

San José State University  
Department of Global Studies  
GLST 164, Advanced Seminar in Global Citizenship, Sec.1  
Fall 2019

Course and Contact Information

Instructor:	Bernadette White
Office Location:	WSQ 111-Wetlab
Telephone:	Please contact me via email
Email:	bernadette.white@sjsu.edu
Office Hours:	Tuesday, 4:30 pm- 5:30 pm
Class Days/Time:	Tuesday & Thursday, 3:00 pm – 4:15 pm
Classroom:	Dudley Moorhead Hall DMH 150
Prerequisites:	Upper Division Standing or Instructor Consent



Course Description

Welcome to Global Citizenship! This course is “designed to encourage and inspire students to develop their own understanding of the concept of global citizenship and to develop informed perspectives related to concerns of the global community. Students will be asked to consider the impact they may have, as well as their individual and collective responsibilities, as global citizens, within their local, national, and global communities” (SJSU catalog description).

In this course students trace the historical development of the idea of ‘global citizenship’ and interrogate the meanings, contradictions, and contentions associated with this term. The future of concepts related to global citizenship is addressed by analyzing the rights of democratic citizenship and asking how such rights should be articulated and advanced.

Students will read about and discuss social, cultural, political, historical, and economic issues affecting the people of our world, to name a few. This course will encourage you to

take nothing at face value and question everything to reach *your own* logical conclusions, using critical thinking as a tool in your global citizenship tool belt. Nothing is ever as simple as it is presented to us, especially in a globalized world where conflicts can stretch across continents in minutes and where the media often doesn't provide the full story; critical thinking requires us to dig deeper and take nothing for granted. The concept of world citizenship is not uncontested. Much has been written recently in response to those who support and articulate a concept of world citizenship. Important issues include: whose version of global citizenship is being articulated? Is it practically feasible to practice citizenship at a global level? Is it possible or desirable to cultivate an identity and allegiance that is global?

The world is changing more rapidly than at any point in history, and humans are more connected than ever before. As such, the goal of this course is to encourage you to consider the world from the perspective of a "global citizen"—a resident not only of San Jose, California, or America, but of an increasingly interconnected world. The goal of this class is to make sure we experience a wide variety of perspectives, and everyone's input is equally valuable.

## Learning Outcomes and Course Goals

### GE Learning Outcomes (GELOs):

Upon successful completion of this course, students will be able to

*GELO 1: Understand the concept of globalization, forms of globalization, and their positive and negative aspects.*

*GELO 2: Understand the concept and responsibilities of global citizenship.*

*GELO 3: Understand the implications of such global issues as gender, energy, climate change, cultural diversity, poverty, health, peace & war, terrorism, security, human rights, migration, food security, etc.*

*GELO 4: Understand the interdisciplinary and holistic nature of global studies—that every academic discipline can contribute to the understanding of global phenomena.*

*GELO 5: Utilize newly-developed skills in reading, writing, critical thinking and analysis to communicate their understanding problems confronting the global community, both in writing and verbal communication.*

### Literacy Objectives:

Upon successful completion of this course, students will have attained the following abilities:

- Identify a variety of potential sources for information.
- Find and retrieve information from various sources.
- Critically evaluate the information retrieved and its source before using it.

- Demonstrate competence in analyzing information, comparing and synthesizing with other sources.
- Be acquainted with various types of information sources including magazine articles, academic journals, news sources, books, websites, and video.
- Be familiar with various research tools such as index, catalog, database, or search engines.

## Global Studies Program Learning Outcomes

This course will achieve the Global Studies Program Learning Outcomes in the following ways:

- **Knowledge:** Students will engage in interdisciplinary studies and demonstrate an understanding of complex global events and processes of globalization in relationship to culture, politics, gender studies, sustainability, and foreign language.
- **Research Skills and Methods:** Students will demonstrate the ability to write, speak, research, and critically analyze complex global events and processes of globalization.
- **Critical Thinking Skills:** Students will analyze, synthesize, and interpret texts, images, and experiences, demonstrating quantitative literacy, innovation of thought and creation of theoretical or practical solutions to global problems.
- **Perspectives and Values:** Students will demonstrate a critical understanding of the ethical implications of global citizenship, informed by global awareness and cross-cultural understanding.

## Required Texts

- Bellamy, Richard. 2008. *Citizenship: A Very Short Introduction*. Oxford University Press. ISBN: 978-0192802538
- Hutchings, Kimberly. 2018. *Global Ethics: An Introduction*. Polity. ISBN: 978-1509513956
- Throughout the course, there will also be required readings posted on Canvas.

## Course Requirements and Assessment

**Participation and Class Discussion and In-Class Written Assignments: (15%)** (GELOs 1,2,3,4,5) Participation will make up a significant portion of your grade. If you do not attend class, you will miss out on opportunities to earn participation points. Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group discussions, bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom.

Occasionally, there will also be in-class writing assignments, to test your knowledge of the readings.

For in class discussions and in-class writing assignments, please do not simply summarize the readings; you should make connections, analyze, ask questions, explore your understanding of the reading, etc. Utilize critical thinking to dig beneath the surface. . (GELOs 1,2,3,4,5)

Class participation is assessed as follows:

<b>A</b>	Regular, insightful questions and comments that contribute and advance class discussion; complete engagement
<b>B</b>	Occasional, pertinent questions and comments; active listening
<b>C</b>	Infrequent, tangential questions or comments; questionable attentiveness
<b>D</b>	Rare interaction; distraction or unpreparedness for class
<b>F</b>	Frequent absence, complete disengagement with the class

**Written Assignments: (40%)** (GELOs 1,2,3,4,5) Throughout the course, you will be assigned shorter writing assignments. Greater detail about what these assignments entail will be available on Canvas. These include:

- **Reflexivity Statement:** Reflection on the student's positionality at SJSU, the United States, and in the world.
- **Observation Activity:** An activity in which the student will attend an event in an immigrant community or go to a site to do an observation, such as a grocery store serving a specific community. The student will write down their observations and any learnings.
- **International or Transnational Nonprofit Organization Analysis:** Many NGOs operate in the realm of international development. For this assignment students will analyze the work of one organization and relate it back to the issues discussed in class
- **Social Movement Analysis:** Students can choose to analyze a social movement related to their final paper topic.
- **Local Action for Global Change Proposal:** Reflecting on all that you learned in this course, what are some actions or programs you would implement to affect global change?

**Assignments for the Final Paper: (15%)**(GELOs 1,3,4,5)

- Project proposal: As part of the final project, you will write a short (1-2 page) proposal for the topic on which you would like to write your final paper. This should be a paper that highlights a social issue that complicates the notion of citizenship
- Annotated Bibliography: Prior to writing your creative term paper, you will compile an annotated bibliography of at least 10 sources, 5 of which must be academic sources. A guideline to what an annotated bibliography entails will be available on Canvas
- Final Presentation: As a conclusion to the course, you will present on your final research topic to your classmates.

**Final paper of 10-12 pages (30%)(GELOs 1,2,3,4,5)** In a final paper for the course, write a research paper on a global ethical issue. This will serve as the final for the course. Include in this analysis: :

- What is the issue?
- Who are the actors involved in this issue?
- What actions have been taken to address this issue?
- Are there actions we can take to address this issue?

<b>Assignment</b>	<b>Percentage</b>
Participation/Discussion	15%
Short Paper Assignments	40%
Final Paper Assignments	15%
Final Paper	30%

<b>93-100 points = A (93%-100%)</b>	<b>73-76 points = C (73%-76.9%)</b>
<b>90-92 points = A- (90%-92.9%)</b>	<b>70-72 points = C- (70%-72.9%)</b>
<b>87-89 points = B+ (87%-89.9%)</b>	<b>67-69 points = D+ (67%-69.9%)</b>
<b>83-86 points = B (83%-86.9%)</b>	<b>63-66 points = D (63%-66.9%)</b>
<b>80-82 points = B- (80%-82.9%)</b>	<b>60-62 points = D- (60%-62.9%)</b>
<b>77-79 points = C+ (77%-79.9%)</b>	<b>0-59 points = F (0%-59.9%)</b>

**This course must be passed with a C or better as a CSU graduation requirement.** Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](#) for more details.

Late assignments: You will lose one full letter grade on an assignment for each day it is late. In extreme circumstances, you may arrange for a later due date without penalty, but you must communicate with me about it as far in advance as possible, and you are not guaranteed an extension. Do not take advantage of this!

Grammar/mechanics: Although this is not a writing class, I expect you to communicate clearly and cleanly, turning in polished and proofread assignments. If you have difficulty with mechanics, please visit the Writing Center in CL 126. It is your responsibility to do so if you know your writing skills aren't quite up to snuff. On occasion, I may return a paper to you and ask that you visit the WC, then resubmit, if there are serious errors that impede meaning or show a lack of effort.

Extra Credit: You may attend up to two events on or off campus for extra credit, provided you write a polished, thoughtful 1-2 page reflection about the event. The event must in some way relate to or inform the spirit of our class. I will post events throughout the semester in "discussions" on Canvas, and your homework for the first week of class will involve finding and posting events. You will be asked to share briefly with the class about your learnings from attending this event.

Another opportunity to earn extra credit is to write a 1-2 analysis of a current event and how it relates to the course materials. You will be asked to share about this in the class.

## Classroom Protocol

**Sensitivity:** Because of this course's focus on global issues, we will sometimes discuss difficult, polarizing, or controversial issues and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I *do* expect is that you listen to and respond to differing opinions, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must try to understand each other. Keep an open mind, and you might be surprised how your view of the world changes.

**Canvas:** You must have access to Canvas to participate in this class. All supplementary readings, videos, etc., that are not in the course textbooks will be posted on Canvas, in addition to copies of assignments, the syllabus, and more. Some weeks, we may not use Canvas at all, but we will rely on it heavily during other weeks. Periodically, I will post important announcements, so please check Canvas frequently.

**Absences:** If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session.

**Lateness/Leaving Early:** If you know ahead of time that you will be late to class or you will need to leave early, please inform a hand of time.

**Electronic devices:** Please do not let your electronic devices become a distraction. I understand if you would like to use them for taking notes or accessing the readings, but please stay engaged.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). The [Late Drop Policy](#) is linked here. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#).

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not

publicly share, or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is linked here.

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#).

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) here.

## GLST 164 / Global Citizenship, Fall 2019, Course Schedule

*This schedule is subject to change with fair notice and how the notice will be made available. Additional short readings, podcasts, videos, current events, etc., will be assigned in class semi-regularly as well.*

**NOTE:** Please read all assignments by the date listed—not for the following class meeting.

Week	Date	Topics, Readings, Assignments, Deadlines
<b>Module 1- Introducing Citizenship in a Global Context</b> This first module introduces and explores foundational concepts for any study of 'Global Citizenship'. Who is a citizen? What does 'citizenship' imply?		
1	8/22	<b>Introductions</b> What is Citizenship?  Introduction to Reflexivity- Our Space and Place in the World  Readings: <ul style="list-style-type: none"> <li>• Hutchings, Chapter 1</li> <li>• Rhoads, "Traversing the Great Divide: Writing the Self into Qualitative Research and Narrative"</li> <li>• <i>Optional:</i> Schattle, "Pathways of Global Citizenship"</li> </ul> <b>Assignment:</b> Reflexivity Statement, Due 8/27
2	8/27	<b>Classical Conceptualizations of Citizenship</b>  Readings: <ul style="list-style-type: none"> <li>• Bellamy, Chapters 1 and 2</li> <li>• Hutchings, Chapter 2</li> <li>• Pocock, "The Ideal of Citizenship Since Classical Times"</li> </ul>
2	8/29	<b>Great Debates in Globalization</b>  Readings: <ul style="list-style-type: none"> <li>• Held and McGrew, "The Great Globalization Debate."</li> <li>• Robinson, "Critical Globalization Studies."</li> <li>• Sklair, "Competing Conceptions of Globalization"</li> <li>• Wallerstein, "Globalization of the Age of Transition? A Long-term View of the Trajectory of the World-System."</li> </ul>
3	9/3	<b>What is sovereignty? How does this relate to citizenship?</b>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Readings:</p> <ul style="list-style-type: none"> <li>• Sassen, "Towards a Post-National and De-Nationalized Citizenship"</li> <li>• Evans, "Eclipse of the State"</li> <li>• Hardt and Negri, "Democracy of the Multitude"</li> <li>• Listen: <i>More Perfect</i>: <a href="#">"Enemy of Mankind"</a></li> </ul> <p><b>Assignment:</b> Final Paper Proposal, Due 9/5</p>
3	9/5	<p><b>Modern Notions of Citizenship</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bellamy, Chapter 3</li> <li>• Schattle, "Global Citizenship"</li> <li>• Brubaker, "Citizenship as Social Closure"</li> <li>• Anderson, "Imagined Communities"</li> <li>• Nussbaum, "Patriotism and Cosmopolitanism"</li> </ul>
4	9/10	<p><b>Global Governance</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <a href="#">UN Charter</a></li> <li>• Schattle, "Governing Institutions and Global Citizenship"</li> <li>• Wilkinson, "Global Governance"</li> <li>• Sen, "How to Judge Globalism"</li> </ul>
4	9/12	<p><b>Transnationalism and Global Exchanges</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Schiller, Basch, and Blanc-Szanton, "Transnationalism."</li> <li>• Roudometof, "Transnationalism, Cosmopolitanism, and Glocalization"</li> <li>• Calhoun, "The Class Consciousness of Frequent Travelers"</li> </ul>
<b>Module 2- World Issues and Global Citizenship</b>		

Week	Date	Topics, Readings, Assignments, Deadlines
<p>The modules on world issues consider a number of fundamental questions that are of great significance to the international community: the requirements for a healthy society, wealth and poverty, consumerism, human impact on the environment, and sustainability. Participants are encouraged to consider their role, impact and consequent responsibilities to these issues.</p>		
5	9/17	<p><b>Global Capital and Citizenship</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Hutchings, Chapter 5</li> <li>• Schattle, “Global Citizenship in the Marketplace”</li> <li>• <a href="#">Al Jazeera, “The Panama Papers”</a></li> <li>• Costilla, “The Reconstitution of Power and Democracy in the Age of Capital Globalization”</li> </ul> <p><b>Assignment:</b> Annotated Bibliography, Due 9/24</p>
5	9/19	<p><b>Human Rights and Ethnicized Conflict</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Bellamy, Chapter 4 and 5</li> <li>• <a href="#">Universal Declaration of Human Rights</a></li> <li>• Arendt, “The Decline of the Nation-State and the End of the Rights of Man”; <i>Optional supplement: “The Right to Have Rights”</i></li> <li>• “The United Nations and Palestinian Refugees” pamphlet Palestinian Refugees and the Question of Citizenship</li> <li>• <a href="#">Said, “Reflections on Exile”</a></li> </ul>
6	9/24	<p><b>The Global Refugee Crisis</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Rygiel, “Bordering Solidarities: Migrant activism and the politics of movement and camps in Calais”</li> <li>• Appadurai, “Aspirational Maps: On Migrant Narratives and Imagined Future Citizenship”</li> <li>• Fontanari, “Confined to the Threshold”</li> <li>• <a href="#">The UN Refugee Framework: 1951 Refugee Convention and 1967 Protocol</a></li> <li>• <a href="#">Paris Attacks Intensify Debate About Syrian Refugees</a></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Assignment:</b> Community Observation, Due 10/1
6	9/26	<b>Immigration and Citizenship</b> Readings: <ul style="list-style-type: none"> <li>• Nyers, “Migrant Citzenships and Autonomous Mobilities”</li> <li>• Kurien, “Immigration, Community Formation, Political Incorporation, and Why Religion Matters”</li> <li>• Chung, “Politics without the Politics”</li> <li>• Watch: Hasan Minhaj, “<i>Homecoming King</i>”</li> </ul>
7	10/1	<b>Race/Ethnicity and Citizenship</b> Readings: <ul style="list-style-type: none"> <li>• Schueller, “Theorizing Race, Postcoloniality, and Globalizations”</li> <li>• Simon and Ainsworth, “Race and Socioeconomic Status Difference in Study Abroad Participation”</li> <li>• Bandyopadhyay, “Volunteer Tourism and “The White Man’s Burden”</li> </ul>
7	10/3	<b>Gender and Queer Citizenship</b> Readings: <ul style="list-style-type: none"> <li>• Amri, “Gender and Citizenship in the Global Age”</li> <li>• Volpp, “Feminist, Sexual, and Queer Citizenship”</li> <li>• Jong, “Intersectional Global Citizenship”</li> </ul>
8	10/8 and 10/10	<b>Environmental Justice</b> Readings: <ul style="list-style-type: none"> <li>• Brulle and Pellow, “Environmental Justice.”</li> <li>• Bullard, “Confronting Environmental Racism”</li> <li>• Watch: Hansen, “<a href="#">Why I Must Speak About Climate Change</a>”</li> <li>• <i>Optional: Watch <a href="#">Bill Nye the Science Guy</a></i></li> </ul> <p>In class, watch: <a href="#">The Island President</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/15	<p><b>Environment- Agriculture and Food</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Dunaway “The Shrimp Eat Better than the People”</li> <li>• Wallerstein, “Ecology and Capitalist Costs of Production.”</li> <li>• Sajjad, “Global Imperatives versus Local Needs”</li> </ul>
9	10/17	<p><b>World Health Issues</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Ventura, “The Impact of International Health Crises on the Rights of Migrants”</li> <li>• “An Ill Wind: Climate Change and Global Public Health”</li> <li>• Mahajan, “The Right to Health as the Right to Treatment”</li> </ul>
10	10/22	<p><b>War and Peace</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Hutchings, Chapter 6 and 7</li> <li>• Huntington, “The Clash of Civilizations”</li> <li>• Fox, “Two Civilizations and Ethnic Conflict: Islam and the West”</li> <li>• <a href="#">Chua, “A World on the Edge”</a></li> <li>• Farwell and Rohozinski, “Stuxnet and the Future of Cyber War”</li> </ul> <p><i>No Class on 10/24 and 10/29</i></p> <p><b>Assignment:</b> International/Transnational NGO Analysis, Due 10/31</p>
11	10/31	<p><b>Poverty and International Development</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Hutchings, Chapter 4</li> <li>• <a href="#">Fast Facts: the Faces of Poverty, UN Millennium Project</a></li> <li>• <a href="#">Millennium Development Goals</a></li> <li>• Fisher, “Doing Good?”</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Ibrahim, “NGO Behavior and Development”</li> <li>• Watch: <a href="#">Amartya Sen on Development</a></li> </ul>
<b>Module 3: Options for Action</b>		
<p>In this last part of the class, you will be asked to reflect on your responsibilities and to assume positions of advocacy in areas on a local level for which they feel they can most contribute (locally and/or globally) and for which they feel most passionate.</p>		
12	11/5 and 11/7	<b>Media, Technology, and Citizenship</b> Readings: <ul style="list-style-type: none"> <li>• Brabazon, “The Google Effect”</li> <li>• Postill, “Localizing the Internet”</li> <li>• Lal “The Politics of History on the Internet”</li> <li>• Watch: <i>The Great Hack</i></li> <li>• Safronova, Valeriya, <a href="#">Millennials and the Age of Tumblr Activism</a></li> <li>• Tostevin, Rosalie, <a href="#">Online activism: it's easy to click, but just as easy to disengage.</a></li> <li>• Al-Jazeera English, <a href="#">Social Networks, Social Revolution</a></li> </ul>
13	11/12 and 11/14	<b>Civil Society and Social Movements</b> Readings: <ul style="list-style-type: none"> <li>• Schattle, “Global Citizenship in Civil Society”</li> <li>• Sassen, “Local Actors in Global Politics”</li> <li>• Keck and Sikkink, “Transnational Advocacy Networks in International and Regional Politics”</li> <li>• Isin, “Citizenship in Flux: The Figure of the Activist Citizen”</li> </ul> <p><b>Assignment:</b> Social Movement Analysis, Due 11/17</p>
14	11/19 and 11/21	<b>The Future of Global Citizenship: How can we act in a Global World?</b> Readings: <ul style="list-style-type: none"> <li>• Hutchings, Chapter 8</li> <li>• Hardt and Negri, “The Long March of Democracy”</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>Zwitter, "Deciding What to Do"</li> </ul> <p><b>Assignment:</b> Local Action for Global Change Proposal, Due 11/24</p>
15	11/26	<p><b>No class on 11/28</b></p> <p><b>Final Paper workshop/Consultation</b></p>
16	12/3 and 12/5	<p><b>Final Paper Presentations and Class Wrap up</b></p>