

GHUM101
Introduction to the Global Humanities
Takoma Park/Silver Spring Campus

TEMPLATE

COURSE DESCRIPTION

Study of the many humanities themes from the standpoint of global interconnections. Global Humanities 101 takes an interdisciplinary humanities approach to a number of themes. Specifically, it encourages students to consider a number of topics related to global issues, using historical, literary, linguistic, and philosophical lenses. The course encourages students to recognize their responsibilities to society—locally, nationally, and globally—and to consider their academic and personal goals. Students will also consider current issues of global importance. *Assessment levels: EN 101/101A, RD 120 or by instructor's permission. Three hours each week. 3 semester hours. Honors option is available.*

WHAT ARE THE HUMANITIES?

According to the National Endowment for the Humanities (NEH),

the term *humanities* includes, but is not limited to the study and interpretation of the following:

- language, both modern and classical;
- linguistics
- literature
- history
- jurisprudence
- philosophy
- archaeology
- comparative religion
- ethics
- the history, criticism and theory of the arts
- those aspects of social sciences which have humanistic content and employ humanistic methods
- the study and application of the humanities to the human environment with particular attention to reflecting our diverse heritage, traditions, and history and to the relevance of the humanities to the current conditions of national life.

--National Foundation on the Arts and the Humanities Act, 1965, as amended

OUTCOMES

By the end of the course, students will be able to:

- Critically analyze and communicate orally and in writing humanities concepts and global interconnections among peoples and cultures.
- Demonstrate an understanding through the study of the global humanities of how historical, artistic, and cultural contexts influence individuals and societies.

- Identify students' underlying assumptions about cultures and cultural values.
- Analyze and articulate the impact of globalization on diverse cultures from a humanistic perspective.
- Apply the knowledge and skills gained through the study of the global humanities to explore their majors, the College, and the responsibilities of individuals in their communities
- Demonstrate a mastery of information literacy and technological skills in researching and presenting themes related to the global humanities.

TEXTBOOKS:

1. **Johnson**, June. *Global Issues, Local Arguments: Readings for Writing*. Pearson, 2014 –3rd edition features high-interest arguments on significant global issues and emphasizes their connection to students' lives—while developing critical thinking, rhetorical, analysis, synthesis, argumentation, and research skills.
2. Selections from **Hirschberg**, Stuart and Terry Hirschberg. *One World, Many Cultures*. Pearson, 2012. The rich sampling of readings by writers who are native to the cultures they describe allows the reader to “hear” authentic voices rather than filtered journalistic reports. **These readings are available on Blackboard.**
3. **Other, Supplements:** Selected films, guest lecturers, art exhibits, and other cultural, philosophical and religious aspects addressed through literary texts, personal narratives, public humanities, drama/theater, free access newspapers, journal articles, and current information on the internet.

COURSE REQUIREMENTS:

Weekly Panel Discussions

Each student will be assigned to one of four teams (Blue, Red, Green or Gold). The groups will take turns serving as a panel to lead a class discussion on the topics addressed in class and in the readings. Specific readings and dates appear in the Class Schedule section of this syllabus. Each team is required to lead two panel discussions over the course of the semester. Group members should create a means of communicating with one another such as WhatsApp. If you are unable to attend class on the day that your group is scheduled to lead the discussion, it is your responsibility to ask the professor to assign you to another group. If you have not led two discussion by 4/9, you will have one final opportunity to lead a discussion on 4/18. Please note the following guidelines for being a panelist:

- Carefully review all of the assigned readings for the week as listed on the course schedule and be prepared to speak about various authors' perspectives.
- As a group, bring at least one additional resource on the topic (e.g. another article, a short video or other media).
- Use your creativity to prepare to lead the class discussions. You may wish to focus on portions of the readings that you find interesting or point out sections that you find confusing.
- As a group, bring at least one thoughtful question related to the topic for the class to consider.

Grading: 100 points for each of the 2 required panel discussions = 200 points total

Explanation of various authors' perspectives – 25 points

Discussion of students' own perspectives – 25 points

Inclusion of one additional resource – 25 points

Inclusion of one thoughtful question for the class to consider – 25 points

Global Event Report

Students will attend one international/multicultural event during the semester and submit a report that describes their learning experience. You must talk with your professor about your proposed global event to get approval prior to attending. You may do that before or after class, during office hours or through email. A Global Event Report Form with detailed grading information may be found on the last page of this syllabus.

Grading: 100 points total

Research Paper and Presentation

Paper: In consultation with the professor, students will choose a topic related to one of the global issues addressed in the course. Students will submit the following: a preliminary bibliography (due on 9/25), an outline of the paper (due on 3/18), a first draft (due on 10/30), and the final paper (due on 11/27). The paper is to follow the MLA format. It should be 3-5 pages in length and should include scholarly resources.

Grading: 200 points total

Discussion of at least 3 issues or perspectives (20 points each) = 60 points total

5 quotations documented with page number and author (10 points each) = 50 points total

Explanation of how each quote supports your argument or conclusion (10 points each X 5) = 50 points total

Bibliography of reliable sources properly documented – 20 points total

Organization, spelling and grammar – 20 points total

Presentation: Students will prepare a short presentation of their research paper (7-10 minutes) to share with the class. Please use posters and/or technology such as PowerPoint. Videos may be used but they should be very brief -- not more than a couple of minutes long. These presentations will take place in class on the following dates: 4/23, 4/25, 4/30 and 5/2. See the Team Assignment Sheet to determine which day you are scheduled to present.

Grading: 100 points total

Clear communication of main argument or conclusion of the paper – 50 points

Effective use of media such as posters and/or technology – 50 points

Exams: The midterm and the final will follow the same format. They will be essay questions. PLEASE NOTE THAT THESE ARE OPEN BOOK EXAMS. YOU MUST BRING YOUR TEXTBOOK TO THE EXAMS IN ORDER TO BE SUCCESSFUL.

Midterm Exam – 100 points total

Final Exam – 100 points total

Honors Option

Students who have a minimum GPA of 3.2 over 4 semesters at Montgomery college may take this course for Honors credit. Satisfying the requirements for the Honors option entails periodic meetings with the instructor and to undertake work that is substantive in length and in scope.

GRADES

The final grade will be determined as follows:

- | | |
|-----------------------------------|-----|
| 1. Weekly Panel Discussions | 20% |
| 2. Global Event Report | 10% |
| 3. Research Paper | 20% |
| 4. Presentation of Research Paper | 10% |
| 5. Midterm Exam | 20% |
| 6. Final Exam | 20% |

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

ABSENCE POLICY

“Students are expected to attend all class sessions. The instructor may drop the student from the class in cases involving excessive absences. ‘Excessive absences’ is defined as one more absence than the number of classes per week during a fall or spring semester.” *MC Catalogue 2015-16*

WITHDRAWAL

An official last day to withdraw from a course with a grade of “W” is established for each course each semester. It is the student’s option and responsibility to withdraw from the course by this date. If a student does not officially withdraw from the course, an “F” will appear on the student’s transcript.

CONDUCT

In order for learning to occur, it is necessary that the classroom environment, including the online environment, be one of mutual respect. If a student behaves in such a way that 1) demonstrates a lack of respect, 2) interferes with the educational process or 3) violates the Student Code of Conduct, instructors are responsible for advising the student of the inappropriate behavior and granting her/him an opportunity to correct it. A student who fails to correct this behavior will be asked to leave the class and will be subject to disciplinary action, as outlined in the *Montgomery College Student Code of Conduct*. www.montgomerycollege.edu/pnp Chapter IV, Policy # 42001CP, 006. 5

PLAGIARISM

Plagiarism, which is the borrowing of someone else’s ideas without proper citation or the borrowing of words without using quotation marks and proper citation, is cheating. If you plagiarize a paper in part or in full, it will always result in an “F” on the assignment, and it may be grounds for an F in the course and dismissal from the college. “Faculty members may impose grade sanctions for academic dishonesty, normally ranging from a minimum of F on the assignment in which the dishonesty occurred to a maximum of an F in the course.”

For the college’s complete policies on plagiarism, you may also consult Policies and Procedures, MC Code of Student Conduct at www.montgomerycollege.edu/pnp Chapter IV, Policy # 42001CP, 006, Chapter VIII, Academic Dishonesty.

TUTORING SUPPORT SERVICES

Each campus has free tutors available for students in the writing centers. These tutors, usually full-time faculty, can be very helpful if you are having trouble with your grammar or with writing papers. You may also want to contact the Online Student Success Center at <http://www.montgomerycollege.edu/Departments/studevgt/onlinsts>, a support center for online students.

DISABILITY ACCOMMODATION

Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hour. In order to receive accommodations, a letter from Disability Support Services(R-CB122; G-SA175; or TP-ST120) will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations are at:

www.montgomerycollege.edu/dss/evacprocedures.html.

For additional information and guidelines, please contact a DSS counselor at your campus 240-567-:

G: Jacy Hildreth (PT) x7734

R: Shalawn Childs x5061

TP/SS: Comesha Griffin (PT) x1480

G: Harvey Stempel x 6967

R: Kathleen Haag x5054

TP/SS: Ed Muchene x1477

G: Harry Zarin x7767

R: Sue Haddad x5087

TP/SS: Cathy Wilson x 1475

COMBAT2COLLEGE

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College website at www.montgomerycollege.edu/combat2college and/or contact Joanna Starling at 240-567-7103 or Joanna.starling@montgomerycollege.edu

OTHER RESOURCES FOR SUCCESS

In addition to course requirements and learning outcomes that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. The link below provides information and other resources to areas that pertain to the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, and how to register for the Montgomery College alert System. <http://cms.montgomerycollege.edu/mcsyllabus/>

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Student Affairs on your campus. If you are comfortable notifying your professor as well, please do so. This will enable the professor to provide any resources they may possess. We know this can affect academic performance and Montgomery College is committed to your success. The Dean of Student Affairs for TP/SS is:

Dr. Clemmie Solomon. <http://cms.montgomerycollege.edu/edu/secondary5.aspx?urlid=55>

GHUM 101

Introduction to the Global Humanities

Course Schedule and Readings

Week 1 – Exploring and Defining Global Humanities

Welcome and Introductions

- Student Information Sheets
- GHUM101 Student Self-Assessment
- Syllabus review
- Team Assignments
- Think, Pair, Share – Global Positioning Profile exercise – Johnson pp. 12-13

For next class on Globalization:

- Read Chapter 1: Exploring and Defining Globalization - Johnson pp. 1-13

For further exploration of Globalization:

ARTICLES

Kwame Anthony Appiah, “The Case for Contamination,” *New York Times* 1 Jan. 2006

Joseph Stiglitz, (winner of 2001 Nobel Prize in Economics) “Toward a Globalization with A More Human Face,” from *Globalization and Its Discontents*

Robert Samuelson, “Globalization at Warp Speed” *Washington Post*, August 30, 2015 <http://wapo.st/1JFDzI8>

BOOKS

Goldin & Mariathan. *The Butterfly Defect: How Globalization Creates Systemic Risks and What to Do about It.*

Jagdish Bhagwati, *In Defense of Globalization*

Dani Rodrik, *The Globalization Paradox*

Joseph Stiglitz, *Globalization and Its Discontents*

Manfred Steger, *Globalization: A Very Short Introduction*

Francis Fukuyama, *Political Order Political Decay – From the Industrial Revolution to the Globalization of Democracy*

Kwame Anthony Appiah, *Cosmopolitanism: Ethics in A World of Strangers*

FILMS

Stiglitz on Globalization: Why Globalization Fails <https://www.youtube.com/watch?v=sV7bRLtDr3E>

The End of Poverty, directed by Phillipe Diaz, 2010 <https://www.youtube.com/watch?v=pktOXJr1vOQ>

Thur 1/31 – Different Views of Globalization

- Meet and Greet Bingo
- Class discussion on globalization readings and resources
- Begin conversation about areas of interest for research

For next class on Trading Goods and Jobs:

- Read from Chapter 2: Analyzing and Writing Arguments – Johnson pp. 14- 41
- Read:

Overview on Sweatshops, Corporate Responsibility, and Consumerism—Johnson pp. 68-81

Bob Jeffcott, “Sweat, Fire, and Ethics” –Johnson pp. 82-86

Jeffrey Sachs, “Bangladesh: On the Ladder of Development” – Johnson pp. 86-91
Global Exchange, “Top Twelve Reasons to Oppose the World Trade Organization” Johnson pp. 93-95
Steven Rattner, “Let’s Admit It: Globalization Has Losers” -- Johnson pp. 104-106
Paul Roberts, “Watching Greed Murder the Economy”—Johnson pp. 107-109
Ralph Gomory, “A Time for Action: Jobs, Prosperity, and National Goals” – Johnson pp. 111-114
Dan Schawbel, “The Coming Jobs War” – Johnson pp. 120-124

For further exploration of Trading Goods and Jobs:

“Free Trade Area of the Americas Protest by the Beehive Design Collective”
http://beehivecollective.org/beehive_poster/free-trade-of-the-americas/
Paul Krugman. “Safer Sweatshops” *New York Times*, July 8, 2013
<http://krugman.blogs.nytimes.com/2013/07/08/safer-sweatshops/>
Benjamin Powell. *Out of Poverty: Sweatshops in the Global Economy*--2014
Aravind Adiga, *The White Tiger*, fiction—“a glimpse beneath the surface at India’s economic miracle—creative destruction”

Week 2 – Trading Goods and Jobs: Sweatshops, Corporate Responsibility, and Consumerism Planning Your Research

Trading Goods and Jobs: Sweatshops, Corporate Responsibility, and Consumerism

- Weekly Panel Discussion – led by the [Blue Team](#)
- Film – Life at a Walmart Sweatshop in China <https://www.youtube.com/watch?v=kvTvicBY7mg>

Planning Your Research

- Guest lecturer: Ms. Jennifer Hatleberg, Montgomery College Librarian
- Gain expertise in utilizing the Libraries’ many resources
- Explore potential topics for your research paper and presentation

For next class on Immigration:

- Read:

Overview: Immigration –Johnson pp. 135-146

Kofi Annan, “Lecture on International Flows of Humanity”—Johnson pp. 147-153

Dowell Myers, “The Next Immigration Challenge”—Johnson pp. 188-189

Sheema Khan, “Let’s Fashion a Made-in-Canada Approach to the Burka”—Johnson pp. 191-192

Jonathan Laurence “How to Integrate Europe’s Muslims—Johnson pp. 193-195

Carlos Sibaja Garcia, “Arizona’s HB2281’s Attack on Education and Equality: Let’s End the Ban on Ethnic Studies” –Johnson pp. 184-186.

David Altheide, “The Arizona Syndrome: Propaganda and the Politics of Fear”—Johnson pp. 180-182

Samuel Huntington, “The Special Case of Mexican Immigration” --Johnson pp. 169-173

“MALDEF and LULAC Rebuke Samuel Harrington’s Theories on Latino Immigrants and Call on America to Reaffirm Its Commitment to Equal Opportunity and Democracy” –Johnson pp. 174-179

For further exploration of Immigration:

“Germans Welcome Migrants After Long Journey Through Hungary and Austria “ *NY Times*, September 5, 2015

http://www.nytimes.com/2015/09/06/world/europe/migrant-crisis-austria-hungary-germany.html?_r=0

“A Bangladesh’s Town in Trafficking’s Grip” by Ellen Barry. *New York Times*, July 23,

2015 http://www.nytimes.com/2015/07/24/world/asia/bangladesh-human-trafficking.html?_r=0

Pico Iyer: *Where Is Home?* https://www.ted.com/talks/pico_ayer_where_is_home?language=en

“A Migrant Mother’s Anguished Choice” by Chris Buckley and Thomas Fuller. *NY Times*, July 5, 2015

http://www.nytimes.com/2015/07/06/world/asia/myanmar-rohingya-refugee-crisis-malaysia.html?_r=0

Pat Mora, "La Migra," "Mothers and Daughters," "Immigrants"—poetry

Sara Schaefer Munoz "Global Migrants Brave Panama's Vipers, Bats, Bandits to Reach US: Africans, Asians, Cubans Cross the Treacherous Jungle of the Darien Gap" *Wall Street Journal*, May 29, 2015

Week 3 – Crossing Borders: Immigration

- Guest Lecturer: Professor Christopher Haga, Geography -- physical, population, cultural, and political—as it relates to immigration, especially the migration of Syrian refugees
- Weekly Panel Discussion – led by the **Red Team**
- In-class lab to work on research

For next class on Protecting the Global Environment

Read: Overview on Environment—Johnson pp. 202-214

Maude Barlow, "Address to the UN General Assembly on Need to Conserve Water" –Johnson p. 215-

Anita Hamilton, "Droughtbusters," Johnson pp. 219-224

Sandra Postel, "Water for Life" – Johnson pp. 224-228

Rod Adams, "Nuclear Power After Fukushima" –Johnson pp. 243-247

"After Fukushima" *America*—Johnson pp. 248-250

For further exploration of Protecting the Global Environment:

ARTICLES

"Power, People, Planet: Seizing Africa's Energy and Climate Opportunities: Africa Progress Report, 2015"

http://app-cdn.acwupload.co.uk/wp-content/uploads/2015/06/APP_REPORT_2015_FINAL_low1.pdf

"Warming Oceans Putting Marine Life in a Blender" *NY Times*, September 3, 2015

http://www.nytimes.com/2015/09/08/science/warming-oceans-putting-marine-life-in-a-blender.html?ref=topics&_r=0

"Obama Takes Climate Message to Alaska, Where Change Is Rapid" *New York Times*, 9/3/2015

<http://www.nytimes.com/2015/09/03/us/politics/obama-takes-climate-message-to-alaska-where-change-is-rapid-in-alaska.html?ref=topics>

"A Third Way To Fight Climate Change" *New York Times*, July 23, 2015

<http://www.nytimes.com/2015/07/24/opinion/a-third-way-to-fight-climate-change.html>

"Environmental Impact of Mining [copper]in Zambia" July 2014

<http://resource.sgu.se/produkter/sgurapp/s1422-rapport.pdf>

BOOKS

Elmer Luke and David Karashima. *March Was Made of Yarn: Reflections on the Japanese Earthquake, Tsunami, and Nuclear Meltdown (2011)*—Fiction: Short Stories and Poetry

Barbara Kingsolver, *Flight Behavior (2012)*-Fiction—novel—butterflies, whose migration plan was altered by climate changes, move from Mexico to Appalachia

Butterfly Effect: "the phenomenon whereby a minute localized change in a complex system can have large effects elsewhere"—*Oxford Dictionary online*.

Tim Flannery. *Atmosphere of Hope: Searching for Solutions to the Climate Crisis*. (2015)

Elizabeth Kolbert, *The Sixth Extinction*.

Jeffrey D. Sachs, *The Age of Sustainable Development*.

Blue Gold: World Water Wars—April 2014

https://www.youtube.com/watch?v=NHWqLrMI_il

Short Video—*This Changes Everything*—based on book below—October 2015

<http://thischangeseverything.org/the-documentary/#>

Naomi Klein--*This Changes Everything: Capitalism vs. The Climate* 2015

FILMS

Fukushima: The Last Wave—Films on Demand <http://digital.films.com/PortalViewVideo.aspx?xtid=56133>

The Future of Energy <http://topdocumentaryfilms.com/future-energy/>

Fukushima Never Again <https://www.youtube.com/watch?v=ArxnKuqi1jk>

Week 4 – Protecting the Global Environment: Climate Change, Water Issues and Technologies

NOTE: Class will meet in CM (Commons Building), Room 211. This is the lecture hall near the center of CM.

- Guest Lecturer: Ana Arriaza, Watershed Outreach Planner, Montgomery County Department of Environmental Protection
- Weekly Panel Discussion – led by the **Green Team**
- Preliminary bibliography for research paper due

For next class on Global Disease and Global Health:

- Read:

Overview: “Pandemics, Antibiotic Resistance, AIDS, and Maternal Health” --Johnson pp. 446-457 (includes Student Voice: “Experiencing the SARS Pandemic” by Mark Merin and “Visually Thinking”)

Larry Brilliant, “The Age of Pandemics” —Johnson pp. 458-462

Melinda Gates, “Family Health Makes Moral and Economic Sense” —Johnson pp. 491-493

Kingsley Chiedu Moghalu, “Africa’s Condom Conundrum: Fighting HIV in Africa” — Johnson pp. 480-484

For further exploration of Global Disease and Global Health:

ARTICLES

“Hail to the Chiefs” *Economist* August 29, 2015—How tribal chiefs helped curb ebola.

“Ebola is the Latest Example of Globalizations Risks” by Ian Goldin –November 2014

<http://www.pbs.org/newshour/making-sense/ebola-outbreak-latest-example-globalizations-risks/>

Excerpt from Anne Fadimen, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. <http://us.macmillan.com/excerpt?isbn=9780374533403>

“How Dengue Fever Is Spreading Around the World” –CNN 9-1-2015

<http://www.cnn.com/2015/09/01/health/dengue-fever-mosquito/>

BOOKS

Anne Fadiman--*The Spirit Catches You and You Fall Down*-Hmong -- China, Vietnam, Laos, Thailand

Paul Farmer—*To Repair the World—Haiti, Rwanda, Russia, Lesotho, Malawi, and Peru*

Tracy Kidder—*Mountain Beyond Mountains: Quest of Dr. Paul Farmer, A Man Who Would Cure the World*

FILMS

CBS 60 Minutes Video—on Paul Farmer’s REMEDY FOR WORLD HEALTH <http://www.cbsnews.com/news/dr-farmers-remedy-for-world-health/>

PBS-Scientists Test New Ebola Vaccine under Tough Conditions, June 12, 2015

http://www.pbs.org/newshour/extra/daily_videos/scientists-test-new-ebola-vaccine-under-tough-conditions/

Ebola—Inside the Deadly Outbreak , September 19, 2014

<https://www.youtube.com/watch?v=Sp0OmXs0tYo>

Week 5 -- Global Disease and Global Health

- Weekly Panel Discussion led by the **Gold Team**
- Midterm Review

Week 6 -- Midterm Exam Week

Take Midterm (11:00-12:25)

- In-class lab to work on research and panel discussion planning
- Preliminary bibliography with feedback returned to students

For next class on Child Soldiers and Rape as a Weapon of War:

- Read:

<https://www.nobelprize.org/prizes/peace/2018/press-release/>

Jo Becker, "Child Soldiers: A Worldwide Scourge" —Johnson pp. 430-431

Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier*—Sierra Leone—excerpt

http://www.alongwaygone.com/long_way_gone.html

Emily Rauhala, "Rape as a Weapon of War: Men Suffer, Too" —Johnson pp. 433-435

Eve Kensler, "Ten Radical Acts for Congo in the New Year" - Democratic Republic of the Congo -Johnson pp. 435-439

For further exploration of Child Soldiers and Rape as a Weapon of War:

ARTICLES

Waris Dirie, "The Tragedy of Female Circumcision" --Somalia —Hirschberg, Stuart and Terry Hirschberg, pp. 176-180

"Ignoring Sexual Abuse [of boys—bacha bazi] in Afghanistan" *NYTimes* Monday, September 23, 2015

http://www.nytimes.com/2015/09/22/opinion/ignoring-sexual-abuse-in-afghanistan.html?_r=0

"Ashraf Ghani, Afghan President, Vows to CrackDown on Abuse of Boys" *NY Times* 9-23-2015

<http://www.nytimes.com/2015/09/24/world/asia/ashraf-ghani-afghan-president-vows-to-crack-down-on-abuse-of-boys.html>

Azam Ahmed, "Young Hands in Mexico Feed Growing U.S. Demand for Heroin" *New York Times* August 29, 2015

http://www.nytimes.com/2015/08/30/world/americas/mexican-opium-production-rises-to-meet-heroin-demand-in-us.html?_r=0

Nicholas Kristof, "Malala Yousafzai's Fight Continues," *NYTimes* September 26, 2015

<http://www.nytimes.com/2015/09/27/opinion/sunday/nicholas-kristof-malala-yousafzais-fight-continues.html?ribbon-ad>

idx=4&rref=opinion&module=Ribbon&version=context®ion=Header&action=click&contentCollection=Opinion&pgtype=article

"Top Commander From Joseph Kony's Lord's Resistance Army Has been Caught After Surrendering." January 22, 2015

<http://www.news.com.au/world/africa/a-top-commander-from-joseph-konys-lords-resistance-army-has-been-caught-after-surrendering/story-fnh81gzi-1227193126364>

Orchid Project--Female Genital Cutting: Defined, Impacts, Reasons, and Ending

http://orchidproject.org/?gclid=CjwKEAajs7OwBRCn2Ome5tPP8gESJAAfopWsHB02AowXGHpgXNjXoCdMWtSnvMIRQQ3XowuR12TbthoCfOTw_wcB

BOOKS

Khaled Hosseini--*Kite Runner*—fiction—Afghanistan--includes bacha bazi referenced above

Siddharth Kara--*Bonded Labor: Tackling the System of Slavery in South Asia*

Benjamin Powell. *Out of Poverty: Sweatshops in the Global Economy.*

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism*(1998) (Berlin Conference 1884-1885.)

Dirie, Waris. *Desert Flower: The Extraordinary Journey of a Desert Nomad*. Uganda 1998.

FILMS

Kony 12—Uganda (Child Soldiers) <https://www.youtube.com/watch?v=Y4MnpzG5Sqc>
Documentary on Child Labor in Ghana—Lake Volta and Fishing (Slave Lake); the Challenging Heights Rescue
<https://www.youtube.com/watch?v=ykLb00DcSWA>

Week 7 – Spring Break (no class on 3/12 and 3/14)

Week 8 -- Human Rights: Child Soldiers and Rape as a Weapon of War

- Weekly Panel Discussion led by the **Blue Team**
- Paper outline due

- Special Presentation – Bystander Training

Establishing a Community of Responsibility: Bystander Intervention and Sexual Violence®

Professors Esther Schwartz-Mackenzie and Greg Wahl will lead the class through this prevention program that emphasizes a bystander intervention approach and assumes that everyone has a role to play in ending violence against women.

For next class on Human Trafficking

- Read:

Overview: “Human Trafficking, Forced Child Labor, and Rape as a Weapon of War—Johnson pp. 384-395
Nicholas Kristof, “Striking the Brothels’ Bottom Line,” Cambodia—Hirschberg pp. 186-189
David Feingold, “Human Trafficking”—Johnson pp. 396-401
Joanna Busza, “Trafficking and Health,”—Johnson pp. 411-416
Amanda Kloer, “Sex Trafficking and HIV/AIDS: A Deadly Junction for Women and Girls” —Johnson p. 418-425
Shared Hope International Billboard—“This Man Wants to Rent Your Daughter” —Johnson pp. 425-426
Frank Wolf, “Sex Trafficking Needs to Be Stopped”—Johnson pp. 426-429

For further exploration of Human Trafficking:

ARTICLES

“A Bangladesh Town in Human Trafficking’s Grip” by Ellen Barry, *NY Times*, July 23, 2015
<http://www.nytimes.com/2015/07/24/world/asia/bangladesh-human-trafficking.html>

BOOKS

Nicholas Kristof and Sheryl Wudunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*
Jennifer Clement—*Prayers for the Stolen (fiction—girls stolen by drug lords)*
Siddharth Kara--*Sex Trafficking: Inside the Business of Modern Slavery*
Kevin Bales—*Disposable People: New Slavery in the Global Economy*

FILMS

Trading Women, a documentary by David Feingold <http://www.der.org/films/trading-women.html>
Half the Sky: Turning Oppression into Opportunity for Women Worldwide—Kristof and Wudunn
PBS Independent Lens *Half the Sky 2* of 2

As We Forgive, a documentary about forgiveness and reconciliation after the Rwandan genocide
Kinyarwanda, a film about human resilience during Rwandan genocide
Hotel Rwanda, a film about the Rwandan genocide

Week 9 – Human Rights: Human Trafficking

- Paper outline with feedback returned to students
- Weekly Panel Discussion – led by the **Red Team**
- In-class lab to work on research

For Next Class on How Culture Shapes Gender Roles:

- Read (all on Blackboard):

Overview—Hirschberg—pp. 134-135

Andi Zeisler, “The Case Against Kavanaugh Isn’t Just About Sex. It’s About Sexual Humiliation.” *The Washington Post*, September 27, 2018.

Judith Ortiz Cofer, “The Myth of the Latin Woman” - Hirschberg—pp. 137-141

Latifa Ali with Richard Shears, “Betrayed” Hirschberg—pp 155-162

Tepilit Ole Saitoti, “The Initiation of a Massai Warrior” Hirschberg-- pp. 164-173

Andrew Sullivan, “My Big Fat Straight Wedding” Hirschberg—pp. 182-184

For further exploration of How Culture Shapes Gender Roles:

ARTICLES

Qiu Jin, “An Address to Two Hundred Million Fellow Countrywomen,” *Chinese Civilization: Sourcebook—2nd edition*.

Bahithat al-Badiya, “A Public Lecture for Women Only in the Club of the Umma Party,” *Opening the Gates: A Century of Arab Feminist Writing*

Rokeya Sakhawat Hossain, “Sultana’s Dream”

<http://digital.library.upenn.edu/women/sultana/dream/dream.html>

Peter Holley. “The Art of Fighting Extremism: Afghan Nudes on Walls of Female Owned Gallery Provide a Voice for Women” <https://www.washingtonpost.com/world/afghan-nudes-appear-on-the-walls-of-an-art-gallery-run-by-women-in-kabul/2015/09/12/>

BOOKS

Jenny Nordberg, *The Underground Girls of Kabul: In Search of Hidden Resistance in Afghanistan*. 2014

Khaled Hosseini—*A Thousand Splendid Suns*—fiction—women in Afghanistan’s culture

I, Rigoberta Menchu: An Indian Woman in Guatemala—autobiography--repression, poverty and vicious racism

Ifi Amadiume and Pat Caplan. *Male Daughters, Female Husbands: Gender and Sex in an African Society*. 2015—focus on Igbo in Nigeria

Kristof and Wudunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*

FILMS

Kristen Beck: Transgender Former Navy Seal Tells Her Story

<http://www.cnn.com/videos/us/2013/06/07/intv-kristin-beck-pt1.cnn>

Whale Rider, New Zealand’s Maori Culture and the Role of Women

Half the Sky: Turning Oppression into Opportunity for Women Worldwide— Kristoff and Wudunn

Week 10-- How Culture Shapes Gender Roles

- Weekly Panel Discussion led by the **Green Team**
- In-class lab to work on research papers
- Film: *Miss Representation* - Written and directed by Jennifer Siebel Newsom, *Miss Representation* exposes how mainstream media and culture contribute to the under-representation of women in positions of power and influence in America. <http://documentarylovers.com/film/miss-representation/>

For next class on Cultural Exchange and Conflict through Artistic Expression:

- Read:

Overview of Merging and Clashing Cultures—Johnson pp. 264-275

Mugambi Kiai, “Is Graffiti Art or Vandalism?”—Johnson pp. 276-279

Michael Caster “Public Art, Political Space: The Rearticulation of Power in Post-Revolutionary Tunisia”—Johnson pp. 283-288

David Adesnik “Marvel Comics and Manifest Destiny”—Johnson pp. 291-294

Brian Truitt, “The 99 Aspires to Teach Muslim Principles”—Johnson p. 295-297

Suzy Hansen, “Super Muslims” --Johnson pp. 301-304

Hishaam Aidi, “Leveraging Hip-Hop in US Foreign Policy”—Johnson pp. 309-313

Sujatha Fernandes, “The Mixtape of the Revolution” --Johnson pp. 314-316

For further exploration of Cultural Exchange and Conflict through Artistic Expression:

ARTICLES

French Burqa Ban with photos-- <http://theguardian.com/world/2013/jul/22/frances-headscarf-war-attack-on-freedom>

Michela Vershbow “The Sounds of Resistance: The Role of Music in South Africa’s Anti-Apartheid Movement” 2010
<http://www.studentpulse.com/articles/265/the-sounds-of-resistance-the-role-of-music-in-south-africas-anti-apartheid-movement>

Msia Kibona Clark, “Africa: The Rise of African Hip Hop” <http://allafrica.com/stories/200710011449.html>

BOOKS/WEBSITES

Richard Gray, *The 21st Century Superhero: Essays on Gender, Genre, and Globalization in Film.*

Murals of Diego Rivera <https://www.bluffton.edu/~sullivanm/mexico/mexicocity/rivera/muralsintro.html>

FILMS

Straight Outta Compton (August 2015) NWA emerges from the streets of Compton in Los Angeles, California in 1980s, and revolutionizes Hip Hop culture with revolutionary social commentary.

The 99 Super Heroes inspired by Islam—Naif Al-Mutawa

https://www.ted.com/talks/naif_al_mutawa_superheroes_inspired_by_islam?language=en

Week 11: Cultural Exchange and Conflict through Artistic Expression

- Draft paper due
- Weekly Panel Discussion led by the **Gold Team**
- Guest Lecturer: Professor Greg Wahl, English – Global Punk
- Draft paper with feedback returned to students

For next class on Digital Humanities:

- Read: “Media Literacy in the Age of ‘Fake News’” <https://libguides.montgomerycollege.edu/fakenews> - Read the presentation called “Case Study: Cambridge Analytica.”

Jillian York, “The Revolutionary Force of Facebook and Twitter” –Johnson—pp. 338 -340

Nozomi Hayase, “The Rise of the Occupy Insurgency, The World’s First Internet Revolution #OWS—Johnson pp. 355-363

Harinia Calamur, “Twitter Does Not Cause Revolutions, People Do”—Johnson pp. 363-365

For further exploration of Digital Humanities:

ARTICLES

“Baghdad Burning: Girl Blog from Iraq” <http://riverbendblog.blogspot.com/>

“A 21st-Century Migrant’s Essentials: Food, Shelter, Smartphone” by Matthew Brunwasser, *New York Times*, August 25, 2015

<http://www.nytimes.com/2015/08/26/world/europe/a-21st-century-migrants-checklist-water-shelter-smartphone.html?ref=topics>

BOOKS

Anthony Olorunnisola, *New Media influence on Social and Political Change in Africa (2013)*.

Susana Tenhunen, *The Role Played by Social Media in Political Participation and Electoral Campaigns*.

<http://epthinktank.eu/2014/02/12/the-role-played-by-social-media-in-political-participation-and-electoral-campaigns/>

FILMS

Provocative Art of Ai Wei Wei—Chinese Artist --Film: *Never Sorry*- <http://www.aiweiweineversorry.com/>

The Professors 512—Media and Politics https://www.youtube.com/watch?v=-mZ_nNM_Wmg

The Role of Social Media in Politics <https://www.youtube.com/watch?v=UEuvNduQ97A>

Week 12 – Digital Humanities: Media’s Role in Social and Political Change

- Guest Lecturer: Ms. Jennifer Hatleberg, Montgomery College Librarian
- Weekly Panel Discussion led by any student who has not led two panel discussions due to absence. PLEASE NOTE: THIS DATE REPRESENTS THE LAST OPPORTUNITY TO GET CREDIT FOR LEADING A PANEL DISCUSSION. PANEL DISCUSSIONS ARE 20% OF THE FINAL GRADE. IF YOU WISH TO LEAD THE DISCUSSION ON THIS DAY (4/18) YOU MUST MAKE ARRANGEMENTS WITH THE PROFESSOR IN ADVANCE.
- GHUM101 end of semester Student Self-Assessment

Week 13 – Research Paper Presentations

- Individuals on the Blue Team present
- Individuals on the Red Team present

Week 14 – Research Paper Presentations, cont.

- Final paper due
- Individuals on the Green Team present
- Individuals on the Gold Team present
- Global Event Report due

Week 15 – Final Exam Week

GHUM101
Introduction to the Global Humanities
Global Event Report Form

Grading: 100 points total

Student's Name:

Name of Event:

Date:

Location of Event:

Artist(s), speaker(s) or other context (25 points):

What did you know about the topic before attending this event? (25 points)

What did you want to learn or gain before attending the event? (25 points)

What did you actually learn or gain from the event? Write on a second page as needed. (25 points)

PLEASE ATTACH ANY BROCHURE OR OTHER MATERIAL THAT WAS DISTRIBUTED AT THE EVENT