



Beyond the Classroom

Living-Learning Program



UNIV 325: Beyond the Classroom Seminar I: Civic Engagement and Social Change in a Global Context

University of Maryland, College Park
Syllabus
Spring 2015

Tuesday 3:30-5:30 pm, (UNIV 325, Section 0101)
1102 South Campus Commons (SCC), Building 1

Instructor

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Office Hours: Tuesday 2:00-3:15 pm; Thursday. 2:00-3:15 pm *or by appointment*

Web: <http://www.BeyondTheClassroom.umd.edu>

Facebook: <http://www.facebook.com/BeyondtheClassroomUMD>

The Inspiration and Challenge

“Life’s most persistent and urgent question is: what are you doing for others?”

– Reverend Dr. Martin Luther King, Jr.

“You must be the change you wish to see in the world” – Mahatma Gandhi

“To know and not to act, is not to know” – Ralph Nader

“It is the people who must make their leaders change. And we cannot be intimidated. So we must stand up for what we believe in!” – Wangari Maathai

“A Great Democracy has got to be progressive or it will cease to be great or a democracy” – Teddy Roosevelt

Course Overview

This course focuses on understanding civic engagement and social change in a global context. Specifically, the course focuses on the visions and roles of the nonprofit and civil society sector in taking effective civic action on key public issues. This interdisciplinary seminar will explore four main themes during the semester.

Part 1: Understanding the Impetus for Civic Engagement: Global, National, and Local Priorities

Part 2: Initiating Civic Engagement and Affecting Social Change: Global, National and Local Processes and Practices

Part 3: Preparing for Civic Leadership in the Nonprofit Sector and Civil Society

Part 4: The Role of the Nonprofit Sector and Civil Society in Fostering Civic Engagement, Social Justice and Democratic Governance

This upper-level seminar is designed to expose students to the Beyond The Classroom (BTC) Program in Washington, D.C. that offers both academic (i.e., classroom, on-line learning, multi-cultural and global perspectives) and experiential (i.e., community service, internship, service-learning) components. The Washington, D.C. metropolitan area is home to world's largest set of nonprofit organizations (NPOs) and nongovernmental organizations (NGOs), many of which are important actors on key civic issues at the local, national and global levels. Most important, the seminar will explore the main processes, policy issues, and leadership challenges and actors that are found at the local, national and global levels.

This class will be structured in a seminar format that will include lectures, active discussion, case study presentations, videos, and guest speakers. In addition to field trips and community service activities in the Washington, D.C. area, the seminar will also engage the perspectives of nonprofit and NGO leaders. To expand your intellectual and professional horizons, I strongly encourage you to pursue other activities and events both on- and off-campus that provide insights on important civic issues.

Course Learning Goals:

Students who successfully complete this course will fulfill the following learning goals and will be able to:

- 1. Contribute actively to knowledge building, problem-solving and critical thinking about vital civic and policy issues from the local to the national and global levels;*
- 2. Understand and apply the concept of civic engagement and strategies for enhancing civic engagement and advancing social justice in different contexts (global to local; multi-cultural);*
- 3. Exhibit their leadership capacities and skills for fostering civil discourse and effective professional practices in the nonprofit and civil society sector;*
- 4. Identify the key civic values, attitudes and expectations that motivate them personally as well as others to engage in civic action and leadership; and*
- 5. Effectively communicate (i.e., writing, class discussion, and class presentations) on civic issues.*

Assessment and Grading:

Assessment of student performance will be based on the following course requirements.

Item	Course Requirement	Form	Weighting (percent)	Relevant Learning Outcomes	Due Date
1.	Participation in Class Discussion (on-line & in-class)	1 paragraph commentary on the readings	10 percent	1-5	Every week (Weeks 2-15), due by 3:00 pm day of class on CANVAS
2. 2.a 2.b 2.c	Participation in BTC Civic Events BTC seminars Community Engagement Civic Learning Event	See BTC Civic Engagement Guidelines (attached)	15 percent	1-5	Submit participation summary by May 12
3.	Internship Portfolio Preparation	<ul style="list-style-type: none"> • Resume • Cover Letter • Internship Roundtable • Mock Interview 	15 percent	3, 4, 5	<u>February 10</u> <u>February 24</u>
4.	Civic Issue Research Paper #1:	<ul style="list-style-type: none"> • 4-page paper 	10 percent	1-5	<u>February 17</u>
5.	Global Citizen Action Paper	<ul style="list-style-type: none"> • 2-page paper 	10 percent	1-5	<u>March 31</u>
6.	Civic Issue Research Paper #2:	<ul style="list-style-type: none"> • 2-page paper 	10 percent	1-5	<u>April 14</u>
7.	Civic Issue Paper #3 & Civic Leadership Presentation	<ul style="list-style-type: none"> • 5-page paper • Power Point (10 minutes) 	30 percent	1-5	<u>May 12</u> *Friday, May 8th*

Course Requirements:

(1) **Participation in Class Discussion:** *You must regularly come prepared to participate actively in discussions, both on-line and in class! Based on each week's readings, you will write a brief commentary (one paragraph) that highlights:*

- *Why should civic action be taken (or not be taken) on this issue?*
- *How should we frame this issue?*

Your participation will not be evaluated based on the number or volume of words spoken. Rather the emphasis is on how your participation, in terms of comments, ideas and questions, helps to enhance and to advance our overall collective understanding through critical discussion and listening. The occasional good question or thoughtful comment on the material being discussed will serve us all better than unsupported opinions. I use the following criteria to assign the participation component of your overall grade.

A = Highly Effective Participant: *Insightful questions and comments; clearly does the reading and goes beyond by introducing other relevant material.*

B = Consistent Participant: *Thoughtful questions and comments; clearly does the reading.*

- C = Occasional Participant:** Regularly attend class; sporadic involvement in discussions; often based on personal opinion rather than analysis of class material.
- D = Observer:** Regularly attend class, but does not get involved in class discussions.
- F = Occasional Observer:** Sporadic attendance; no participation in class.

(2.a) Participation in Beyond the Classroom Events: All BTC students are required to participate in one of the civic learning events of Beyond the Classroom Program's Seminar and Film Series that will focus on "**People Power: Activism for Social Change**" on Monday evenings from 7:00-9:00 pm; or on "**Youth Grassroots Leadership**" on Tuesdays from 7:00-9:00 pm during the spring 2015 semester. Students will prepare a reflection summarizing the implications of these events for leadership in the nonprofit sector (guidelines are presented below). For more details about each of these series, please see the program's web site: www.BeyondTheClassroom.umd.edu. The guidelines for the BTC seminar and film events (2 paragraphs) are quite broad and straight forward:

- (1). *What is the main civic issue and why is it important?*
- (2). *What lessons does this seminar or film offer for engaging in effective civic leadership?*
- (3). *What is your personal reaction to and perspective on this civic issue?*
- (4). *What new insight(s) has it raised for you in terms of your own civic action and leadership?*

(2.b) Community Engagement: Each student is required to participate in one community engagement activity during the semester! We will schedule three community service activities (e.g., Capital Area Foodbank) during the semester in Washington, D.C. metropolitan area. ***If you are not able to participate in one of these activities, please meet with us to identify another community engagement activity that will fulfill this requirement.*** Each student will prepare a reflection paper about their community engagement experience. Please prepare a 1-page (single-spaced) reflection piece on your community service and civic learning experiences based on your activities this semester. The purpose of this assignment is to get you to think critically about how these community engagement and civic learning experiences are related and inter-connected, and to reflect on what these experiences mean for you in terms of your own personal values, educational and professional development. The reflection paper should address the following questions:

1. *Briefly outline what activities you were engaged in for this community engagement and/or civic learning experience.*
2. *Why is it important to participate in this community engagement activity?*
3. *How do you feel about this community engagement and/or civic learning experience?*
4. *How does this community engagement and civic learning experience connect to and/or make you think in new ways about your academic courses and career goals?*
5. *What key questions did the community engagement and civic learning experiences raise for you personally and professionally in terms of understanding the roles and responsibilities of the nonprofit sector?*

(3) Prepare for Internship Application Process: Students will: (a) prepare a professional resume; (b) prepare a cover letter, (c) attend an Internship Roundtable of BTC students; (d) participate in a mock interview process; and (e) prepare applications for internships during the semester.

(4) Civic Issue Research Paper #1 (4 pages, single-spaced): You will prepare a Civic Issue Research Paper that clearly defines and frames a key policy or civic issue that matters to you. Your paper should (a) define the key problem or civic issue for study; (b) explain why this problem or civic issue requires civic action; (c) identify what is the appropriate level(s) (i.e., local, national, global) for action should be to address that problem or civic issue. You will do web-based research on the Internet to analyze and to evaluate what are the leading nonprofit organizations, nongovernmental organizations (NGOs), or policy think tanks that are working on this particular civic or policy issue.

(5) Global Citizen Action Paper (2-pages, single-spaced): Students will prepare a Global Citizen Action Paper that examines what are the key lessons for mobilizing effective citizen and influencing social change at the global level. The purpose of this assignment is to get you think critically about what has led to effective citizen action on key global issues (i.e., HIV/AIDS; Global Climate Change; Global Security and Nonproliferation; and Global Economic Development and Poverty).

(6) Civic Issue Research Paper #2 (2-pages, single-spaced): Based on the previous Civic Research Paper #1, students will continue to advance their analysis of and propose solutions for a civic issue for Civic Issue Research Paper #2. Why is action on this particular civic issue necessary? What is the main area(s) for civic action on this issue? Who are the key stakeholders that affect this issue and what roles do they play? What are possible solutions and strategies for advancing civic action on this civic issue? What kinds of leadership are required from the nonprofit sector in order to solve this issue?

(7) Civic Issue Research Paper #3 (5-6 pages, double-spaced) and Presentation to the Seminar: Drawing on their previous Civic Issue Research Papers, students will prepare a final civic issue research paper and give a class presentation (10 minutes) applying the key concepts of civic engagement and social change to a public policy or civic issue and propose possible solutions and strategies for effective citizen action.

Academic Standards and Expectations:

In order to enhance your understanding about the dynamics of civic engagement and social change in a global context, I strongly encourage you to engage actively with and to learn from your fellow students. You will be enriched by exchanging ideas and reflecting upon your experiences with other students, staff, faculty, and guest speakers associated with the Beyond the Classroom (BTC) Living and Learning Program. These people should be seen as your consultants and advisors who can provide both formal and informal guidance and additional perspectives on these vital issues. In the process, you will gain important personal and professional insights about effective leadership styles and strategies, civic processes and practices, and key public policy issues.

Please note that when you present ideas, in either written or oral form, you must acknowledge the primary source of your ideas, if they are not your own. For example, if you are presenting ideas taken from a text, you must cite it (e.g., “as Dr. Mohamed El Baradei argues...). If you are drawing on the ideas of a person (e.g., Hillary Clinton) or

an organization (e.g., Amnesty International), then you also must provide the appropriate source by citing it!

ACADEMIC INTEGRITY INFORMATION

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Accommodations for Students with Disabilities: Students with documented disabilities should contact the instructor within **by the end of the schedule readjustment period** to make sure they receive accommodations. For information about services offered to students with disabilities, refer to the Counseling Center website at www.counseling.umd.edu. If you have special needs or concerns, please make an appointment to meet with me so to ensure your academic progress.

Inclement Weather: In the event of inclement weather that leads to the official closing of the campus (please see the campus web site), please review the course web site on ELMS for updates on the course requirements and any changes to the course syllabus. Check <http://www.umd.edu/emergencypreparedness> for updates on the university's status.

University Attendance Policy and Absences due to Illness: Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows: For every medically necessary absence from class (lecture, civic event), a reasonable effort should be made to notify me in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

1. If a student is absent more than 3 time(s), the student is required to provide documentation of the illness signed by a health care professional.
2. If a student is absent on days when tests are scheduled or papers are due [*or other such events as specified in the syllabus*], he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Religious Observances: The University of Maryland policy states that students should not be penalized in any way for participating in religious observances. Students will be allowed, whenever practical, to make up assignments or course activities missed in these cases. Also per University policy, all arrangements for such absences must be made within the **first two weeks of the course**.

Course Evaluation: You are highly encouraged to participate in the campus-wide online course evaluation system, CourseEvalUM, in order to provide your valuable feedback about this course. Go to: <http://www.courseevalum.umd.edu> to complete your evaluation.

Course Readings: *No books are required for purchase for this course. Course readings will be made available either on-line, or through CANVAS (www.elms.umd.edu).*

CLASS SCHEDULE:

***Part 1: Understanding the Impetus for Civic Engagement and Social Change:
Global, National, and Local Priorities***

Week 1, January 27, 2015: The Vision, Principles, and Values That Inspire Civic Engagement and Social Change

Provide an overview of the main academic and experiential components of the Beyond the Classroom seminar. Explore leading global challenges and the vital need for visionary leadership around the world. What constitutes visionary leadership in our world today? What does it take for a leader to realize the courage to take civic action? What principles and values should guide civic action?

Videos: Goldman Environmental Prize Winners, Greenpeace, The Story of Stuff

Week 2, February 3, 2015: Beyond 9/11: Global Priorities, Citizenship & Civic Action

*What principles and values should guide us in a post-9/11 world order?
How is your education preparing you for effective civic action as global citizens?*

ASSIGNMENT: *Please submit your 1-paragraph Commentary/Reflection based on the required readings on CANVAS.*

Videos: Why We Fight; Beyond Belief; September 11, Love Hate Love

Required Readings:

Selections from: *Voices of Sanity: Reaching Out for Peace* (2001), edited by Kamla Bhasin, Smitu Kothari, & Bindia Thapar, New Delhi, India: Lokayan.

- Kavita Ramdas (2001), "To My Seven-Year-Old," pp. 75-76.
- David Held and Mary Kaldor. (2001). "What Hope for the Future? Learning Lessons of the Past," pp. 123-126.
- Wendell Berry (2001) "Thoughts in the Presence of Fear," pp. 145-149.
- Ariel Dorfman (2002). "An Open Letter to America," *Observer* (UK), 3 pages, available at: <http://www.commondreams.org/views02/0908-02.htm>
- Aaron B. O'Connell. (2012). "The Permanent Militarization of America." *New York Times*, November 4, at: http://www.nytimes.com/2012/11/05/opinion/the-permanent-militarization-of-america.html?_r=0
- Chris Hedges. (2007). "America in the Time of Empire." *Philadelphia Enquirer*, November 26, at: <http://www.commondreams.org/print/26194>

- Nicholas Kristof. (2010). “The Big (Military) Taboo.” *New York Times*, Dec. 25, at: <http://www.nytimes.com/2010/12/26/opinion/26kristof.html?ref=nicholasdkristof>
- *The Influencing Machine*: pages 43-46 on September 11, and 30-31 on U.S. response.
- The Lancet. (2011). “9/11: Ten Years On.” Editorial, *The Lancet*, vol. 378, September 3, at: www.thelancet.com
- C. Eugene Steuerle, (2004). “Preparing for the Next Emergency: Some Lessons for Charities from September 11,” The Urban Institute and the Hauser Center (3 pages), available at: <http://www.urban.org/publications/310852.html>
- *United Nations Declaration on Human Rights*, 1948, available at: <http://www.un.org/en/documents/udhr/> (to be circulated in class).

Week 3, February 10, 2015: Beyond Katrina: National Priorities, Citizenship and Civic Action

What are the lessons from the Hurricane Katrina emergency response and rebuilding efforts? Who should have a voice in shaping the vision for the rebuilding efforts? What roles can citizen action and the nonprofit sector play in the recovery effort?

ASSIGNMENT: Professional Resume Due!

Videos: The Big Uneasy; Trouble the Water; & America Speaks

Required Readings:

- *The Influence Machine*: pages 41-42 on Hurricane Katrina and role of the media.
- Amnesty International. (2010). *Un-Natural Disaster: Human Rights in the Gulf Coast*. August, pp. 3-12, pp. 18-28, pp. 33-34 at: <http://www.amnestyusa.org/dignity/pdf/unnaturaldisaster.pdf>
- Kaiser Family Fund. (2010). *New Orleans Five Years after the Storm: A New Disaster Amid Recovery*. Kaiser Family Fund, August, pp. 1-16, at: <http://www.kff.org/kaiserpolls/upload/8089.pdf>
- Oxfam America. (2010). *One Gulf, Resilient Gulf: A Plan for Coastal Community Recovery*. Boston, MA: Oxfam America, pp. 3-14. At: www.oxfamamerica.org
- Mike Tidwell (2006). “Katrina on the Potomac: We’re All New Orleanians Now.” *Washington Post*, August 25, 3 pages, at: http://www.washingtonpost.com/wp-dyn/content/article/2006/08/18/AR2006081800984_pf.html

Week 4, February 17, 2015: Knowing Home – Prince George’s County, MD and Washington, D.C.: Local Priorities, Citizenship and Civic Action

What are the key civic issues and challenges shaping local priorities and action? What are the main barriers and challenges facing the nonprofit sector as it seeks to address local priorities and promote constructive social change in the Metro region?

ASSIGNMENT DUE: Civic Issue Research Paper #1!

Videos: League of Women Voters; Heritage in Focus; News Hour with Jim Lehrer

Required Readings:

- Lonnae O’Neil Parker (2006). “For Whites in Prince George’s, a Mirror on Race: County’s Black Affluence Reverses Roles.” *Washington Post*, July 27, 5 pp., at: <http://www.washingtonpost.com/wp-dyn/content/article/2006/07/26/AR2006072601974.html>
- Jamie Raskin. (2008). “Orwellian Tactics in Maryland.” *Washington Post*, Sunday, July 27, page B-08, at: <http://www.washingtonpost.com/wp-dyn/content/article/2008/07/25/AR2008072502530.html>
- Mike Tidwell. (2008). “Police Spy on Activists while Global Warming Goes Un-arrested.” *The Guardian* (U.K.), November 22, at: <http://www.guardian.co.uk/environment/2008/nov/21/network-climatechange1>
- Helen Strom. (2007). “When Some Are Less Equal: D.C. Congressional Representation Fails Again.” *Harvard Political Review*, November 16, at: <http://demandthevote.com/media/media.cfm?mediaID=2165&year=2007>
- Orrin G. Hatch, Joe Lieberman, Tom Davis, and Eleanor Holmes Norton (2007). “A Vote the District Deserves.” *Washington Post*, September 12, at: <http://www.washingtonpost.com/wp-dyn/content/article/2007/09/11/AR2007091101918.html>
- Editorial (2009). “We’ll Take It.” *New York Times*, February 17, at: <http://www.nytimes.com/2009/02/17/opinion/17tue2.html>
- Editorial (2013). “Disenfranchised in D.C.” *Washington Post*, August 31, at: http://www.washingtonpost.com/opinions/disenfranchised-in-dc/2013/08/30/cfea0728-1107-11e3-bdf6-e4fc677d94a1_story.html
- Envision Prince George’s. (2011). ‘Envision Prince George Phase 1: Final Report.’ MD. pp. 1-15 at: http://envisionprincegeorges.org/wp-content/uploads/2010/06/EPG_Phase-I-Final-Report_web.pdf

Further Readings:

- The Brookings Institution (2006). *Prince George’s County: Setting the Context for the Future*. Greater Washington Research Program, Washington, DC, April, pp.1-41, available at: http://www.brook.edu/metro/gwrp/20060412_PGCounty.pdf.

Part 2: Initiating Civic Engagement and Affecting Social Change: Global, National and Local Processes and Practices

Week 5, February 24, 2015: Mobilizing Civic Action and Social Change at the Global Level: Networks, Social Movements and Norms

How can citizen action at the global level advance constructive social change on key civic and social issues? Are we witnessing the emergence of a “global civil society?”

ASSIGNMENT DUE: Cover Letter!

Required Readings:

- Sanjeev Khagram, James V. Riker, & Kathryn Sikkink (2002). “From Santiago to Seattle: Transnational Advocacy Groups Restructuring World Politics.” In: *Restructuring World Politics*, Chapter 1, pp. 3-23.
- Kathryn Sikkink & Jackie Smith (2002). Infrastructures for Change: Transnational Organizations, 1953-1993. In: *Restructuring World Politics*, Chapter 2, pp. 24-44.

- Kim D. Reimann (2006). “A View from the Top: International Politics, Norms and the Worldwide Growth of NGOs.” *International Studies Quarterly*, 50: 45-67.
- Gordon Brown. (2009). “All Together Now.” *New York Times*, September 22, at: <http://www.nytimes.com/2009/09/23/opinion/23brown.html?scp=2&sq=gordon%20brown&st=cse>
- Thalif Deen (2005). NGOs: The ‘World’s New Superpower’ Seeks ‘Better World.’ Inter Press Service, June 4, available at: <http://www.commondreams.org/headlines05/0604-02.htm>
- World Economic Forum (2006). *Global Governance Initiative: Executive Summary*, pages 3-6, available at: <http://www.weforum.org/en/initiatives/globalgovernance/index.htm>

Week 6, March 3, 2015: Global Security, Nonproliferation and Human Security

Is it possible to envision a world without nuclear weapons? How can citizen action enhance human security and promote the nonproliferation of arms at the global level?

Videos: White Light, Black Rain: The Destruction of Hiroshima and Nagasaki; Countdown to Zero; In My Lifetime

Required Readings:

- *The Influencing Machine*: pages 83-86, the bombing of Hiroshima and Nagasaki.
- Mohamed El Baradei (2006). “Globalizing Security: A Challenge for Your Generation.” Johns Hopkins University, School of Advanced International Studies (SAIS), May 25, 5 pages, available at: <http://www.iaea.org/NewsCenter/Statements/2006/ebsp2006n008.html#>
- George P. Schultz, William J. Perry, Henry Kissinger, and Sam Nunn. (2011). “Deterrence in the Age of Nuclear Proliferation.” *Wall Street Journal*, March 7, at: www.wsj.com (see Course Documents).
- Federation of American Scientists, Natural Resources Defense Council, and Union of Concerned Scientists. (2008). *Toward True Security: Executive Summary*, February, available at: www.ucsusa.org/trueseconomy
- International Campaign to Ban Landmines (2014). *Landmine Monitor Report 2014*: pp. iii-viii, 1-25, at: <http://www.the-monitor.org/index.php/LM/Our-Research-Products/Landmine-Monitor/LMM2014/LandmineMonitor2014>

Week 7, March 10, 2015: Global Climate Change: Local, National, and Global Dimensions and Civic Action

What principles should guide the international community in addressing the global climate change crisis? How can citizen action reduce global greenhouse gas emissions at the local, national and global levels?

Videos: The 11th Hour; The Age of Stupid; Climate Refugees; The Island President

Required Readings:

- Intergovernmental Panel on Climate Change (2014). *Climate Change 2014: Impacts, Adaptation and Vulnerability -- Summary for Policymakers* at: https://ipcc-wg2.gov/AR5/images/uploads/WG2AR5_SPM_FINAL.pdf
- Kim D. Reimann (2002). Building Networks from the Outside In: Japanese NGOs and the Kyoto Climate Change Conference. In: Jackie Smith and Hank Johnston, eds., *Globalization and Resistance: Transnational Dimensions of Social Movements*. Lanham, MD: Rowman & Littlefield, pp. 173-187, available at: www2.gsu.edu/~wwwpol/building%20networks%20from%20the%20outside%20in.pdf
- Maryland Commission on Climate Change. (2008). *Climate Action Plan: Executive Summary*. State of Maryland, August, at: http://www.mde.state.md.us/assets/document/Air/ClimateChange/Executive_Summary.pdf
- John Bailey (2007). *Lessons from the Pioneers: Tackling Global Warming at the Local Level*. Minneapolis, MN: Institute for Local Self-Reliance, pp. 3-16, available at: <http://www.newrules.org/de/pioneers.pdf>

***NO CLASS – MARCH 17, 2015 – SPRING BREAK**

Week 8, March 24, 2015: A World Free of HIV/AIDS? Global, National and Local Public Health Realities

Is it possible to envision and to mobilize the world to solve the HIV/AIDS pandemic?

Videos: The Age of AIDS; AIDS Campaign in Thailand; the Sex Workers Alliance

Required Readings:

- Jim Yong Kim & Paul Farmer (2006). “AIDS in 2006: Moving toward One World, One Hope?” *New England Journal of Medicine*, 355(7): 645-647, August 17.
- Jim Yong Kim & Paul Farmer (2014). “What’s Missing in the Ebola Fight in West Africa.” *Washington Post*, September 1, at: <http://wapo.st/1owADyG>
- Alex de Waal (2006). “The Global AIDS Campaign: A Generation’s Struggle,” *OpenDemocracy*, 4 pages, at: http://www.opendemocracy.net/globalization-hiv/global_campaign_3840.jsp
- UNAIDS. (2011). *2011 World AIDS Day Report*. Executive Summary, pp.6-23, at: http://www.unaids.org/en/media/unaids/contentassets/documents/unaidspublication/2011/JC2216_WorldAIDSday_report_2011_en.pdf
- UNAIDS (2006). *2006 Report on the Global AIDS Epidemic*, Chapter 9 on “The Essential Role of Civil Society,” pages 201-222, available at: http://data.unaids.org/pub/GlobalReport/2006/2006_GR_CH09_en.pdf
- Center for Disease Control (2006). *25 Years of HIV/AIDS – 1981-2006*. Atlanta: CDC, available at: <http://www.cdc.gov/MMWR/preview/mmwrhtml/mm5521a1.htm>
- DC Appleseed Center (2012). *AIDS Report Card 7.0: HIV/AIDS in the Nation’s Capitol*. at: <http://www.dcappleseed.org>

Week 9, March 31, 2015: Global Economic Development and Poverty: Reexamining the Role of the International Financial Institutions and Debt Relief
Is it possible to eradicate poverty around the world? How can citizen action contribute to ending poverty? What are the most promising strategies for alleviating poverty?

ASSIGNMENT: Global Citizen Action Paper Due!

Videos: U.N. Millennium Development Goals, The Debt of Dictators (45 minutes)

Required Readings:

- Paul J. Nelson (2002). Agendas, Accountability, and Legitimacy among Transnational Networks Lobbying the World Bank. In: *Restructuring World Politics (RWP)*, Chapter 7, pp. 131-154.
- Elizabeth A. Donnelly (2002). Proclaiming Jubilee: The Debt and Structural Adjustment Network. In: *Restructuring World Politics (RWP)*, Chapter 8, pp.155-180.
- Africa Action. (2007). "African Action Statement on Illegitimate Debt." <http://www.africaaction.org/africa-action-statement-on-illegitimate-debt.html>
- Robin Broad & John Cavanagh (2006). "The Hijacking of the Development Debate: How Friedman and Sachs Got It Wrong," *World Policy Journal*, Summer, pp. 21-30, available at: <http://www.ifg.org/pdf/Broad%20Cavanagh.pdf>
- Nicholas Kristof. (2009). "At Stake Are More than Banks." *New York Times*, April 2, at: <http://www.nytimes.com/2009/04/02/opinion/02kristof.html>

Part III: The Role of the Nonprofit Sector and Civil Society in Fostering Civic Engagement, Social Justice and Democratic Governance

Week 10, April 7, 2015: Reinvigorating Democracy and Advancing Social Justice: Promising Visions and Strategies

How can citizen action lead to peaceful democratic change and social justice in authoritarian contexts? What are the lessons for promoting democratic accountability?

Videos: Tragedy in Jakarta 1998: The Student Movement in Indonesia; A Force More Powerful (Episode 2 on Chile)

Required Readings:

- Darren Hawkins (2002). Human Rights Norms and Networks in Authoritarian Chile. In: *Restructuring World Politics (RWP)*, Chapter 3, pp. 47-70.
- James V. Riker (2002). NGOs, Transnational Networks, International Donor Agencies, and the Prospects for Democratic Governance in Indonesia. In: *Restructuring World Politics (RWP)*, Chapter 9, pp. 181-205.
- Bob Herbert. (2009). "Changing the World." *New York Times*, October 27, at: <http://www.nytimes.com/2009/10/27/opinion/27herbert.html>
- Diamondback Editorial. (2009). "Broadening Our Focus." *The Diamondback*, October 27, p. 4, at: http://www.diamondbackonline.com/opinion/editorials/article_ea08792d-39f0-552d-8700-c6f247556e69.html

Part IV: Preparing for Civic Leadership in the Nonprofit Sector and Civil Society

Week 11, April 14, 2015: Advancing Gender Justice: Empowering Women

What are the principles for gender justice? What are promising approaches and strategies for empowering women in the United States and around the world?

ASSIGNMENT: Civic Issue Research Paper # 2 on Your Civic Issue Due!

Videos: Women Organize! (2000); Pray the Devil Back to Hell (2008); The Invisible War (2012)

Required Readings:

- “What You Can Do” in: Nicholas D. Kristof and Sheryl WuDunn. (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Vintage Books, pp. 233-254.
- Srilatha Batilawala (2005). “Women Transforming Power?” *OpenDemocracy*, 06 October, available at: www.openDemocracy.net
- Andrea Bertone. (2004). Transnational Activism to Combat Trafficking in Persons. *Brown Journal of International Affairs*, 10(2): 9-22, Spring.
- Karen Brown Thompson (2002). “Women’s Rights Are Human Rights.” In: *Restructuring World Politics (RWP)*, Chapter 5, pp. 96-122.
- Luisita Lopez Torregrosa. (2013). “The Internalization of Women’s Issues. *New York Times*, January 8.
- Nicholas Kristof. (2013). “Is Delhi So Different from Steubenville?” *New York Times*, January 13.

Further Resources:

- World Economic Forum (2012). *The Global Gender Gap Report, 2012*. Geneva, Switzerland, November, at: http://www3.weforum.org/docs/WEF_GenderGap_Report_2012.pdf

Week 12, April 21, 2015: Citizen Action in an Age of Inequality: Rethinking the Social Contract and Civic Priorities?

Videos: The Flaw; Richard Wilkinson on Inequality; Inequality for All

Required Readings:

- Arloc Sherman and Chad Stone. (2010). “Income Gaps Between Very Rich and Everyone Else More Than Tripled in Last Three Decades, New Data Show.” Center for Budget and Policy Priorities, Washington, D.C., at: www.cbpp.org
- United for a Fair Economy. (2011). *State of the Dream 2011: Austerity for Whom?* Boston, MA, January 14, pp. ii-vi, 1-10, 25-29, at: http://www.faireconomy.org/files/State_of_the_Dream_2011.pdf
- Bob Herbert. (2011). “Misery with Plenty of Company.” *New York Times*. Jan. 7, At: http://www.nytimes.com/2011/01/08/opinion/08herbert.html?_r=1&ref=bobherbert&pagewanted=print

- Sam Harris. (2010). “A New Year’s Resolution for the Rich.” *Huffington Post*, December 30, at: <http://www.commondreams.org/view/2010/12/30>
- Nicholas Kristof. (2011). “Equality, a True Soul Food.” *New York Times*, Jan. 1, at: <http://www.nytimes.com/2011/01/02/opinion/02kristof.html?ref=nicholasdkristof>
- Francis Shor. (2011). “Selective Compassion and the Pathologies of Inequality.” *CommonDreams.org*, January 7, at: <http://www.commondreams.org/view/2011/01/07-1>

Week 13, April 28, 2015: Enhancing Civic Engagement and Student Activism: Realizing Your Potential to Contribute to Constructive Social Change!

What is civic engagement? How do we enhance the quantity, quality, equality and sustainability of civic engagement in the United States on key civic issues? How can students make a difference on civic and social issues? What roles do students play in terms of leadership and activism?

Videos: Civil Rights Movement, Bob & Me (A film by the Student Citizens Action Network, 2005); Clean Elections; Priceless

Required Readings:

- *The Influencing Machine*: pages 31-34 on citizenship and civic action.
- *National Conference on Citizenship (2010). 2010 Civic Health Index: Civic Health Assessment*. September, available at: <http://www.ncoc.net/CivicHealth2010>
- Bob Herbert. (2009). “Constraining America’s Brightest.” *New York Times*, October 31, at: <http://www.nytimes.com/2009/10/31/opinion/31herbert.html?pagewanted=print>
- Robert McCartney. (2009). “U-Md. Shouldn’t Sacrifice Ideals during Hard Times.” *Washington Post*, November 15, at: <http://www.washingtonpost.com/wp-dyn/content/article/2009/11/14/AR2009111402347.html>
- Elizabeth Méndez Berry. (2009). “The Obama Generation, Revisited.” *The Nation*, November 3, at: http://www.thenation.com/doc/20091123/mendez_berry
- Timothy E. Wirth (2005), “Mobilizing for Social Change: Impacting Policy, Politics and the Legislative Agenda,” Distinguished Speakers Series, Center for Philanthropy and Public Policy, University of Southern California, March 22, 8 pages, at: www.unfoundation.org
- Michael Donnelly (2004). How Nonprofit Careerism Derailed the “Revolution:” Greens and Greenbacks. *Counterpunch*, December 27, 5 pages, available at: <http://www.counterpunch.org/donnelly12272004.html>

Week 14, May 5, 2015: Visionary Leadership for a Better World: Realizing the Courage to Act

What constitutes visionary leadership in our world today? What does it take for a leader to realize the courage to take civic action?

Videos: MLK: A Call to Conscience; The Most Dangerous Man in America

Required Readings:

- *The Influencing Machine*, pages 27-28 on Pentagon Papers, and 87-90 on the Vietnam War.

- Martin Luther King, Jr. (1967). “Beyond Vietnam: A Time to Break the Silence.” Riverside Church, New York, April 4 at: <http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>
- Daniel Ellsberg. (2004). “Truth Worth Telling.” *New York Times*, September 28, at: <http://www.commondreams.org/views04/0928-08.htm>

****Friday, May 8, 2015: CIVIC LEADERSHIP FORUM ****

STUDENT CIVIC (POWER POINT) PRESENTATIONS

Policy Round Table: *Student Presentations on Key Civic Issues – Local, National and Global Issues*

Week 15, May 12, 2015: Principles and Practices for a Life of Civic Meaning

Videos: Taking Root: The Vision of Wangari Maathai; Bidder 70; The Last Mountain (Robert Kennedy, Jr.); Golden Environmental Prize

Require Readings:

- Wangari Maathai. (2004). “Trees for Democracy.” *New York Times*, December 10, at: [Http://www.commondreams.org/views04/1210-25.htm](http://www.commondreams.org/views04/1210-25.htm)
- Tim DeChristopher. (2011). “I Don’t Want Mercy. I Want You to Join Me.” *CommonDreams.org*, July 27, at: <https://www.commondreams.org/view/2011/07/26-13?print>

Assignment Due: Your Final Paper (Civic Issue Research Paper #3) is due in the BTC Office (1104 South Campus Commons, Building 1) before 5:00 pm on Tuesday, May 12, 2015; e-mail: jriker@umd.edu

Key Web Resources for Nonprofit Organizations, Nongovernmental Organizations and Public Policy Think-Tanks:

I. Global Level

ActionAid International USA: www.actionaidusa.org/
Amnesty International: www.amnesty.org
Bank Information Center (BIC): www.bicusa.org
CIVICUS: www.civicus.org
Friends of the Earth International: www.foei.org
Global Exchange: www.globalexchange.org
Global Justice: www.globaljusticenow.org
Greenpeace: www.greenpeace.org/international/
Handicap International: www.handicap-international.org
Human Rights Watch (HRW): www.hrw.org
Institute for Agriculture & Trade Policy (IATP): www.iatp.org
InterAction: www.interaction.org
International Campaign to Ban Landmines (ICBL): www.icbl.org/Im/
International Center for Research on Women (ICRW): www.icrw.org
Jane Goodall Institute for Wildlife Research, Education and Conservation:
www.janegoodall.org/default.asp
New Rules for Global Finance Coalition: www.new-rules.org
Oxfam America: www.oxfamamerica.org
Rainforest Action Network: www.ran.org/
Search for Common Ground: www.sfcg.org/
Transparency International: www.transparency.org
Washington Office on Latin America (WOLA): www.wola.org
World Social Forum: www.forumsocialmundial.org.br/home.asp
World Wildlife Fund (WWF): www.wwf.org
World Resources Institute: www.wri.org

II. National Level

Alliance for Justice: www.afj.org
American Civil Liberties Union (ACLU): www.aclu.org
American Red Cross: www.redcross.org/
Bread for the World: www.bread.org
Center for Community Change: www.CommunityChange.org
Children's Defense Fund: <http://www.childrensdefense.org/site/PageServer>
Common Cause: www.commoncause.org
Environmental Defense Fund: www.edf.org
Food Research & Action Center (FRAC): www.frac.org/
Independent Sector: www.independentsector.org
National Committee for Responsive Philanthropy (NCRP): www.ncrp.org
National Council of Nonprofit Associations (NCNA): www.ncna.org
National Education Association (NEA): www.nea.org
National Organization of Women (NOW): www.now.org
Natural Resources Defense Council: www.nrdc.org
Peace Action: www.peace-action.org
Public Citizen: www.citizen.org

OMB Watch: www.ombwatch.org
Sierra Club: www.sierra.org
United Students Against Sweatshops: www.usas.org

III. Local Level (i.e., Prince George's County, Maryland and Washington, D.C.)

Chesapeake Climate Action Network (CCAN): www.chesapeakeclimate.org/
DC Appleseed: <http://www.dcappleseed.org/index.cfm>
DC Vote: www.dcvote.org
Maryland Association of Nonprofit Organizations: www.marylandnonprofits.org/
Maryland Budget and Tax Policy Institute: www.marylandpolicy.org/
Maryland Citizens against State Executions: www.mdcase.org/
Maryland NOW: www.marylandnow.org
Prince George's Arts Council: www.princegeorgesartscouncil.org/
Progressive Maryland: <http://progressivemaryland.org/page.php?id=268>
Whitman Walker Clinic: www.wwc.org

IV. Public Policy Think-Tanks and Research Centers

American Enterprise Institute: www.aei.org
The Brookings Institution: www.brookings.edu
Carnegie Endowment for International Peace: www.ceip.org
Center for American Progress: www.americanprogress.org/
Center for Budget and Policy Priorities: www.cbpp.org
Center for Defense Alternatives: www.cda.org
Center for Economic Policy Research: www.cepr.org
Center for Global Development: www.cgdev.org
Economic Policy Institute: www.epi.org
Freedom House: www.freedomhouse.org
Heritage Foundation: www.heritage.org
Hudson Institute: www.hudson.org
Institute for Policy Studies (IPS): www.ips-dc.org/
National Endowment for Democracy (NED): www.ned.org
Project on Defense Alternatives (PDA): www.comw.org/pda/
The Urban Institute: www.urban.org
U.S. Institute for Peace: www.usip.org
The Worldwatch Institute: www.worldwatch.org

V. Global and Regional Organizations

Asian Development Bank: www.adb.org
Inter-American Development Bank: www.iadb.org
International Monetary Fund: www.imf.org
United Nations: www.un.org
UNICEF: www.unicef.org
World Bank: www.worldbank.org