



## I/ST 100, Global Citizenship, Section 02, Spring Semester, 2016.

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**Instructor:** Marcos S. Scauso

**Office Hours:** Thursdays from 1 to 4pm.

**Course:** I/ST 100

**Office:** F02-227

**Term:** Spring 2016.

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### Course Description

Most, if not all, of us are citizens of particular nation-states. We also have other communities of belonging, such as local, ethnic, religious, or perhaps even our Beach pride. In these communities, we take some level of responsibility for our fellow members and expect to have a voice in determining the rules and actions that affect us. In what ways, however, should we also see ourselves as **citizens of the world**? How are our economic, cultural, political, and social lives **connected** to those in faraway places? How do our actions **affect** people living across the globe? Are these effects positive or negative? How do decisions made elsewhere affect our own lives? What is our **responsibility** to people we have never met and whose language we do not speak; what is their responsibility to us?

In this course, students will engage in investigation and critical thinking assignments to unearth their own evidence and create their own arguments about the global dimensions of our everyday lives and local communities. Through several conceptual tools, notions, issues, historical events and questions, students will analyze **their connections** with the rest of the world.

During the **first** half of the semester, we will thus think about the broad aspects (identity, the world, knowledge, colonialism) that connect us to the world, the problems that we can find in these relationships and how you would solve them. During the **second** half of the semester, we will focus on particular aspects of these problems (environmentalism, politics, violence, borders and poverty), some of the solutions proposed by different groups and the limitations of these projects.

### Course Methodology

This course is taught entirely on-line. The work will be assigned by unit and each unit will last one week. It is your responsibility to manage your own time and ensure that you have completed all of the course material and assignments for a given week in that given week. Weeks will run from Monday to Sunday and all weekly assignments will be due **on Sundays at 8pm**. All other assignments will be due at specified times (please see course schedule). Once each week finalizes, we will not go back, re-open assignments or makeup missed work. Please make sure you stay on time and follow the class schedule.

I will have **office hours** on **Thursdays from 1pm to 4pm**. During these hours I will answer e-mails immediately and will be available on Skype by appointment. We can also set up **Skype appointments** at other times, but this will be contingent on my schedule as well. If you prefer, you can also set up appointments ahead of time to meet **in person** on campus during these hours. Finally, I created an open and anonymous **survey** (<https://es.surveymonkey.com/r/RVK9989>) for you to be able to provide feedback to me throughout the entire semester. This is one of the ways you can use to democratize the class and make changes before it is too late, but please use it responsibly. In general, I will try to make myself available to you, please use these hours and our communication to avoid missing assignments and to get as much as you can from your education.



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My Skype name is: InternationalStudiesScauso

Except for the midterm week, spring break and finals week, **each week** will have a small presentation, lecture or video that will help you focus on the main ideas and questions for that unit. Then, you will need to read the material assigned for that week. With this in mind, you will be asked to analyze critically the related phenomena in order to turn in the assignments.

### **Course Goals/Student Learning Objectives**

This course is organized around three main goals: 1) Developing students critical thinking skills, as applied to international problems and questions, 2) increasing students' awareness of contemporary global issues and perspectives, and 3) encouraging students to think critically about their responsibility in global issues. Thus, having successfully completed I/ST 100, students will have expanded their critical and analytical skills, developed oral as well as written communicational skills, and increased their awareness of their connections and responsibilities as global citizens.

### **Student Learning Outcomes**

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

- Collect firsthand evidence, critically analyze that evidence, advocate ideas, and explore how arguments are constructed in contemporary debates about economic, social, and cultural globalization, global perspectives and global citizenship. Through a discussion of facts, evidence and explanation, students will learn about perspectives and biases in knowledge construction about globalization.
- Take a position about global issues that is logical, reasonable and well-supported by evidence, and that accounts for multiple and competing perspectives on the same topic. Key issues for debate and argumentation will include identity, power in the creation of knowledge about the world, Colonialism and oppression, the world economic system, religion, global environmental issues, borders and people, poverty, and possibilities of transformation.
- Critically evaluate discourses of the local and the national to expose the ways in which they ignore or obscure the global.

### **Work and Assignments:**

This class has assignments or some form of work during almost every week of the semester. It is your responsibility to turn all assignments in on time. Please refer to the specifications in the Course Schedule table below to avoid losing track of your assignments.

### **Introduce yourself: (4% of grade)**

Students will have to introduce themselves to the class by creating a small (4 to 8min.) video in which they will mention: their name, where they are from, a little of their background story and how they see themselves connected to the world and/or other countries.



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### **Discussion Board: (28% of grade)**

Students will be given a set of discussion questions in particular weeks (please see course schedule table). Students are required to use BeachBoard's discussion board to answer these questions during the weeks assigned. You are responsible for participating at least in 7 discussions (each worth 4% of your grade) and there will be 8 opportunities in total. You can choose which week may be more interesting to you and participate then. Once you answered the questions each week, you will respond to at least two other posts from other students. Your answers and comments have to be in the same week. You may **not** choose to answer questions one week and only comment to posts on another. You will thus answer the dashboard questions and comment on other students at least 7 times. Posts need to be complete before the end of the week on Sundays at 8pm. Because two of the posts are responses, students should not expect to be able to wait until Sunday to post.

This material is challenging and the discussion forum is your space to write through your struggles with it. Discussion posts will be graded on their engagement with the class material. They will not be graded on grammar, style, structure, spelling, or mechanics.

### **Quizzes: (28% of grade)**

There will be 5 quizzes, from which students will be able to choose 4 (each worth 7% of your grade in the course). They will be given via the "quiz" feature in the BeachBoard and will test student comprehension and critical thinking. Quizzes will ask you to find links between the different units of the course in order to analyze how the dimensions of our connections with the world may relate to each other.

In this sense, quiz #1 will focus on the connections between identity, how we think about the world and the role of media; quiz #2 will tackle the links between power, colonialism and economics; quiz #3 will seek to analyze environmental issues and solutions; quiz #4 will concentrate on the links between violence, borders and people; and finally, quiz #5 will relate poverty, current projects to end poverty and notions of transformation.

These quizzes will be open-book, but time-limited. You can use your notes and material, but keep in mind that you will not be able to answer the questions successfully if you have not previously read the material.

### **Midterm Exam: (20% of grade)**

Students will be given one midterm on March 11<sup>th</sup>. The midterm will be given via the BeachBoard. It will be open-book and time-limited. You can use your notes and material, but keep in mind that you will not be able to answer the questions successfully if you have not previously read the material. During the midterm, you will be asked to establish broader connections between the different units analyzed on the first half of the course. Through a series of questions, students will have to analyze how they are connected culturally, economically, and through our knowledge to the world and other regions.

### **Final Presentation: (20% of grade)**

Students will work in teams of three (3) or four (4) to create the scripts and images for their presentations and then record an individual video covering their individual parts. These presentations will try to analyze our world citizenship by focusing on our connections with peoples faraway, the issues that emerge from these links, our responsibility, the possible things that can be done and the limitations that these ideas may entail. Here, students will have to show that they (1) grasped the broad notions of each unit, (2) found possible solutions and (3) are able to critique their own stand. More details will be posted on BeachBoard.



## Grading:

### Evaluation Method

Assignment	Points for each Assignment	Total
Introduce yourself.		4
Discussion Board (choose 7 out of 8)	4	28
Quizzes (choose 4 out of 5)	7	28
Midterm		20
Final Presentation		20

The course is graded on points (0-100). All grades will be converted to points on a hundred-point scale and then calculated as a portion of the final grade in the class according to the portions detailed above.

CSULB does not use “+” or “-” in final grades. Thus for final grades:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

<60 = F

## Required Texts/Readings

**Global Politics: A New Introduction.** (Second Edition) (Jenny Edkins and Maja Zehfuss, Routledge, 2014, ISBN-13: 978-0415684811, ISBN-10: 0415684811)

This book can be bought in Amazon or rented for kindle: <http://www.amazon.com/gp/offer-listing/0415684811>

**“Indianismo and Decoloniality: voices of Resistance”** (Marcos Scauso) in Religious activism in the global economy: promoting, reforming, or resisting neoliberal globalization? Edited by Dr. Peter Smith and Sabine Dreher (forthcoming, Rowman & Littlefield International)

No need to purchase, I will send this chapter via e-mail.

**Readings are further specified in the table below.** Please note that the required readings **include** the sub-sections within the sections specified for each week. For example, on week two, please read the sub-sections called “Communitarianism” and “Cosmopolitanism” within the section of “General Responses.”

**There are additional videos, documentaries and articles** in the table of the course schedule.

## Class policies

### Academic Honesty

Your oral and written assignments and examinations must be your own work, written originally for this



course.

### **Plagiarism**

Academic misconduct will not be tolerated. In most cases plagiarism is accidental, but that does not make it any more acceptable. Please carefully review the CSULB definition of plagiarism:

<http://www.csulb.edu/library/subj/plagiarism/>.

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

### **Cheating**

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Students should read the section on cheating and plagiarism in the CSULB catalog -

[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html).

If a student is caught plagiarizing or cheating s/he will automatically be given a **failing grade** on the assignment or in the course, at the professor's discretion, and there are potentially more severe CSULB actions. Please see the CSULB policy:

<http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>. If you have any



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questions about how to properly cite references please see me.

### **Turnitin.com**

Students agree that by taking this course all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may request, in writing from your instructor, that your assignments not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the assignments are your original work and do not include any plagiarized material.

### **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student\\_academic\\_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic\\_regulations/withdrawal\\_policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy.

### **Late Work**

All work for this class is time-sensitive, and so no late work is accepted unless there is a university-approved, documented excuse. Acceptable reasons for delayed deadlines or missed exams are the same as those for an excused absence. An "excuse" absence is defined by the CSULB as 1) illness or injury the student, 2) death, injury or serious illness of an immediate family member, 3) religious reasons (as defined by California Education Code section 8932), 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.). Documentation must be provided for an excused absence. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work. In the event of an unexcused absence there will be no make up work and the student will receive a "0" if there is an assignment grade.

### **Computer Access**

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

### **BeachBoard Access**

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the



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Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

This course relies entirely on regular access to and use of BeachBoard. Students are expected to make regular use of this platform and to be familiar with its basic use. If any student has technology access issues, or is unfamiliar with the basics of these platforms, he or she should speak to the professor about it the first day of class. Note that it is the student's responsibility to ensure that all work is submitted on time.

**Technology glitches are not an excuse.** Students are therefore strongly encouraged to submit work ahead of the date due in case there are technical challenges.

I will also be sending frequent e-mails via the BeachBoard system; you are expected to keep your e-mail address updated in that system and to read your e-mails at least once per day.

### **Technical Assistance**

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form - http://www.csulb.edu/divisions/aa/academic technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic%20technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.



**Course Schedule**

Week	Due Date	Topics.	Readings and Assignments	Grade
1	January 19-24 at 8pm.	Who are we? Issues of identity and how we see "others."	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 5</li> <li>- Fear the "other:" <a href="https://youtu.be/Fz0r0CGW7ic">https://youtu.be/Fz0r0CGW7ic</a></li> <li>- Obama and Universal values: <a href="https://youtu.be/B8Kx8652EFo">https://youtu.be/B8Kx8652EFo</a></li> <li>- Bassam Tariq and diversity <a href="https://youtu.be/x1177phymxY">https://youtu.be/x1177phymxY</a></li> <li>- John Oliver and Racism: <a href="https://youtu.be/umqvYhb3wf4">https://youtu.be/umqvYhb3wf4</a></li> <li>- Optional:               <ul style="list-style-type: none"> <li>o Global Politics: Ch. 20 - why do some people think they know what is good for others?</li> </ul> </li> </ul>	
			- Video Introduction of yourself.	4%
2	January 25-31 at 8pm.	Thinking about the World: how do we know the world and how does it affect how we live in it?	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 2               <ul style="list-style-type: none"> <li>o Thinking and Language (remember that all the sub-sections within each section are included)</li> <li>o Thinking about Thinking</li> </ul> </li> <li>- "Normal" Vs "Weird:" National Geographic. <a href="https://www.youtube.com/watch?v=BT0kzF4A-WQ">https://www.youtube.com/watch?v=BT0kzF4A-WQ</a></li> <li>- Civilization Vs. Axis of evil: <a href="https://youtu.be/VAALGqKPaT4">https://youtu.be/VAALGqKPaT4</a></li> <li>- You know better than us? <a href="https://www.youtube.com/watch?v=3agI9ZYBAoss">https://www.youtube.com/watch?v=3agI9ZYBAoss</a></li> <li>- Indigenous knowledge: <a href="https://youtu.be/KB6E4HlmDFo">https://youtu.be/KB6E4HlmDFo</a></li> </ul>	
			- Discussion Board 1 (this week will include certain aspects of "identity" and other concepts from the first week.	4%

Broad Connections to the world.



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Week	Due Date	Topics.	Readings and Assignments	Grade
3	February 1-7 at 8pm.	Media and Communication: who shapes our knowledge of the world?	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 8               <ul style="list-style-type: none"> <li>o The question: The mediation of information.</li> <li>o General responses: The media, power...</li> <li>o Broader Issues: How to read...</li> <li>o Conclusion.</li> </ul> </li> <li>- Psychology and propaganda: <a href="https://youtu.be/eJ3RzGoQC4s">https://youtu.be/eJ3RzGoQC4s</a> (at least until min. 16:35)</li> <li>- Journalism and “native ads.” <a href="https://youtu.be/E_F5GxCwizc">https://youtu.be/E_F5GxCwizc</a></li> <li>- Art and communication: <a href="https://www.ted.com/talks/shirin_n_eshat_art_in_exile?language=en">https://www.ted.com/talks/shirin_n_eshat_art_in_exile?language=en</a></li> </ul>	
			<p style="color: red;">- Quiz 1: Global Politics Ch. 5, 2 and 8.</p>	7%
4	February 8-14 at 8pm.	Power and the World	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 7               <ul style="list-style-type: none"> <li>o The question: Obedience, resistance and Force.</li> <li>o General Responses: Authority and Legitimacy.</li> <li>o Broad Issues: Thinking about power.</li> <li>o Conclusion</li> </ul> </li> <li>- Cultural power: <a href="http://blogs.cbn.com/thewebblog/a">http://blogs.cbn.com/thewebblog/a</a></li> </ul>	



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Week	Due Date	Topics.	Readings and Assignments	Grade
			<a href="#">=mrQqDq0x3KYY</a> - Optional: <ul style="list-style-type: none"> <li>The tank man and history: <a href="http://www.pbs.org/wgbh/pages/frontline/tankman/cron/">http://www.pbs.org/wgbh/pages/frontline/tankman/cron/</a></li> </ul>	
			- Discussion Board 2	4%
5	February 15-21 at 8pm.	Colonialism and Slavery: today?	- Global Politics: Chapter 15 - Global Politics: Ch. 16 <ul style="list-style-type: none"> <li>The Question: Colonialism and underdevelopment</li> <li>General Responses: What is modern colonialism.</li> <li>Conclusion.</li> </ul> - Modern Slavery: <a href="https://youtu.be/dqCSgCDGNT8">https://youtu.be/dqCSgCDGNT8</a> - Cheap Clothing: <a href="https://youtu.be/vP1cXvQKluA">https://youtu.be/vP1cXvQKluA</a>	
			- Discussion Board 3	4%
6	February 22-28 at 8pm.	World Economics	- Global Politics: Chapter 17 <ul style="list-style-type: none"> <li>The Question: From Local Markets...</li> <li>General Responses: Explaining the politics of...</li> <li>Broader Issues: The hidden costs of...</li> <li>Conclusion.</li> </ul> - The story of Stuff: <a href="https://youtu.be/9GorqroigqM">https://youtu.be/9GorqroigqM</a>	
			Quiz 2: Global Politics Ch. 7, 15, 16 (assigned section) and 17.	7%



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Week	Due Date	Topics.	Readings and Assignments	Grade
7	February 29- March 6 at 8pm.	Religion and Politics: diversity, reasoning and identity.	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 6</li> <li>- "It hurts everybody:"  <a href="http://www.cc.com/video-clips/ju44t3/the-daily-show-with-trevor-noah-dalia-mogahed---understanding-american-muslims-and-the-media-s-coverage-of-terrorism">http://www.cc.com/video-clips/ju44t3/the-daily-show-with-trevor-noah-dalia-mogahed---understanding-american-muslims-and-the-media-s-coverage-of-terrorism</a></li> <li>- De-secularization and multiple modernizations:  <a href="https://youtu.be/oKCT-4lZHKc">https://youtu.be/oKCT-4lZHKc</a>            (until min. 1:17)</li> </ul>	
			- Discussion Board 4	4%
<b>8</b>	<b>March 11</b>	<b>Midterm</b>	<b>Includes: all readings and videos until this week.</b>	<b>20%</b>
9	March 14 -20 at 8pm.	Global Environmental issues: or the biosphere?	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 3</li> <li>- Denial:  <a href="https://youtu.be/lPgZfhnCAdl">https://youtu.be/lPgZfhnCAdl</a></li> </ul>	
			- Discussion Board 5	4%
10	March 21 – 27 at 8pm.	Save the Planet	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 4               <ul style="list-style-type: none"> <li>o The question: Environmental Politics and ...</li> <li>o Illustrative Example: The World Summit in 2002.</li> </ul> </li> <li>- Indianismo reading (sent via e-mail)               <ul style="list-style-type: none"> <li>o Indianismo and Decoloniality</li> <li>o Pachamama and Buen Vivir</li> </ul> </li> </ul>	



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Week	Due Date	Topics.	Readings and Assignments	Grade
			<ul style="list-style-type: none"> <li>- Optional:               <ul style="list-style-type: none"> <li>o Global Politics Ch. 4, section "Post-Ecologism and Eco-Governmentality."</li> </ul> </li> </ul>	
			- Quiz 3: Global Politics Ch 3 and 4.	7%
<b>11</b>	<b>March 28 - April 1</b>	<b>Spring Break</b>	<b>Optional reading only.</b>	
12	April 4 - 10 at 8pm.	Violence and danger	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 23               <ul style="list-style-type: none"> <li>o What is violence</li> <li>o The Relationship between Violence and Power</li> <li>o Visible and Invisible Violence</li> <li>o Conclusion</li> </ul> </li> <li>- Global Politics: Ch. 24               <ul style="list-style-type: none"> <li>o General Responses: Thinking in terms of strategy ...</li> </ul> </li> <li>- "Securitization" and creating threats:               <ul style="list-style-type: none"> <li><a href="https://youtu.be/wQ07tWOzE_c">https://youtu.be/wQ07tWOzE_c</a> (until min. 2:44)</li> </ul> </li> <li>- Bush and the "danger:"               <ul style="list-style-type: none"> <li><a href="https://youtu.be/hJyhqlkaHB0">https://youtu.be/hJyhqlkaHB0</a> (until min. 4:47)</li> </ul> </li> <li>- Hugs:               <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=IRbbeQkraYg">https://www.youtube.com/watch?v=IRbbeQkraYg</a></li> </ul> </li> </ul>	
			- Discussion Board 6	4%
13	April 11-17 at 8pm.	People and Borders: the arbitrariness of territorial demarcation and identity formations.	<ul style="list-style-type: none"> <li>- Global Politics: Ch. 11               <ul style="list-style-type: none"> <li>o Forms of Political and geo...</li> <li>o General Responses: The emergence of territory</li> </ul> </li> <li>- Global Politics: Chapter 10</li> </ul>	



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			<ul style="list-style-type: none"> <li>- Refugee crisis and Paris Attack: <a href="http://www.nytimes.com/2015/11/17/opinion/after-paris-attacks-vilifying-refugees.html? r=0">http://www.nytimes.com/2015/11/17/opinion/after-paris-attacks-vilifying-refugees.html? r=0</a></li> <li>- ID data base: mark the “other” <a href="http://www.theguardian.com/us-news/2015/nov/19/donald-trump-muslim-americans-special-identification-tracking-mosques">http://www.theguardian.com/us-news/2015/nov/19/donald-trump-muslim-americans-special-identification-tracking-mosques</a></li> </ul>	
			<ul style="list-style-type: none"> <li>- Quiz 4: Global Politics Ch 23, 24, 10 and 11.</li> </ul>	7%
14	April – 18-24 at 8pm.	Poverty and Inequality.	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 19               <ul style="list-style-type: none"> <li>o Illustrative Example: Inequality in the age of...</li> <li>o General Responses: Liberal and developmental...</li> <li>o Broad Issues: Historical materialism...</li> <li>o Conclusion</li> </ul> </li> <li>- American Inequality: <a href="https://youtu.be/LfgSEwjAeno">https://youtu.be/LfgSEwjAeno</a></li> <li>- I-Phone Economics: <a href="http://www.nytimes.com/interactive/2012/01/20/business/the-iphone-economy.html? r=0">http://www.nytimes.com/interactive/2012/01/20/business/the-iphone-economy.html? r=0</a></li> </ul>	
			<ul style="list-style-type: none"> <li>- Discussion Board 7</li> </ul>	4%
15	April 25- May 1 at 8pm.	The end of poverty? Or ideologies for more?	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 20</li> <li>- Indianismo reading (sent via e-mail)               <ul style="list-style-type: none"> <li>o Neoliberalism and Indianismo.</li> </ul> </li> </ul>	
			<ul style="list-style-type: none"> <li>- Entrepreneurship and microloans: <a href="http://www.bloomberg.com/hw/art">http://www.bloomberg.com/hw/art</a></li> </ul>	



I/ST 100, Global Citizenship, Section 02, Spring Semester, 2016.

Week	Due Date	Topics.	Readings and Assignments	Grade
			<ul style="list-style-type: none"> <li>- Cooperatives: <a href="https://youtu.be/WJYLHNO2PsU">https://youtu.be/WJYLHNO2PsU</a></li> </ul>	
			<ul style="list-style-type: none"> <li>- Discussion Board 8</li> </ul>	4%
16	May 2 – 8 at 8pm.	Social and Global Transformations: how can we 'be' in this world? No certain answers here.	<ul style="list-style-type: none"> <li>- Global Politics: Chapter 28</li> <li>- Indianismo reading (sent via e-mail)               <ul style="list-style-type: none"> <li>o Philosophy and Discourse</li> <li>o Debate: the limitations of Indianismo and the notion of Reflexivity.</li> </ul> </li> <li>- Indigenous struggles in Bolivia: <a href="https://youtu.be/Z2-3Wpykzfs?t=4m9s">https://youtu.be/Z2-3Wpykzfs?t=4m9s</a></li> </ul>	
			<ul style="list-style-type: none"> <li>- Quiz 5: Global Politics Ch. 10, 11, 19 and 28.</li> </ul>	7%
<b>Finals</b>	<b>Due May 11</b>	<b>Presentations.</b>	<b>Video presentation and script: connect the dots.</b>	<b>20%</b>