Eleanor Roosevelt: When you decide what you believe, what you feel must be done, have the courage to stand alone and be counted.

Wangari Maathai: We can work together for a better world with men and women of goodwill, those who radiate the intrinsic goodness of humankind.

Course:
This course is a thematic CORE course of the minor in Public Praxis, open to both minors and non-minors. One aim is to gain global literacy, practice deep analysis, and become informed, active, public citizens. Another aim is to uncover the roots and political structures of today’s monumental miseries, to discover why things are as they are. At the same time, the course explores methods and solutions toward an economically and socially just world. During the term, we will survey the world context of events, social movements, economic conditions, state of inequality, contradictory forces, and inspiring citizens who step up to do all they can to stop evil. In gaining global literacy and praxis-oriented citizenship, the course will look at such areas as the theory and practice of public praxis; social entrepreneurship; non-violence theory and intervention, including the prodigious work of Dr. Eugene Sharp at Harvard; extensive study of human rights with Eleanor Roosevelt’s leadership, and the thoughts of Vaclav Havel, the poet of Democracy.

At the core of the course is a communal public praxis project tackling a situation of serious injustice, and producing a public document(s) to inform public consciousness. This particular course will substantively focus on world poverty and the horror of human trafficking. We will look in depth at the phenomenon of human trafficking – both for sexual and work slavery - estimated as involving 27 million slaves in the world today (100,000 in U.S.), widely including young children. Poverty and trafficking are bedfellows. We will learn all we can about trafficking, including its relationship to poverty, and its contributing geographical, economic, and moral elements. As well, we will attend to the courageous and dangerous citizen efforts to stop human trafficking, and governmental initiatives to rid the world of this outrage.

During Winter Break, I expect to take selected students to Calcutta from 1 – 3 weeks. There, at the University of Calcutta is scheduled a one-week Seminar on human trafficking with visits to anti-trafficking and rehabilitative sites, as well as a visit to Sonagachchi, the vast area of prostitution in Calcutta. In Calcutta, students will also be able to meet and relate to families who live and work at the Sree Durga dump and meet Christopher Ratan Das, formerly working with Mother Teresa, the Project-Keeper of the Calcutta Children’s Project in Calcutta.

TEXTS

Short readings/articles – to be announced
*Ending Slavery: How we Free Today’s Slaves* by Kevin Bales
*The Call of Service* by Robert Coles
*World Poverty: Global Inequality and the Modern World System* by Harold R. Kerbo
The Gospel of Cesar Chavez by Mario T. Garcia
How to Change the World: Social Entrepreneurs by David Bornstein
Half the Sky: Turning Oppression into Opportunity by Nicolas Kristof and Sheryl WuDunn

RECOMMENDED – For those who have not read the following two books, substitute for Bales and Coles above:

Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man who would Heal the World by Tracy Kidder.
Not for Sale: The Return of the Global Slave Trade by David Batstone

30% of grade

OUTCOMES and EVALUATION

OUTCOMES:
* increased global literacy
* knowledge of non-violent social movements, their theory and efficacy
* deep knowledge of human trafficking and today’s slavery
* skill in multi-layered analysis of world poverty
* understanding public praxis as integrating praxis theory, experiential work partnered with distressed people(s), deep analysis, and acting for the common good
* extensive knowledge of human rights documents
* production of public documents/events to enlighten public consciousness

ASSESSMENT: the expected outcomes will be evaluated through class participation, original contributions to the class, participatory public praxis project, production of public document(s) informing public consciousness, evidence of deep knowledge of both world poverty and human trafficking, other written work – letters of advocacy and 30 page World-as-Text with critical reflection on all course readings and media.

WEEKLY SCHEDULE OF THEMES AND TEXTS (Approx)
Media to be included each week

September 1, 2011
View of Course
Public Praxis: Theory and Public Work/humanization
Media: World Poverty documentary/relate to Ending Slavery

September 8, 2011
Human Trafficking and Poverty
Ending Slavery – pp. 1-20
World Poverty Preface/Contents/A World Divided – pp. IV–29
Media - Nepal/Restaveks/Disposable People

September 15, 2011
Approach & Attitude to Public Work /American Social Movements
Call of Service – Introduction and Chapter 1
World Poverty – World Poverty at the Twenty-first Century pp. 30-46
Media – Public Praxis/Paul Alinsky/Ernie Cortez
Guest – Alanna Henneberry on possible Social Entrepreneur project
September 22, 2011
Pillar Analysis of World Poverty
*World Poverty* – pp. 47-60
*Ending Slavery* – pp. 21-35
Media – Hero tapes/Khailish rescues slaves/relate to *Ending Slavery*
Brainstorm: Social entrepreneur Project/Public praxis project

September 29, 2011
Public Praxis/analysis of human trafficking
*Call of Service* – Chapter: Doing and Learning/Julia
*Ending Slavery* – pp. 36-60 Pillar Analysis: Why is Haiti Poor? Why human trafficking
Media – Hero tape: Social activist rescues girls in Thailand/Trafficking in U.S.

October 6, 2011 DUE – LETTER OF ADVOCACY
U.N./Human Rights/U.N. Covenants
*Ending Slavery* – pp. 61-95
Reading by Samantha Power on a century of genocide
U.N. Charter/United Nations Declaration of Human Rights; Covenants Ag Genocide & Torture; also Geneva Conventions
Media – They Screamed Bloody Murder – Genocide in the 20th century

October 13, 2011 DUE – WORLD-AS-TEXT (15 PAGES)
Human Dignity/Humanization
*Ending Slavery* pp. 96-138
*World Poverty* pp. 61-90
U.N. Covenant on Economic, Social and Cultural Rights
Geneva Conventions
Media – Eleanor Roosevelt & U.N. Declaration

October 20, 2011
Nonviolence theory and scholarship
Gene Sharp/readings on nonviolence
*World Poverty* pp. 91-110; 174-180; skim 111-173
Media – POV: People Power

October 27, 2011
Democracy and non-violence
Vaclav Havel – poet of Democracy/Charter 77
*World Poverty* skim 181-240
*Ending Slavery* pp. 96-108; skim pp. 108-118; pp. 118-138
Media: Edited Gandhi

November 3, 2011
Approaches to anti-trafficking work
IJP/individuals/Social Entrepreneurs
*How to Change the World* –Preface – p. 20
*Ending Slavery* pp. 139-175
Media: Song: Playing for Change;
November 10, 2011  DUE – LETTER OF ADVOCACY
Innovation/inspiration
*How to Change the World* Chapter 5 – A Very Significant Force
Individual choice of one chapter in *How to Change the World*
*Ending Slavery* pp. 177-212
*World Poverty* pp. 240-242; pp. 247-264
Media: Words of Martin Luther King/John Lewis

November 17, 2011  DUE – WORLD-AS-TEXT (15 PGES)
*How to Change the World* Chapter 7; Epilogue
Activist-citizenship
*Half the Sky* pp.xi-35
Media: Individual rescuers of enslaved

THANKSGIVING/PUBLIC PRAXIS WEEK

December 1, 2011  DUE - PUBLIC PRAXIS DOCUMENT
Human Dignity/Humanization
*Half the Sky* Chapter 3 - Learning to Speak Up; The New Abolitionists; Rule by Rape; Mukhtar’s School;
Choose 2 chapters: individual selection
Cesar Chavez  spiritual power for work against evil
Media: Cesar Chavez – Fight in the Field

December 8, 2011
Human Rights Day – December 10
*Half the Sky* Chapter 6 – Maternal Mortality; A Doctor Who Treats Countries; Jane Roberts; The Afghan
Insurgent; Ann & Angeline; Chapter 14 pp. 230-252 What You Can Do
Song: Pete Seeger – Somos el Barco

December 15, 2011
*Circle of sharing* public praxis presentations
Song Michael Jackson - We Are the world
*What Now?*

Eleanor Roosevelt: Where, after all, do universal human rights begin? In small places, close to home – so
close and so small that they cannot be seen on any maps of the world. Yet, they are the world of the
individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office
where he works. Such are the places where every man, woman, and child seeks equal justice, equal
opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little
meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain
for progress in the larger world.

Robert A. Rosenstone: Struggles are never-ending and always available for those...rare individuals who
see beyond things as they are, act upon dreams of what they may become, and are willing to clothe
their vision with all the frail powers of mortal flesh.

Daniel Berrigan, poet, priest, revolutionary: To go on, hearkened or ignored/effective or despised/ to go
on as an evident truthful/alternative, this is the task.