

**University of Hawai'i at Mānoa**  
**Spring 2018 (January 8, 2018 – May 11, 2018)**

**AMST 212 – CONTEMPORARY AMERICAN GLOBAL ISSUES (DS, WI)**

**Section 1: Tuesdays & Thursdays, 7:30am - 8:45am (Moore 202)**

**Section 2: Tuesdays & Thursdays, 3:00pm - 4:15pm (Moore 228)**

**INSTRUCTOR:**

**Marimas Hosan Mostiller, M.Ed., M.A.**

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**Office Hours: Moore 326, By Appointment**

**Course Description:**

This course explores contemporary global issues in historical, political, economic, and cultural contexts. It will track the influence of American values and institutions in the world and analyze how globalization has impacted and changed society. Key concepts for this course will include, but will not be limited to, international diplomacy, economic development, national security, demographic change, and environmental protection.

**Student Learning Outcomes (SLOs):**

The Department of American Studies has established SLOs for undergraduates in the program. The department's goal is to ensure undergraduates in AMST courses are able to reach these outcomes through courses such as this. The department's SLOs are:

- Substantial knowledge of American history, society, and culture, as well as a basic appreciation of different scholarly approaches to American Studies.
- Critical thinking skills necessary to analyze a variety of cultural artifacts (literature, primary documents, film, music, etc.), as well as historical and present-day sociopolitical issues.
- Competence in scholarly writing and oral communication.
- Basic research skills, including advanced research skills in one area of specialization (majors only).

This course is designed to contribute to these SLOs through a critical analysis of material on a variety of topics that engage contemporary American issues as they relate to the rest of the world. As it is also a Writing Intensive course, it will contribute to the University of Hawai'i's SLOs for written communication.

**Social Sciences Diversification (DS):**

The Diversification requirements are intended to assure that every student has exposure to different domains of academic knowledge, while at the same time allowing flexibility in choice of courses for students with different goals and interests.

### **Writing Intensive Focus Designation (WI):**

As per the WI focus, a minimum of 16 double-spaced pages (approximately 250 words/page) or 4,000 words per student is required. Students can expect to receive written feedback on their writing assignments. It is expected that students will incorporate this feedback into their writing so that they may see meaningful improvement over the course of the semester. Written assignments contribute significantly to each student's course grade.

### **Required Readings:**

Dudziak, Mary L. *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton University Press, 2011.

Kinzer, Stephen. *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. Times Books, 2007.

Parreñas, Rhacel. *Servants of Globalization: Migration and Domestic Work, Second Edition*. Stanford University Press, 2015. (Ebook Available at UH Library)

Pate, Soojin. *From Orphan to Adoptee: U.S. Empire and Genealogies of Korean Adoption*. University of Minnesota Press, 2014. (Ebook Available at UH Library)

### **Selected Readings on Lulima:**

Excerpts from Burgett, Bruce, and Glenn Hendler, eds. *Keywords for American Cultural Studies, Second Edition*. New York: NYU Press, 2014.

Other selected news articles, essays from books, journals, manuals, and other sources will be placed on the Lulima website for the course under "Resources" folder.

### **Course Requirements:**

**Class Attendance, Participation, & In-Class Freewrites [5 total] (20%)**

**Discussion Papers [3 total] (30%)**

**Chapter Presentation (10%)**

**Class Debate (10%)**

**Current Events Project (30%)**

Status Updates (7.5%)

Discussion Leader (2.5%)

Presentation (5%)

Final Paper (15%)

### **Class Attendance, Participation, & In-Class Freewrites (20%):**

#### ***Class Attendance & Participation (150 points)***

Your attendance and participation are crucial to the success of the course, which is why your presence and active engagement in the class, with each other and with the materials, are of paramount importance. Please come to class on time, having completed the readings, with assignments prepared, and ready to participate. *Each class session is worth up to 5 points; you may receive up to 5 points for every class session to which you contribute. The point scale is as follows: 0 points for every unexcused absence; 2 points for attending a class session and signing in with no active participation; 3-5 points contingent on your active participation which demonstrates that you have completed all readings and assignments. Excessive unexcused*

*absences will result in the lowering of your overall grade.* If you attend all scheduled class sessions, you will receive 5 points of extra credit towards your overall class attendance grade.

*Excused absences* must be the result of some unavoidable circumstance (illness, family crises and unavoidable transportation issues) and will require acceptable documentation. Should you miss a class, you are responsible for contacting the instructor, as well as obtaining information about assignments and topics discussed in the missed class from your peers prior to the next class. Unless you have a valid excuse, if you miss a class, you will not be allowed to make up any activities or assignments missed.

If you will be missing class for school-related activities (i.e. athletics, marching band, student organizations, etc.) please provide documentation to the instructor in advance. You are also responsible for making up any missed assignments.

### ***In-Class Freewrites [5 total] (50 points)***

Throughout the semester you will be asked to do a freewrite to collect your thoughts on any readings, films, and topics we may have discussed. There will be five in-class freewrites and *you must be present in class to receive credit – there are no make-ups.* A freewrite is not concerned with spelling or grammar, but focuses on gathering your immediate thoughts on the subject matter. You will be given ten minutes in class to write. The length should be approximately a half page to one page. While the freewrite is a creative tool, you must also demonstrate that you are thinking critically about the topics presented in class. *Freewrites will be graded as full credit (10/10), half credit (5/10), or zero (0/10).*

### **Discussion Papers [3 total] (30%, 300 points):**

There are three formal discussion papers assigned throughout the semester. Papers should be a minimum of 3 pages in length. Writing prompts will be given and students are responsible for answering all questions. Students are also required to cite class materials (readings, films, etc.) to show their understanding of the given issue. When you incorporate a quotation from the text, you should properly cite the author and page number using parenthetical citation, i.e. (Kinzer 56). Your discussion papers should reflect that you have completed the readings and have thought about the issues. Also, because this is a writing intensive class, your responses should be proofread with careful attention paid to grammar, tone, and organization. There will be two proofreading workshops (for Discussion Paper #1 & #2) where you will be required to share your first draft with a classmate. The submission of a first draft at these workshops will be counted towards your overall discussion paper grade. Late, incomplete, and/or incorrect papers will have points deducted.

### **Chapter Presentation (10%, 100 points):**

Students are required to partner with a classmate to present on one chapter and the concluding unit chapter from the *Overthrow* text. (If you sign up for Part 1: The Imperial Era - Chapters 1-3, you are also responsible for chapter 4. If you sign up for Part 2: Covert Action - Chapters 5-8, you are also responsible for chapter 9. Lastly, if you sign up for Part 3: Invasions - Chapters 10-13, you are also responsible for Chapter 14). While you are not required to read

the entire *Overthrow* text, you should follow along by at least skimming the text on presentation days when you are not presenting, and paying attention to your classmates' presentations. This will help you when are writing your discussion papers. The Chapter presentation sign-up sheets will be distributed during Week 2 of the semester.

The presentation should include a Powerpoint or Prezi, and (1) briefly summarize the reading, (2) identify, track down, contextualize, and analyze a primary (or secondary, if necessary) document of your choice that relates to the assigned text(s), (3) briefly summarize the current status of the nation (from the concluding unit chapter, and any additional outside resources you find), (4) ask two open-ended discussion questions that you will discuss with the class. The entire presentation should be approximately 20 to 25 minutes in length.

**Class Debate (10%, 100 points):**

All students are required to participate in a class debate, which will be held during Week 14 of the semester. The class will be divided into two groups. You will be given some class time to meet with your group and research your topic. Grades will be determined by how well the group has presented their arguments. To get full credit, you must actively participate in your group's preparation and execution of debate ideas. Students may earn full credit regardless of whether they win or lose the debate, however winners of the debate will receive extra credit. If you are not present in-class on the day of the debate or if you did not actively participate in your group's presentation, you will earn zero points. There will be no make-ups for this assignment.

**Current Events Project (30%, 300 points):**

During Week 2 of the semester, students will choose a current event topic that they will follow throughout the semester. The current event topic should be a global topic that impacts the United States, or a U.S. domestic topic that has global implications. The topic should be an ongoing issue that you can follow throughout the semester.

***Status Updates (7.5%, 75 points)***

As part of this assignment, students are first required to choose a topic in consultation with the instructor (5 points), and later in the semester submit a thesis statement (5 points) and final paper outline (5 points). Additionally, students will submit 6 status updates (worth 60 points total) of their chosen current event topic throughout the semester.

The current events status update requires that you find at least one news article (unless otherwise specified) and provide the following information in a 1-2 paragraph format (approximately a half page to one page in length): 1) the status of the current event, 2) a direct quote from the news article, 3) your reaction to the event, and what you predict may happen, and 4) include an updated working works cited page in which you highlight the new source(s).

*The status updates are worth 10 points each:*

- 1) 3 points - Status of current event
- 2) 1.5 points – Direct quote from the news article (or other specified source)
- 3) 3 points - Reaction to event and prediction of what may happen

- 4) 1.5 points -Working Works Cited page in proper MLA format with the new sources highlighted
- 5) 1 point - Proofread with minimal to no spelling, grammar or formatting errors
- \* Late: -1 point for each day that it is late. You may not submit current events status updates one week after the due date because the updates are time-sensitive.

**Discussion Leader (2.5%, 25 points)**

On your scheduled “Current Events Discussion” day, you will lead a small group discussion. You will provide a brief background summary of your current events, and its current status. You are also required to develop TWO thoughtful open-ended discussion questions. An open-ended question should encourage meaningful discussions, which you will discuss with your classmates. Avoid close-ended questions, which are questions that result in only a “yes” or “no” response. You should also be prepared to answer any inquiring questions, and be open to any feedback your classmates and instructor may have for your final paper. Email the instructor your discussion questions by 5pm the day before your scheduled discussion day.

**Presentation (5%, 50 points)**

At the end of the semester, students are required to present a 5 to 10-minute presentation about their current event topic. Presentations may be in the form of videos or in-person via PowerPoint, Prezi, etc.

**Final Paper (15%, 150 points)**

At the end of the semester, a final paper will be submitted by students that will discuss and analyze their current event topic in relation to the topics we have covered in class. The final paper will be a minimum of 6 pages in length and requires citations from in-class texts and outside sources, and a works cited page.

**Course Policies:**

1. All work is due in class on the date assigned in the syllabus, unless otherwise specified. If you absolutely must hand in late work (and you have a valid and understandable reason), you may expect points deducted for late essays to remain fair to your classmates.
2. All work must be completed. Failure to complete papers could result in a failing grade for the course.
3. The Grade Scale is as follows:

A = 93 - 100%	B+ = 88 - 89%	C+ = 78 - 79%	D+ = 68 - 69%
A- = 90 - 92%	B = 83 - 87%	C = 73 - 77%	D = 63 - 67%
	B- = 80 - 82%	C- = 70 - 72%	D- = 60 - 62%
			F = 0 - 59%

**Academic Dishonesty:**

Because UH Mānoa is an academic community with high professional standards; its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

1. Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another's work as one's own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

**2. Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.**

SOURCE: Student Conduct Code, University of Hawai'i at Mānoa (Office of Student Affairs, July 1992), 5-6.

**Access to Students with Disabilities:** If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 808-956-7511 or 808-956-7612 in room 013 of the QLCSS; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

**Writing Resources:**

- **Writing Workshop:** The English department offers half-hour consultations. Appointments can be made via <http://english.hawaii.edu/writingcenter/> or by calling **808-956-7619**.
- **Learning Assistance Center (LAC)** offers workshops on a variety of topics, including how to write research papers. Call **808-956-7927** for more info.
- **Purdue Online Writing Lab for assistance with MLA writing format**  
<https://owl.english.purdue.edu/owl/resource/747/01/>

**Note: Your continued registration in this course illustrates that you have read and understand all information presented in this syllabus.**

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## COURSE SCHEDULE (Subject to change)

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### WEEK 1: INTRODUCTIONS, REVISIONIST AMERICAN HISTORY

#### January 9 (T):

##### In-Class Activities:

- Introductions & Syllabus Review
- Film Viewing: *The Revisionaries* (2012)

#### January 11 (Th):

##### In-Class Activities:

- Discussion Protocol
- Film Viewing and Discussion: *The Revisionaries* (2012)
- Freewrite #1

##### Required Readings:

- Isensee, Laura. "Why Calling Slaves 'Workers' Is More Than an Editing Error," *NPR*, 23 Oct. 2015, <http://www.npr.org/sections/ed/2015/10/23/450826208/why-calling-slaves-workers-is-more-than-an-editing-error>
- Stanek, Becca. "Striking graphic reveals the construction of Confederate monuments peaked during Jim Crow and civil rights era," *The Week*, 15 Aug. 2017, <http://theweek.com/speedreads/718507/striking-graphic-reveals-construction-confederate-monuments-peaked-during-jim-crow-civil-rights-eras>
- Gunter, Booth, and Jamie Kizzire. "Whose Heritage? Public Symbols of the Confederacy?" *Southern Poverty Law Center*. [https://www.splcenter.org/sites/default/files/whoseheritage\\_splc.pdf](https://www.splcenter.org/sites/default/files/whoseheritage_splc.pdf)

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### WEEK 2: REVISIONIST AMERICAN HISTORY (cont.) & AMERICAN EMPIRE

#### January 16 (T):

##### In-Class Activities:

- Sign up for *Overthrow* Chapter Presentation
- Fake News Case Studies

##### Required Readings:

- Soll, Jacob. "The Long and Brutal History of Fake News," *Politico Magazine*, 18 December, 2016, <http://www.politico.com/magazine/story/2016/12/fake-news-history-long-violent-214535>
- Shellenberger, Sue. "Most Students Don't Know When News Is Fake, Stanford Study Finds," *The Wall Street Journal*, 21 November, 2016, <https://www.wsj.com/articles/most-students-dont-know-when-news-is-fake-stanford-study-finds-1479752576>

**January 18 (Th):**

**In-Class Activities:**

- Current Events Topic Selection

**Required Readings:**

- Excerpts from *Keywords*: “America” and “Empire”
- Kinzer, Stephen. *Overthrow*, Introduction (pp. 1-8)

**DUE TODAY: Come to class prepared with 2-3 possible current events topics that you will follow throughout the semester.**

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**WEEK 3: OVERTHROW CHAPTER PRESENTATIONS**

**January 23 (T):**

**In-Class Activities:**

- Chapter Presentations:

Kinzer, Stephen. *Overthrow*, Part 1: Chapter 1 (Hawai’i) (pp. 9-30); Chapter 2 (Cuba) (pp. 31-55); Chapter 3 (Nicaragua) (pp. 56-77); and Chapter 4 (pp. 78-110)

\* Presenters of this unit (Part 1: The Imperial Era - Chapters 1-3) are also responsible for the concluding unit chapter 4.

**January 25 (Th):**

**In-Class Activities:**

- Distribute Discussion Paper #1 Prompt
- Chapter Presentations:

Kinzer, Stephen. *Overthrow*, Chapter 5 (Iran) (pp. 111-128); Chapter 6 (Guatemala) (pp. 129-147); Chapter 7 (Vietnam) (pp. 148-169); and Chapter 9 (pp. 195-218)

\* Presenters of this unit (Part 2: Covert Action - Chapters 5-8) are also responsible for the concluding unit chapter 9.

**DUE TODAY: Current Events Status Update #1**

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**WEEK 4: OVERTHROW CHAPTER PRESENTATIONS (cont.)**

**January 30 (T):**

**In-Class Activities:**

- Chapter Presentations:

Kinzer, Stephen. *Overthrow*, Chapter 8 (Chile) (pp. 170-194); Chapter 9 (pp. 195-218); Chapter 10 (Grenada) (pp. 219-238); and Chapter 11 (Panama) (pp. 239-259)

\* Presenters of this unit (Part 2: Covert Action - Chapters 5-8) are also responsible for the concluding unit chapter 9.

\* Presenters of this unit (Part 3: Invasions - Chapters 10-13) are also responsible for the concluding unit chapter 14.

## February 1 (Th):

### In-Class Activities:

- Chapter Presentations:  
Kinzer, Stephen. *Overthrow*, Chapter 12 (Afghanistan) (pp. 260-280); Chapter 13 (Iraq) (pp. 281-299) and Chapter 14 (pp. 300-323)  
\* Presenters of this unit (Part 3: Invasions - Chapters 10-13) are also responsible for the concluding unit chapter 14.
  - Grammar & Citations Workshop
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## WEEK 5: AMERICAN EMPIRE (cont.)

## February 6 (T):

### In-Class Activities:

- Proofreading Workshop – First Draft of Discussion Paper #1
- Film Viewing: *Last Days of Vietnam* (2015)

### Required Readings:

- Purdue Owl Proofreading Resource  
**DUE TODAY: First Draft of Discussion Paper #1**

## February 8 (Th):

### In-Class Activities:

- Film Viewing: *Last Days of Vietnam* (2015)
- Freewrite #2

### DUE TODAY: Discussion Paper #1

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## WEEK 6: MILITARIZED HUMANITARIANISM & IMMIGRATION

## February 13 (T):

### In-Class Activities:

- Current Events Discussion #1 – Immigration, National Security

### Required Readings:

- Excerpts from *Keywords*: “Immigration,” “Family” and “Militarism”  
**DUE TODAY: Current Events Status Update #2**

## February 15 (Th):

### Required Readings:

- Pate, Soojin. *From Orphan to Adoptee*, part of Introduction (pp. 1-6) and Chapter 1 – Militarized Humanitarianism (pp. 21-40)

### Supplemental Readings (Extra Credit):

- Pate, Soojin. *From Orphan to Adoptee*, Chapter 2 - Gender and Militaristic Gaze (pp. 41-72)

*\*You may earn extra credit by completing the following writing assignment -- In two paragraphs, 1) Brief summarize the chapter, and answer 2) What are your reflections/reactions to the article? How does it relate to what you have learned in class? Submit a printed copy of your writing assignment at the beginning of class.*

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## WEEK 7: IMMIGRATION & INTERNATIONAL ADOPTIONS

### February 20 (T):

#### In-Class Activities:

- Film Viewing: *In the Matter of Cha Jung Hee* (2010)

#### Required Readings:

- Pate, Soojin. *From Orphan to Adoptee*, Chapter 3 – Marketing the Social Orphan (pp. 73-100)

### February 22 (Th):

#### In-Class Activities:

- Film Viewing: *In the Matter of Cha Jung Hee* (2010)
- Freewrite #3

#### Required Readings:

- “Celebrity Adoptions and the Real World,” *New York Times*, 10 May, 2009.  
<https://roomfordebate.blogs.nytimes.com/2009/05/10/celebrity-adoptions-and-the-real-world/>
- Pate, Soojin. *From Orphan to Adoptee*, Chapter 4 – Normalizing the Adopted Child (pp. 101-126)

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## WEEK 8: DEMOCRACY AND FREEDOM

### February 27 (T):

#### In-Class Activities:

- Current Events Discussion #2 – International Relations/Diplomacy

#### Required Readings:

- Excerpt from *Keywords*: “Democracy”
- Dudziak, Mary. *Cold War Civil Rights*, Introduction (pp. 3-17)

#### **DUE TODAY: Current Events Status Update #3**

### March 1 (Th):

#### In-Class Activities

- Distribute Discussion Paper #2 Prompt
- Film Viewing: *I am Not Your Negro* (2017)

#### Required Readings:

- Excerpt from Dudziak’s *Cold War Civil Rights*, Chapter 1 - Coming to Terms with Cold War Civil Rights (pp. 29-46)

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## WEEK 9: DEMOCRACY AND FREEDOM (cont.)

### March 6 (T):

#### In-Class Activities:

- Film Viewing: *I am Not Your Negro* (2017)

#### Required Readings:

- Dudziak, Mary. *Cold War Civil Rights*, Chapter 2 - Telling Stories about Race and Democracy (pp. 47-78)

### March 8 (Th):

#### In-Class Activities:

- Proofreading Workshop – First Draft of Discussion Paper #2

#### Required Readings:

- Dudziak, Mary. *Cold War Civil Rights*, Chapter 6 - Shifting the Focus of America's Image Abroad (pp. 203-248)

**DUE TODAY: First Draft of Discussion Paper #2**

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## WEEK 10: CAPITALISM AND GLOBALIZATION

### March 13 (T):

#### In-Class Activities:

- Current Events Discussion #3 – The Economy

#### Required Readings:

- Excerpts from *Keywords*: “Capitalism” and “Corporation”
- Kitroeff, Natalie and Victoria Kim. “Behind a \$13 shirt, a \$6-an-hour worker,” *Los Angeles Times*, 31 August, 2017, <http://www.latimes.com/projects/la-fi-forever-21-factory-workers/#nt=oft02a-2la1>
- Freeland, Chrystia, “Is Capitalism in Trouble?” *The Atlantic*, December 2013, <https://www.theatlantic.com/magazine/archive/2013/12/is-capitalism-in-trouble/354683/#article-comments>

**DUE TODAY: 1) Current Events Status Update #4; 2) Discussion Paper #2**

### March 15 (Th):

#### In-Class Activities:

- In Class Reading/Viewing: Simmons, Ann. “Slavery is alive and well: 89 million have been in some form of bondage in the last five years, report says,” *Los Angeles Times*, 19 September, 2017, <http://www.latimes.com/world/la-fg-global-modern-slavery-report-20170918-htmlstory.html>

**Required Readings (next page):**

- Parreñas, Rhacel. *Servants of Globalization*, Preface (pp. ix-xi) and Chapter 1 – The Global Migration of Filipino Domestic Workers (pp. 1-27)  
**Supplemental Readings (Extra Credit):**
  - Tizon, Alex. “My Family Slave,” *The Atlantic*, June 2017,  
<https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/> --  
*\*You may earn extra credit by completing the following writing assignment -- In two paragraphs, 1) Brief summarize the article, and answer 2) What are your reflections/reactions to the article? How does it relate to what you have learned in class? Submit a printed copy of your writing assignment at the beginning of class.*
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## WEEK 11: CAPITALISM AND GLOBALIZATION (cont.)

### March 20 (T):

#### In-Class Activities:

- Distribute Discussion Paper #3 Prompt

#### Required Readings:

- Parreñas, Rhacel. *Servants of Globalization*, Chapter 2 – The International Division of Reproductive Labor (pp. 28-52), Excerpts from Chapter 5 – The Contradictory Class Mobility (pp. 117-129; pp. 136-142)

### March 22 (Th): NO CLASS!

#### Required Readings:

- Lowe, Jaime. “The Incarcerated Women Who Fight California’s Wildfires,” *The New York Times Magazine*, 31 August, 2017,  
<https://www.nytimes.com/2017/08/31/magazine/the-incarcerated-women-who-fight-californias-wildfires.html?mcubz=3>

**DUE TODAY at 11:59pm: Freewrite #4 via Laulima**

#### Supplemental Film Viewing (Extra Credit):

- Film Viewing: *13<sup>th</sup>* (Available on Netflix)  
*\*You may earn extra credit by completing the following writing assignment -- In two paragraphs, 1) Brief summarize the film, and answer 2) What are your reflections/reactions to the article? How does it relate to what you have learned in class? Submit an electronic copy of your writing assignment via Laulima by 11:59pm.*
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## WEEK 12: SPRING BREAK

### March 27 (T): NO CLASS!

### March 29 (Th): NO CLASS!

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## WEEK 13: ENVIRONMENTAL JUSTICE

### April 3 (T):

#### In-Class Activities:

- Toxic Maps
- Film Viewing: “The Hidden Connection Between Climate Change and Child Marriage” (2016)

#### Required Readings:

- Excerpts from *Keywords*: “Environment”
- Excerpts (Abstract and Introduction pp. 3-17) from “Pursuing a Toxic Agenda: Environmental Justice in the Early Trump Administration,”  
<https://envirodatagov.org/wp-content/uploads/2017/09/Part-2-Pursuing-Toxic-Agenda.pdf>, *Environmental Data & Governance Initiative*.

**DUE TODAY: Discussion Paper #3**

### April 5 (Th):

#### In-Class Activities:

- Current Events Discussion #4 – The Environment
- Debate Prep – Group assigns individual roles. Work on Opening Statements.

**DUE TODAY: Current Events Status Update #5 and Thesis Statement**

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## WEEK 14: CLASS DEBATE

### April 10 (T):

#### In-Class Activities:

- Debate Prep – Share your major argument with your opponent. Work on Rebuttal and Concluding Remarks.

### April 12 (Th):

#### In-Class Activities:

- Class Debate
  - Freewrite #5
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## WEEK 15: CURRENT EVENTS

### April 17 (T):

#### In-Class Activities:

- Current Events Individual Meetings with Instructor

**DUE TODAY: Current Events Status Update #6 and Outline of Paper**

**April 19 (Th): NO CLASS!**

- Work on Current Events Presentation and Paper from home
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**WEEK 16: CURRENT EVENTS PRESENTATIONS**

**April 24 (T):**

**In-Class Activities:**

- Proofreading Workshop – First Draft of Current Events Final Paper
- Current Events Presentations

**DUE TODAY: 1) First Draft of Current Events Paper; 2) Any final extra credit assignments and late assignments**

**April 26 (Th):**

**In-Class Activities:**

- Current Events Presentations
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**WEEK 17: CURRENT EVENTS PRESENTATIONS (cont.)**

**May 1 (T):**

**In-Class Activities:**

- Current Events Presentations

**DUE TODAY: Current Events Final Paper**

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**HAVE A GREAT SUMMER!**

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