

**FY 1000 010 The Ethics of Engagement**  
**Professor Laura Anker**  
**Tuesday/Thursday 1:00 – 2:40p.m. Room H-207**  
**Office: Student Union 313**  
**Phone/Voicemail: 516.876.3460 (work), 631.324.8860 (home),**  
**631.806.8907 (cell)**  
**Email: [ankerl@oldwestbury.edu](mailto:ankerl@oldwestbury.edu) or [lanker@hamptons.com](mailto:lanker@hamptons.com)**  
**Office Hours: Tuesday/Thursday 11:00 a.m.-1:00 p.m., Wednesday and Friday by**  
**appointment**

### **Course Description:**

This course introduces students to academic and campus life at Old Westbury, emphasizing the themes of **self-discovery, the meaning of a liberal education, the relationship of the individual to society, and the nature of values and of personal and social responsibility**. By situating the major intellectual and emotional challenges students confront in their first year of college within the **framework of ethics**, the course **encourages students to evaluate their ideas and assumptions, and the impact of their decisions on themselves, their community and the world**.

Organized around a series of ever-widening concentric circles, the course moves from a discussion of the role of **ethics in individual life**, to **ethics in personal relationships**, to **ethics in the Old Westbury community** and culminates in **the quest for social justice and sustainability in the American and global context**. In the process, students are challenged to **consider multiple perspectives and to reflect upon their identities, values and aspirations within the larger common good**.

The course fosters **critical thinking and the effective articulation of ideas** by introducing students to the **close reading of texts** and the writing of **substantive analytical essays that are the basis of most college learning**. Students will also be expected to **write weekly reflective journals** and to produce a **final project**.

FY1000 is linked to a General Education course in a Learning Community.

## Succeeding in College

An important goal of this course is to help students succeed in college. Faculty will introduce students to many of Old Westbury's facilities and help them develop life and learning skills.

You will learn about:

- Clarifying your personal values about sexuality, relationships, drugs and alcohol, and learning to act consciously and with an understanding of the consequences of your decisions for yourself and others.
- Living in a multicultural environment and participating in co-curricular and extra-curricular activities that expand the boundaries of your cultural experiences.
- Managing time and finances.
- Coping with stress and getting help from the Student Health Service and the Counseling and Career Center.
- Academic resources: tutoring, (Writing Center and Math Tutoring Center); college library; computing services; academic advising; services for students with disabilities.
- The Old Westbury Code of Conduct, and how to negotiate for change when the rules seem unfair.
- Negotiating the campus bureaucracy: Bursar, Registrar, Financial Aid, Residential Life, and the campus police.
- The gymnasium (Clark Center) and its athletic programs – plus campus clubs.
- Academic requirements/opportunities at the college including General Education, choosing majors and minors, internships, and fulfilling careers.
- The study skills necessary for success, including note-taking, reading and writing critically, and communicating effectively with your instructors and fellow students both inside and outside the classroom,
- Becoming an activist, a force for change at the college and in the larger community.

This list is long. You are expected to take more responsibility for your own learning in college than you did in high school, but you are not alone. This course provides support and introduces you to the resources available to help you navigate this new environment, while helping you develop your own skills and strengths in dealing with college life. Please feel free to bring to class any additional issues, questions, and concerns as we move through the semester.

## Student Learning Outcomes:

Students will demonstrate:

1. an ability to develop as **intentional learners**, to reflect upon and develop their ideas about what they are learning in the classroom, their educational goals, and their personal identity;
2. an understanding of and ability to apply **ethical decision-making** in personal and community life;
3. An understanding of **diversity in race/ethnicity, culture, class, gender, sexual orientation, age and abilities** as follows:
  - a) an ability to recognize and reflect on one's own cultural and socio-economic background, assumptions and values;
  - b) an ability to recognize the differences and commonalities among multiple perspectives that are expressed in classroom interactions in a diverse college environment;

- c) an ability to discuss the relationship among the diverse perspectives identified above (race/ethnicity, class etc.) based upon course readings;
  - d) an understanding of how inequalities are institutionalized in society and how people can transform society to create social justice.
4. **critical thinking--**
- a) the ability to identify, analyze and evaluate arguments as they occur in their own and others' work;
  - b) the ability to develop well-reasoned arguments;
5. an understanding of the meaning of **social justice in personal and social change**.

## **A Learning Community:**

This course, The Ethics of Engagement, is part of a learning community, a set of linked courses that share some common themes and help you navigate the intellectual and academic demands of college learning. The linked course for this section of FY1000 is CP 2120.F10 (Honors) Chemistry I Honors, taught by Dr. Barbara Hillery. You will be with the same students in both of these classes, and we hope that you will see your classmates as an additional network and support structure for your transition to college. Take advantage of this close-knit community of fellow learners to grow and develop.

Education is a process, and it requires personal responsibility, independence and discipline, maturity and seriousness. But, you should not be going it alone! Making healthy and productive connections to your peer group, understanding the dynamics of appropriate collaboration, cooperation, and communication are essential to success. Take advantage of this support. Begin to forge the kinds of connections that will help you have a rewarding college experience.

## **Required Texts for FY 1000:**

Kaplan, Temma, *Crazy for Democracy*, (Taylor and Francis/Routledge, 1997).

*The Ethics of Engagement: Educating Leaders for a Just World* (SUNY Old Westbury First-Year Reader, Copley Custom Textbooks, 2007).

Gardner, John, Jewler, Jerome, Barefoot, Betsy, *Your College Experience: Strategies for Success*, (Bedford/ St. Martin's 2010).

Students should also have a good dictionary, the Old Westbury Catalog, the Old Westbury Guide to Campus Living, the Old Westbury Code of Conduct, and all orientation materials. Organize your materials and start a file for booklets, reprints, handouts, etc. Refer to all these materials. Think of them as a resource kit as you go through this first year.

## **Course Requirements:**

### **I. Read, Write, and Discuss!**

Reading is essential. Students are expected to attend class, and participate in class discussion regularly, in a way that demonstrates that you have read and understood the day's assigned texts. Ask questions and make comments: this class is not for spectators. You are expected to complete all the readings and assignments with care and on time. You are also expected to think critically,

write analytically and discuss passionately, respecting and learning from the different perspectives of the authors and your classmates. We will be discussing the nature of critical thinking and writing analytically as we move through the semester.

## **II. Attendance!**

You are expected to attend all classes. This is not a correspondence course. If you need to miss a class you are expected to notify me and, if you are involved in a group project, at least one of your group members. This is particularly important if you will be absent for more than one class session. **This is your responsibility. Absences in excess of three may affect your final grade**, which makes it even more important that you communicate with me.

## **III. Assignments!**

You will write a short (3-5 typed pages) essay on *Crazy for Democracy*, weekly reflective journal entries (a minimum of 2-3 typed pages each), a mid-term analytic paper (3-5 typed pages) and a final analytic paper (3-5 typed pages). You will also be responsible for a group final presentation. Students are required to attend a minimum of three (3) sponsored First-Year activities chosen from trips, speakers, performances, and workshops.

- Common Reading Essay: *Crazy for Democracy*, a short paper on a question handed out with the book on the first day of class, due **Tuesday, Sept. 29<sup>rd</sup>**. **Students submitting the best essay from each class will be invited to a special dinner with the author, Temma Kaplan and activist Dollie Burwell, who helped launch the movement for environmental justice, linking civil rights to environmentalism.**
- **2<sup>nd</sup> Analytic Essay** focusing on course sections 1 and 2: “Personal Identity and Individual Values” and “Elements of Ethical Decision-Making.” Questions will be distributed on Oct. 21, due November 10.
- **Group Presentation, Oct. 22:** Each student will work collaboratively to present a selection from the *First-Year Reader* on identity and culture
- **Final comparative analytic paper** focusing on the issues of diversity and social justice. The question will be distributed in class on Dec. 2, due Dec. 18.
- **Weekly Journals:** A journal is due every Thursday. The minimum entry is 2 pages, and it must be typed. (Times Roman, 12 point, 1 inch margins, double spaced.) Entries should be based primarily on the readings, but they can include your reflections on class discussions, assignments, group work and the exchange of multiple perspectives in your first-year seminar class. Journals should address the general themes of the course, namely, personal values, identity, ethical decision making, the nature of education, the experience of transitioning to college, and the larger issue of social justice. You should also be relating course readings to an issue or an experience you are currently encountering at the college or in your personal life. How do the readings relate to the choices, decisions, situations, issues, problems that you are confronting as you begin college? These entries should be reactions to and reflections upon the work of the class. Don’t worry about being right or wrong; there are no “correct” or “incorrect” ideas in journals. Feel free to express what you think, but do so thoughtfully and seriously. Also, feel free to relate the readings to movies, music, TV shows, newspaper articles, campus events. These journals will be a major part of your grade and your work should reflect that understanding. (Please do not use bound notebooks; you should be writing new entries as I am reading the ones you have handed in.) **KEEP** returned journals. At the end of the semester we will look at all of them together. We will discuss the nature of these entries in more detail at the beginning of the semester.

- **Students are required to attend and write about a minimum of 3 sponsored First-Year activities chosen from trips, speakers, performances, and workshops.**

**Grading:**

Your final grade will be based on your journals, analytic essays and group project, as well as your engaged and reflective participation in class and related campus activities. Your grade is not a simple average; learning is a process---growth and improvement count!

Common Reading Essay (Sept 29)	20%	Weekly 2-3 page journals (10)	20%
2 <sup>nd</sup> Essay (Nov. 10)	20%	Group Presentation	10%
Final Analytic Essay (Dec 15)	20%	Class participation	10%

**Academic Dishonesty/Statement on Plagiarism**

It is assumed that your intellectual labor is your own. If there is any evidence of academic dishonesty, including plagiarism, the **minimum** penalty will be an automatic failing grade for that piece of work. Plagiarism is taking (and that includes purchasing!) the words and ideas of another and passing them off as one’s own work. If another person’s work is quoted directly in a formal paper, this must be indicated with quotation marks and a citation. Paraphrased or borrowed ideas are to be identified by proper citations as well.

**Office of Services for Students with Disabilities: If you have or suspect you may have a physical, psychological, medical or learning disability that may impact your course work, please contact Dr. Lisa Whitten, Interim Director, The Office of Services for Students with Disabilities (OSSD), Phone: 516-976-3009, Fax (516) 876-3005, TTD: (516) 876-3083. The office will help you a) determine if you qualify for accommodations and b) make arrangements to assure that you receive them. All support services are free and all contacts with the OSSD are strictly confidential. See <http://www.oldwestbury.edu/academics/disabilities.cfm> for more information.**

## **Course Schedule**

(Please note: assigned essays are from the *First-Year Reader The Ethics of Engagement: Educating Leaders for a Just World*)

### **SECTION 1: THE TRANSFORMATIVE POWER of a LIBERAL EDUCATION (August 25 to October 6)**

Aug. 25 – T Introduction to the course and to each other; review syllabus; student interviews highlighting family background and heritage; personal values and identity, goals and aspirations.

Distribute Common Reading Book and Assignment: Temma Kaplan, *Crazy for Democracy*.

#### **Reading for next class:**

“Foreword” and “Introduction” to the *First-Year Reader*

Student Code of Conduct

*Your College Experience*, Ch. 1, “Exploring Your Purpose for Attending College,” pp. 1-13

*Crazy for Democracy* (start reading)

Before the next class, activate your Old Westbury e-mail account and send me an e-mail.

Aug. 27-Th Reconnaissance of *First-Year Reader*: areas of student interest; discussion of “Foreword,” “Introduction,” and Student Code of Conduct; continue with interview presentations.

#### **Reading due:**

“Foreword” and “Introduction” to the *First-Year*

Student Code of Conduct

*Your College Experience*, Ch. 1, “Exploring Your Purpose for Attending College,” pp. 1-13

*Crazy for Democracy*

#### **Reading for next class:**

Plato “Allegory of the Cave” (FYE, pp. 3-6)

Student Code of Conduct

*Your College Experience*, Ch. 8, “Reading and Remembering,” pp. 111-125

*Crazy for Democracy* (continue reading)

#### **WEEKLY JOURNAL DUE**

Common Reading Program Essay Assignment Distributed: *Crazy for Democracy*

Sept. 1 – T Begin discussion of “Allegory of the Cave;” how to approach an assigned text – understanding context, critical reading, interpretation, articulating key ideas,

grasping the overall point and meaning and applying these to personal experiences.

**Reading due:**

Plato “Allegory of the Cave” (FYR pp. 3-6)

*Your College Experience*, Ch. 8, “Reading and Remembering,” pp. 111-125

*Crazy for Democracy* (continue reading)

**Reading for next class:**

Frederick Douglass, “from Narrative of the Life Frederick Douglass,” (FYR pp. 301-308)

Plato “Allegory of the Cave” (FYR pp. 3-6)

*Crazy for Democracy* (continue reading)

Sept. 3 – Th Education, Identity and Freedom: Plato and Frederick Douglas

**Reading due:**

Plato, “Allegory of the Cave: (FYR pp. 3-6)

Frederick Douglass “from Narrative of the Life Frederick Douglass” (FYR pp. 301-308)

*Crazy for Democracy* (continue reading)

**Reading for next class:**

*Your College Experience*, Ch. 2, “Managing Your Time and Money,” pp. 15-30 (including exercises)

*Crazy for Democracy* (continue reading)

**WEEKLY JOURNAL DUE**

Sept. 8 – T **Film:** *The Matrix* (go to Recital, Campus Center)

**Reading due:**

*Your College Experience*, Ch.2, “Managing Your Time,” pp. 15-30 (including exercises)

*Crazy for Democracy* (continue reading)

**Reading for next class:**

Continue *Your College Education*, Ch. 2, “Managing Your Time” (including exercises) pp. 15-30

*Crazy for Democracy* (continue reading)

Before class visit Student Health and the Math Tutoring Center

Sept. 10 – Th **Film/Discussion:** *The Matrix* and “Allegory of the Cave” (go to Recital Hall, Campus Center)

**Reading due:**

*Your College Education*, Ch. 2, “Managing Your Time and Money”, pp. 15-30

*Crazy for Democracy* (continue reading)

**Reading for next class:**

Finish *Crazy for Democracy*  
Before class visit the Writing Center

**WEEKLY JOURNAL DUE**

Sept. 15 – T **Discussion:** *Crazy for Democracy*

**Reading due:**

*Crazy for Democracy* (finish reading)

**Reading for next class:**

Old Westbury “Mission Statement” (FYR, p. 243)  
John Maguire, “What Old Westbury is Really About (FYR pp. 244-249)  
Adrienne Rich, “Claiming an Education,” (FYR pp. 263-267)  
*Your College Experience*, Ch. 3, “Discovering How You Learn,” (pp. 31-44)

Sept. 17 – Th Old Westbury’s Mission and Values – justice, access, equity, and empowerment.

**Reading due:**

Old Westbury “Mission Statement” (FYR, p. 243)  
John Maguire, “What Old Westbury is Really About (FYR pp. 244-249)  
Adrienne Rich, “Claiming an Education,” (FYR pp. 263-267)  
*Your College Experience*, Ch. 3, “Discovering How You Learn,” (pp. 31-44)

**Reading for next class:**

Paulo Freire, “The Banking Concept of Education” (FYR pp. 250-262)  
Manning Marable, “Education, Faith and the Promise of Equality” (FYR pp. 308-313)  
*Your College Experience*, Ch. 12 “Staying Healthy in College and Life,” (FYR pp. 167-182)

**WEEKLY JOURNAL DUE:** Paper ideas/outline: *Crazy for Democracy*

Sept. 22 – T Education for Liberation

**Reading due:**

Paulo Freire, “The Banking Concept of Education” (FYR 250-262)  
Manning Marable, “Education, Faith and the Promise of Equality” (FYR pp. 308-313)  
*Your College Experience*, Ch. 12 “Staying Healthy in College and Life,” (FYR pp. 167-182)

**Reading for next class:**

John Dewey, "Experience and Education" (FYR pp. 276-287)  
Toni Cade Bambara, "The Lesson" (FYR pp. 268-275)

Sept. 24 – Th Education, Engagement and Experience

**Reading due:**

John Dewey from "Experience and Education" (FYR pp. 276-287)  
Toni Cade Bambara, "The Lesson" (FYR pp. 268-275)  
Chuang Tzu, "The Woodsman" (FYR p. 293)  
*Your College Experience*, Ch. 5 "Engagement With Learning," pp. 71-81

**Reading for next class:**

Thomas Paine, "Common Sense" (FYR p. 292)  
Galileo from "Letter to the Grand Duchess Christina" (FYR pp. 295-300)  
*Your College Experience*, Ch. 6 "Think Critically," pp. 83-93

**WEEKLY JOURNAL DUE**

Sept. 29 – T Critical Thinking and a Liberal Education

Key concepts: opinion vs. argument; recognizing assumptions and biases; evaluating evidence; considering implications of ideas and positions; reason vs. feeling; the power of emotional appeals; stereotyping and generalizing. Discussion of the power of critical thinking for cultural and social change.

**Reading due:**

Thomas Paine, "Common Sense" (FYR p. 292)  
Galileo from "Letter to the Grand Duchess Christina" (FYR pp. 295-300)  
Chuang Tzu, "The Woodsman" (FYR p. 293)  
*Your College Experience*, Ch. 6 "Think Critically," pp. 83-93

**Reading for next class:**

Elizabeth Minnich, "Teaching Thinking Moral and Political Considerations" (FYR pp. 314-324)

**PAPER DUE: CRAZY FOR DEMOCRACY**

Oct. 1 – Th The Power of Critical Thinking for Social Transformation and Change

**Reading due:**

Elizabeth Minnich, "Teaching Thinking Moral and Political Considerations" (FYR pp. 314-324)

**Reading for next class:**

*Your College Experience*, Ch. 7, "Listening, Note-Taking and Participation," pp. 95-109 and Ch. 9 "Doing Your Best on Exams," pp. 127-141

**WEEKLY JOURNAL DUE**

Oct. 5 - M      **COMMON READING PROGRAM: *CRAZY FOR DEMOCRACY***  
**SPEAKERS: DR. TEMMA KAPLAN and DOLLIE BULLOCK BURWELL**  
**ATTENDANCE IS REQUIRED**

Oct. 6 – T      Education and Activism

**Reading due:**

*Your College Experience*, Ch. 7, “Listening, Note-Taking and Participation,” pp. 95-109 and Ch. 9 “Doing Your Best on Exams,” pp. 127-141

**Reading for next class:**

K. Anthony Appiah, “But Would That Still Be Me?” (FYR pp. 7-12)

**SECTION 2: PERSONAL IDENTITY and INDIVIDUAL VALUES**  
**(October 8 – November 5)**

Oct. 8 – Th      Who Am I?

**Reading due:**

K. Anthony Appiah, “But Would That Still Be Me?” (FYR pp. 7-12)

**Reading for next class:**

W.E.B. Du Bois, “Spiritual Strivings” (FYR pp. 29-35)

Paul Lawrence Dunbar, “We Wear the Mask” (FYR p. 107)

Carola and Marcelo Suarez-Orozco, “Remaking Identities (FYR pp. 57-70)

Oct. 13 – T      Racism, Immigration and Identity, Race and Racism

**Reading due:**

W.E.B. Du Bois, “Spiritual Strivings” (FYR pp. 29-35)

Paul Lawrence Dunbar, “We Wear the Mask” (FYR p. 107)

Carola and Marcelo Suarez-Orozco, “Remaking Identities (FYR pp. 57-70)

**Reading for next class:**

Stephen Jay Gould, “from The Mismeasure of Man” (FYR pp. 43-52)

Naomi Zack, “Philosophical and Social Implications of Race” (FYR pp. 86-99)

James Baldwin, “On Being White...and Other Lies” (FYR pp. 104-106)

Oct. 15 – Th      What is Race?

**Reading due:**

Stephen Jay Gould, “from The Mismeasure of Man” (FYR pp. 43-52)

Naomi Zack, “Philosophical and Social Implications of Race” (FYR pp. 86-99)

James Baldwin, “On Being White...And Other Lies” (FYR pp. 104-106)

**Reading for next class:**

*Your College Experience*, Ch. 11 “Diversity: Appreciating Differences Among Us,” pp. 155-166

**Students will choose from the following selections from the FYR:**

1. “Native American Voices”(FYR pp. 13-16) and Dee Brown, “War Comes to the Cheyennes” (FYR pp. 100-103)
2. Sherman Alexie, “This Is What It Means to Say Phoenix, Arizona” (FYR pp. 17-28)
3. Primo Levi from “Survival in Auschwitz” (FYR pp. 36-42)
4. Pablo Neruda, “El Nino Perdido/Little Lost Boy” (FYP pp. 53-56) and Thich Nhat Hahn, “Please Call Me By My True Names” (FYR p. 77)
5. Amy Tan, “Mother Tongue,” (FYR pp. 71-76)
6. Sucheng Chan, “You’re Short, Besides,” (FYR pp. 79-85)
7. Mario Puzo, “Choosing A Dream: Italians in Hell’s Kitchen,” (FYR pp. 146-158)
8. Claudine Chiawei O’Hearn from “Half and Half,” (FYR pp. 173-177)

Each group will present the selected readings to the class. We will also take some class time on October 27<sup>th</sup> for groups to meet and craft their presentations.

**WEEKLY JOURNAL DUE**

Oct. 20 – T Challenging Cultural Boundaries

**Reading due:**

*Your College Experience*, Ch. 11 “Diversity: Appreciating Differences Among Us,” pp. 155-166

Break into groups to prepare presentations.

Oct. 22-Th **GROUP PRESENTATIONS**

**Reading for next class:**

Alia Ganaposki, “Being Poor – A Look Inside” (FYR pp. 139-142)

Barbara Ehrenreich, “Serving in Florida” (FYR pp. 114-138)

bell hooks, “Talking Back: Thinking Feminist, Thinking Black” (FYR pp. 109-113)

**WEEKLY JOURNAL DUE: on presentation**

Oct. 27 – T Identity and Culture: Race/Ethnicity, Class and Gender

**Reading due:**

Alia Ganaposki, “Being Poor – A Look Inside” (FYR pp. 139-142)

Barbara Ehrenreich, “Serving in Florida” (FYR pp. 114-138)

bell hooks, “Talking Back: Thinking Feminist, Thinking Black” (FYR pp. 109-113)

**Reading for next class:**

*Your College Experience*, Ch. 4 “Majors and Careers: Making the Right Choice,” pp. 44-69 and Ch. 10 “Developing Values,” pp. 143-154

**Begin reading:** John Stuart Mills from “Utilitarianism” (FYR pp. 181-191)  
Onora O’Neill, “A Simplified Account of Kant’s Ethics” (FYR pp. 203-209)

**SECTION 3: ELEMENTS of ETHICAL DECISION MAKING**  
**(October 29-November 5)**

Oct. 29 – Th Making the Right Choices for Personal Growth and Development

**Discussion:** the nature of ethics, ethical approaches and principles; the role of ethics in creating meaningful identities and relationships.  
“Lifeboat” dilemma: a consequential vs. an ontological approach (including a discussion of how to deal with technical language in the liberal arts).

**Reading due:**

*Your College Experience*, Ch. 4 “Majors and Careers: Making the Right Choice,” pp. 44-69 and Ch. 10 “Developing Values,” pp. 143-154

**Reading for next class:**

John Stuart Mills from “Utilitarianism” (FYR pp. 181-191)  
Onora O’Neill, “A Simplified Account of Kant’s Ethics” (FYR pp. 203-209)

**WEEKLY JOURNAL DUE**

**ETHICAL DECISION MAKING ESSAY QUESTION DISTRIBUTED**

Nov. 3 – T Ethical Decision-Making: What makes a choice or action ethical? What do we mean by the terms “right and wrong,” “good and bad?” What is the role of freedom and choice in ethical decision making? What are our obligations to our families, to larger social groups, to ourselves? Is there any relationship between being ethical and being happy?

**Reading due:**

John Stuart Mills from “Utilitarianism” (FYR pp. 181-191)  
Onora O’Neill, “A Simplified Account of Kant’s Ethics” (FYR pp. 203-209)

**Reading for next class:**

Jonathan Bennett, “The Conscience of Huck Finn” (FYR pp. 210-213)  
Carol Gilligan, “Images of Relationship” (FYR pp. 228-240)  
Phillip Haille, “From Cruelty to Goodness” (FYR, pp. 214-227)

Nov. 5 – Th Ethics, Gender and Culture: Where do our ethical values come from? Does gender and culture play a role in ethical reasoning? Are there universal standards for ethical judgments?

**Reading due:**

Jonathan Bennett, “The Conscience of Huck Finn” (FYR pp. 210-213)

Carol Gilligan, "Images of Relationship" (FYR pp. 228-240)  
Phillip Haille, "From Cruelty to Goodness" (FYR, pp. 214-227)

**Reading for next class:**

Ursula Le Guin, "The Ones Who Walk Away From Omelas" (FYR pp. 340-345)  
Audre Lorde, "The Transformation of Silence into Language and Action" (FYR pp. 367-370)

**WEEKLY JOURNAL DUE**

**SECTION 4: WORKING TOWARDS COMMUNITY (November 10 -12)**

Nov. 10 – T Ethics, Community and Action

**Reading due:**

Ursula Le Guin, "The Ones Who Walk Away From Omelas" (FYR pp. 340-345)  
Audre Lorde, "The Transformation of Silence into Language and Action" (FYR pp. 367-370)

**Reading for next class:**

Langston Hughes, "Theme for English B" (FYR pp. 365-366)  
Robert Frost, "The Mending Wall" (FYR p. 354-55)  
Terry Tempest Williams, "The Clan of the One-Breasted Women" (FYR pp. 371-378)  
Alfredo Jaar, "A Logo for America" (FYR pp. 379-386)  
Barbara Kingsolver, "And Our Flag Was Still There" (FYR pp. 387-389)

**ETHICAL DECISION MAKING PAPERS DUE**

Nov. 12 – Th The foundations of community, borders and boundaries, "who is in, who is out?"

**Reading due:**

Langston Hughes, "Theme for English B" (FYR pp. 365-366)  
Robert Frost, "The Mending Wall" (FYR p. 354-355)  
Terry Tempest Williams, "The Clan of the One-Breasted Women" (FYR pp. 371-378)  
Alfredo Jaar, "A Logo for America" (FYR pp. 379-386)  
Barbara Kingsolver, "And Our Flag Was Still There" (FYR pp. 387-389)

**Reading for next class:**

"Declaration of Independence" (FYR pp. 399-402)  
Henry David Thoreau, "Civil Disobedience" (FYR pp. 407-425)

**WEEKLY JOURNAL DUE**

**SECTION 5: SOCIAL JUSTICE and the AMERICAN EXPERIENCE**  
**(November 17 – 19)**

Nov. 17 – T

**Reading due:**

“Declaration of Independence” (FYR pp. 399-402)

Henry David Thoreau, “Civil Disobedience” (FYR pp. 407-425)

**Reading for next class:**

Martin Luther King, “Letter from a Birmingham Jail” (FYR pp. 459-469)

Malcolm X, “Message to the Grassroots” (FYR pp. 480-481)

Nov. 19 – Th

Civil Disobedience, Law and Justice: the ethical foundations of social change and modes of action – violent vs. non-violent resistance.

**Reading due:**

Martin Luther King, “Letter from a Birmingham Jail” (FYR pp. 459-469)

Malcolm X, “Message to the Grassroots” (FYR pp. 480-481)

**Reading for next class:**

Mahatma Gandhi, from “Principles of Non-Violence” (FYR pp. 522-527)

Nelson Mandela, “Statement from the Dock” (FYR pp. 528-551)

**WEEKLY JOURNAL DUE**

**SECTION 6: WORLD CITIZENSHIP and HUMAN RIGHTS (November 24 – December 4)**

Nov. 24 – T

Human Rights from a Global Perspective

**Reading due:**

Mahatma Gandhi, from “Principles of Non-Violence” (FYR pp. 522-527)

Nelson Mandela, “Statement from the Dock” (FYR pp. 528-551)

**Reading for next class:**

“Universal Declaration of Human Rights,” (FYR pp. 495-501) and Beijing Declaration of Women’s Rights,” (FYR pp. 502-506) and “The Freedom Charter” (FYR pp.507-510)

Michael Paretti, “No Sweat, No Slang” (FYR 563-566)

Dalai Lama, “Modern Society and the Quest for Human Happiness” (FYR pp. 331-339)

**FINAL ESSAY QUESTION DISTRIBUTED**

Nov. 26 – Th

**THANKSGIVING: HAPPY HOLIDAY**

Dec. 1 – T

Discussion: human rights from a global perspective (continued)

**Reading due:**

“Universal Declaration of Human Rights,” (FYR pp. 495-501) and Beijing Declaration of Women’s Rights,” (FYR pp. 502-506) and “The Freedom Charter” (FYR pp.507-510)

Michael Paretti, “No Sweat, No Slang” (FYR 567-572)

Dalai Lama, “Modern Society and the Quest for Human Happiness” (FYR pp. 331-339)

**Reading for next class:**

Rachel Carson, “A Fable for Tomorrow: (FYR pp. 598-599)

Aldo Leopold, “The Land Ethics” (FYR pp. 582-597)

*Your College Experience*, Ch. 12 “Staying Healthy” pp. 167-182

**SECTION 7: SUSTAINABILITY and SOCIAL JUSTICE (December 3-8)**

Dec. 3 – Th Do we have ethical obligations to the environment? Why should issues of the environment and sustainability matter to us?

**Reading due:**

Rachel Carson, “A Fable for Tomorrow: (FYR pp. 598-599)

Aldo Leopold, “The Land Ethics” (FYR pp. 582-597)

*Your College Experience*, Ch. 12 “Staying Healthy” pp. 167-182

**Reading for next class:**

Bill McKibben, “What Would Jesus Drive?” (FYR pp. 610-612)

Eric Dyson, “Come Hell or High Water” (FYR 613-615)

Robert Bullard, “Assuming Environmental Justice for All” (FYR 616-625)

**WEEKLY JOURNAL DUE**

Dec. 8 – T Sustainability and Environmental Justice

**Reading due:**

Bill McKibben, “What Would Jesus Drive?” (FYR pp. 610-612)

Eric Dyson, “Come Hell or High Water” (FYR 613-615)

Robert Bullard, “Assuming Environmental Justice for All” (FYR 616-625)

**FINAL WEEKLY JOURNAL DUE: INCLUDE ALL SUSTAINABILITY READINGS**

Dec. 10-16 **FINAL EXAM WEEK: Final papers due Tuesday, December 15**