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<td>society and culture—its roots, development, nature and impact. Throughout the course, we</td>
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<td>will explore possible answers to the question: Can we create here in America the kind of</td>
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<td>“Beloved Community” envisioned by Dr. Martin Luther King? Students will intellectually</td>
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<td>engage with social, cultural, economic, and political diversity in the United States.</td>
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<td>This course examines how issues of race, class, gender and sexuality have impacted</td>
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<td>American policy, culture, and the experience of its citizens. Using various theoretical</td>
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<td>frameworks, students will deconstruct the American myth, analyze American reality, and</td>
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<td>offer potential solutions for all citizens to realize</td>
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the American promise of equality and opportunity.

### LCS 122: ENVIRONMENTAL RESPONSIBILITY IN A GLOBAL COMMUNITY

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<tr>
<th>LEARNING OUTCOMES (CORE)</th>
<th>WRITING IN THE DISCIPLINE</th>
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<tbody>
<tr>
<td>1. Students will be able to integrate ideas from various sources, including this</td>
<td>Midterm (in-class midterm exam) 15%</td>
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<tr>
<td>course, courses in other disciplines, the arts, service work and life</td>
<td>News Response (Analyzing Field Research/Data &amp; Observation in connection to CE) 15%</td>
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<td>experiences in order to demonstrate a capacity for coherent, principled</td>
<td>Research Essay 20%</td>
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<td>analysis of concrete social problems.</td>
<td>Research Presentation &amp; Website Creation 15%</td>
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<td>2. Students will be able to read, discuss and understand challenging texts in</td>
<td>Self-Assessment</td>
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<td>which they will articulate, in prose or through another communicative medium, a</td>
<td>News Responses: You will be responsible for submitting 10 news responses. A weekly</td>
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<td>critical account of just social order.</td>
<td>response should be approximately 250 words. You will use the news response to</td>
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<td>3. Students will be able to analyze and think critically about learning, service</td>
<td>describe, analyze, reflect on and respond to a news event related to the</td>
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<td>learning and personal experiences, and use the results to form a self-</td>
<td>environment. You should also incorporate readings, class discussions and</td>
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<td>assessment.</td>
<td>activities, service-learning, outside events, etc. in which you integrate</td>
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<tr>
<td>4. Students will write in different rhetorical modes using coherent grammatically</td>
<td>ideas from this and other courses and relate them news worthy events. Your grade</td>
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<td>correct English so that they may reflect and write substantively on ways in which</td>
<td>will be based on your written communication and your reflective analysis – your</td>
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<tr>
<td>human beings find fulfillment in community.</td>
<td>ability to critically integrate service, readings and discussions into your</td>
</tr>
<tr>
<td>5. Students will be able to speak intellectually and clearly in small group</td>
<td>response and to address potential solutions to the issue.</td>
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<tr>
<td>discussions.</td>
<td>Research Presentation: You will create a webpage in which you will post your</td>
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<td>6. Students will be able to seek, locate, analyze, evaluate, and effectively use</td>
<td>research essay. You will also include pictures, relevant links, further</td>
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<td>information from printed media, internet, and verbal sources.</td>
<td>information, integration of service learning, and organizations that address</td>
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<td>7. Students will be able to demonstrate understanding of core environmental</td>
<td>your environmental issue. This is a way to educate your audience about your</td>
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<td>issues from a national and global viewpoint along with their responsibilities</td>
<td>research project and your experiences with this course overall. At the end of</td>
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<td>and social justice issues involved in addressing them.</td>
<td>the semester, you will have a 10-minute presentation to the class on your</td>
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<td>8. Students will integrate service learning, class discussions, reading, and current</td>
<td>webpage. Peer reviews will also be conducted and part of each student’s</td>
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<td>events into a deeper understanding of the collective and individual</td>
<td>presentation grade will include their peer review efforts.</td>
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<td>responsibility to the environment.</td>
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### COURSE DESCRIPTION

This course focuses on the natural world in which we live, and the complex inter-       |
relationship between human activities, and the implications for the biosphere of our   |
activities as consumers, custodians and destroyers. We will examine environmental       |
responsibility as a global issue, and evaluate dilemmas such as climate change,       |
consumption, pollution, ethics, fair trade and environmental justice. We look to the   |
future of the environment and utilize problem-solving skills to identify potential     |
solutions and calls to action. How does "environmental responsibility" contribute to   |
social justice? What is "environmental justice" and how do issues of race, class, and   |
gender factor into the issue? In L&CS we examine power & privilege as it relates to   |
social justice, and will continue that exploration as it relates to environmental       |
solutions and solutions.

### TEXTS

- Selected articles posted on Blackboard

### RECOMMENDED WID SCAFFOLD ASSIGNMENTS:

1. Literature Review (refer to 37, Hubbach)

2. Methodology of research
## LCS 123: Modern Global Issues

### Learning Outcomes
1. Students will demonstrate the use of judgment, assumption, inference and evidence in critical thinking, and define and apply inductive and deductive reasoning.
2. Students will engage in critical analysis, oral presentations and integrated, multidisciplinary readings from academic publications as a means of developing critical thinking skills.
3. Students will present and justify various points of view and defend their own positions with supporting evidence.
4. Students will become more aware of and discuss the influence of cultural values on their own thinking.
5. Students will discuss the complexity of social issues with reference to a variety of disciplines.
6. Students will demonstrate during class discussions that they understand and respect viewpoints that may be contrary to their own belief system.
7. Students will be able to demonstrate understanding of world-wide issues of social justice, consider issues of power & privilege, and discuss individual and collective responsibilities for addressing global injustice.

### Course Description
A course on globalization would be incomplete without critical engagement with the world's poor. This course introduces students to the concept of the Third World. We examine its historical evolution from Cold War ideology to current neo-liberalism. We go on to investigate the concept of "internal Third Worlds" as a way to move beyond the binary of First/Third worlds—rich/poor, have/have-nots. The aim of this course is to explore whether or not First and Third Worlds are really two separate entities existing on two different planes. In other words, are the power centers of the rich world and the underdevelopment of the poor separate from each other or are they two sides of the same coin? Do third world conditions exist in the United States and vice-versa? We examine how the "jigsaw puzzle" of the world economic system is very much interrelated, interconnected and codependent. Globalization has sped up the integration of the two worlds at such a rapid rate that it is now commonplace to find oneself simultaneously in the First and Third World in virtually any location around the globe. Some of the questions explored throughout the semester are:

- What are the consequences of radically different worlds coexisting in the same space and time?
- What does the degree of separation between the rich and poor mean for a just and stable society?
- How do the poor respond to their economic and political marginalization?
- What is the role of nationalism in an increasingly globalized world?
- What are the specific costs of global inequality and how do we assess these costs?

### Writing in the Discipline
**Writing Requirements**
- **Midterm paper (25%)**: Guided analytical paper.
- **Research paper (Solution-Based Assessment & Evaluative) (25%)**: (10-12 pages)
- **Research Presentation (15%)**: In class oral presentation with media, based on research.

**News responses (10%)**: Each week you will submit 2 typed responses, 2 pages total, double-spaced with proper citations, to two current news items (include web link) that you thoughtfully synthesize with one or two of the weekly reading assignments. In these News & Reading Responses you will pick two assigned readings from the week due, and synthesize a key concept or key phrase with a news or magazine article from the suggested list of news/journals/magazines (see link: ). Be sure to: 1) properly cite all authors, titles, including name of newspaper/magazine, not just the article title; 2. integrate key concepts and/or quotations from both your chosen assigned weekly reading and your chosen newspaper/magazine article, and BE SURE TO EXPLAIN, DEFINE, ANALYZE each and every quote you cite IN DEPTH.

### Texts
- *The Post-American World: Release 2.0* by Fareed Zakaria

### Supplemental Materials
- *China Blue*
- *Capitalism: A Love Story*
- *The Inside Job*

### Recommended WID Scaffold Assignments:
1. Literature Review (refer to 37, Hubbach)
2. Explore methodology of research
3. Data Analysis & Observation
- What is the role of free markets in solving numerous problems associated with globalization, i.e., global warming?
- What are the possibilities of a global democracy? Is it something we should strive for?
- How do individual countries and the collective global community respond to social injustice?
- What role does social, economic, political and environmental injustice play in international diplomacy?

**LCS 124: DEMOCRACY & ACTIVE CITIZENSHIP**

**LEARNING OUTCOMES**

1) Through reading, writing, service and discussion, explore the last half century of American democracy and active citizenship from political, social and cultural perspectives.

2) Through written and oral communication, demonstrate an understanding of theories of culture, social, economic and political institutions and how they have affected democracy and the practice/ideas of citizenship.

3) Employ social science methodologies to collect and interpret evidence in writing a senior thesis concentrating on a social justice issue in the United States.

4) Apply academic methods and theories to promote collaboration and mutual benefit in a community setting through a group service project tying theory to praxis.

5) Through written and oral communication, demonstrate critical reflection throughout service and course experience.

6) In writing and discussion, express an understanding of the interconnections between service, course readings and responsibilities as American citizens.

**WRITING IN THE DISCIipline**

**Current Writing Requirements**

- One essay (3-4 pages)
- One research paper (15 pages)
- **News responses**: You will submit news responses of 250 words on a current news item OR you can respond online to a news article through the agency's website, and participate in an online discussion (email me the link/discussion thread). The news article web link should be included in your response. News articles will be discussed in class. New responses should be done by class time Monday, a total of 10 posts.
- **Clarification Worksheet**

**Service-learning Log**: Project-Based Learning on advocacy of the democratic processes and what it means to be a citizen (or not). Keep a Service Log, on which you will record the dates, activities, and hours worked at your place of service. Please put the name, address, and phone number of your service project at the top of this log.

**RECOMMENDED WID SCAFFOLD ASSIGNMENTS (Year-long?)**:

- Abstract
- Intro to Project
- Literature Review
- Explanation of Methodology
- Data Analysis & Observation
- Results & Conclusion

**TEXTS**

- *Privilege, Power and Difference* by Allan G. Johnson
- *The Rights of the People: How Our Search for Safety Invades Our Liberties* by David
action look like now? This course invites you to apply the wealth of your learning at St.
Mary's towards the good of the community and to think about how active American
citizenship affects the world. Previous Liberal & Civic Studies courses have explored
issues of community, diversity, the environment, and the arts. These courses have given
you experience in the process of self-assessment and have provided you with two very
different service-learning experiences, one in direct service, and the other in systemic
service. They have also promoted critical and integrative thinking skills. This class will
bring together all of these themes, but with the difference that we will examine them
from the perspectives of democratic principles and issues. Your service-learning work in
this class will be organized as group projects to promote democratic skills of
cooperation, communication, negotiation, and compromise. The class is not only a
theme-based course, but a course in leadership skills.

K. Shipler
- *Voices of Dissent: Critical Readings in American Politics* (9th edition) by Grover &
Peschek

### LCS 130: SENIOR PORTFOLIO

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>WRITING IN THE DISCIPLINE</th>
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<tbody>
<tr>
<td>1. Students will engage in a critical evaluation of their overall academic performance.</td>
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<td>2. Students will demonstrate self-awareness and be able to discuss their ethical value system and habits of social responsibility.</td>
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<td>3. Students will be able to articulate their thoughtful beliefs and attitudes about ethnic, racial, social-class, and gender inequalities manifested in our society.</td>
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<td>4. Students will write a comprehensive self-assessment that addresses academic, service-learning, personal growth and future personal/professional goals.</td>
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<td>Assignments: This intensive assessment and interview process involves:</td>
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<td>1. Developing an e-portfolio</td>
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<td>2. Writing a comprehensive 6-7 page self-assessment</td>
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<td>3. Providing peer feedback &amp; evaluation to fellow students</td>
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<td>4. Meeting with three faculty members, including your advisor, where you will present a 5-7 minute speech about who you are, what you have learned, and what you are going to do in the future. This should include your reflection on the insights gained in this process.</td>
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<td>E-Portfolio: By September 1st, students must submit the weblink to their portfolio to Moodle, then Monica will make sure your committee receives the link (it will be uploaded on the L&amp;CS Program Moodle site). <a href="#">See Format for Senior Assessment E-Portfolio for more information.</a> You can continue to edit your portfolio after you provide the link. The portfolio that each student develops for the interview must include the following:</td>
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<tr>
<td>1. L&amp;CS 124 assessment</td>
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<td>2. One paper from any Collegiate Seminar course at SMC, with a one-paragraph explanation (Apologia) as to why she/he chose this paper to be included in the portfolio.</td>
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<tr>
<td>3. One paper from a minor field course, with a one-paragraph explanation (Apologia) as to why she/he chose this paper to be included in the portfolio.</td>
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<tr>
<td>4. One research paper from L&amp;CS 121, 122, or 123, with a one-paragraph explanation (Apologia) as to why she/he chose this paper to be included in the portfolio.</td>
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<td>5. Self-Assessment Essay: 6-7 pages. See “Writing Self-Assessment” under the Assignments link on Moodle for complete instructions.</td>
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<tr>
<td>COURSE DESCRIPTION</td>
<td>TEXTS</td>
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<td>Welcome to L&amp;CS 124, and congratulations on entering your senior year! This course is a wonderful opportunity to reflect on what you have learned &amp; experienced, and how you have grown over the course of your L&amp;CS education. As an interdisciplinary program that seeks to educate the whole person, and strives to develop self-awareness, ethical values, and habits of social responsibility, it is important for our students that they have time to assess their development.</td>
<td>N/A</td>
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