

CITIZENSHIP: CONTEMPORARY WORLD ISSUES & NON-VIOLENT COMMUNICATION
FALL SEMESTER 2009-10 ~ COURSE SYLLABUS

Instructor: Ms. Carey Eubank seubank@bham.wednet.edu 676-6482 ext. 5239

COURSE OUTLINE:

Introduction: What is Non-violent Communication?

Skills developed through this course include communication skills, recognizing bias and understanding multiple perspectives, issues analysis and civic decision-making, and critical thinking. You will be expected to communicate honestly and with respect at all times. You will also be expected to read, understand, and use texts on controversial topics to develop understandings, analyze policies, and formulate your own positions. Our tool for understanding and analyzing conflict will be Marshall Rosenberg's Nonviolent Communication. Throughout this course we will intentionally work on growth and personal development as a learner, as citizen, and as a human being. The Human Skills we will intentionally develop and build are **Curiosity, Reflection, and Compassion.**

Unit One: What about Iraq?

Theme: Information and Knowledge

Focus Questions: What information led us to war with Iraq? What information were we missing? What are the best ways to acquire knowledge? Knowing what we do now, what are our next steps and what are the implications for future involvements?

Concept Question: What is the function of information and knowledge in a democracy?

Assessment: [WA State Classroom Based Assessment](#) essay exam

[Link to blogging Iraq sites](#)

Link to article from Project Censored "[Over 1 million Iraqi Deaths Caused by US Occupation](#)"

[News Coverage Analysis](#)

[Websites to use for research](#)

Unit Two: Rights and Responsibilities: US Government, Constitution, & Bill of Rights

Theme: Responsible Citizenship

Focus Questions: What are your rights? How is our government structured to promote rights and protect democracy?

Concept Question: How do we balance our need for independence and interdependence?

Assessment: Civic Action & Responsibility Letter project (CARL)

<http://www.procon.org> Go to this website. Pick a controversial topic. Review the content (both sides). Come to class prepared to do a mini-debate on your issue. Bring any evidence you want to use.

Debate Project: here is the [assignment description](#). Link to [first period topics](#); link to [4th period topics](#).

Unit Three: Globalization, Environment & the Economy

Theme: Global Citizenship

Focus Questions: How are globalization, the environment and the economy interconnected issues in today's world? What are the needs and responsibilities of the developed, developing and underdeveloped nations?

Concept Question: What does it mean to be a world citizen?

Assessment: [Panel Presentations](#) using the [Culminating Project rubric](#) & expectations

[Copenhagen Climate Talks Presentation and Simulation directions](#), [Websites for research](#)

Go on-line to Two Million Minutes website. <http://www.2mminutes.com/>

Select the link, at the top bar, "The Third World Challenge" <http://members1.indianmathonline.com/imo/ThirdWorldChallengeAction.do?action=Home>

Then pick one of the subject areas and take the subject exam. Take the exam and either print your confirmation page and turn it in to me in class or forward your e-mail score to me, seubank@bham.wednet.edu for credit.

Extra Credit Opportunity! **The 12th Annual Martin Luther King Jr. Human Rights Conference**

Books not Bars: Education, the Media, and America's Prison System The conference will explore the ways fear has paralyzed the public from engaging in an approach to justice which encourages education, prevention and rehabilitation rather than retribution and the creating of "disposable people". **Keynote Speakers:**

Gerald Hankerson (Seattle NAACP)

Jeff Shaw (North Carolina Justice Center)

January 16, 2010 at Whatcom Community College

Syre Center, 10am-5pm

Cost: Free to all participants

6 Clock Hours: \$17.00

Educator Workshops:

- Teaching & Advocating for the Dream: Supporting Undocumented Students-- Maria Timmons Flores (WWU)
- Creating a Community of Educators for Social Justice-- Maria Timmons Flores (WWU)
- Making Content Instruction Comprehensible-- Lori French (WWU)
- Dialogue in the Classroom: Giving Students a Voice-- Bruce Mansfield (BHS)
- Latinos In Action-- Michael Sampson (BHS)
- Youth 4 REAL-- Angie Harmon and Sara Radoff (WWU)

General Interest Workshops:

- The Northwest Detention Center: The Latest Phase of the Prison Industrial Complex (C2C)
- We're in the Same Boat Now: The Challenges to Immigration Reform and American Justice-- Devin Berghart (Institute for Research and Education on Human Rights)
- Is the Juvenile Justice System Broken and Juvenile Crime Out of Control--David Reynolds (Whatcom County)
- School to Prison Pipeline-- Lorraine Kasprisin and Dan Lamer (ACLU)
- Voting Rights Restoration for Felons-- Hannah Stone (ACLU)
- Death Penalty-- Alex Ransom (ACLU)

- War on Drugs-- presenter undetermined (ACLU)
- Incarceration: A Closer Look at Contemporary Problems—Kristin Anderson, Ron Helms, James Iverarity (WWU)

Youth Workshops:

- Self-Awareness and Conflict Resolution-- Kaitlin Davis (WDRS)
- Communicating Through Conflict-- Kaitlin Davis (WDRS)
- Juvenile Justice in Indian Country (Jason Dallman, Raquel Montoya-Lewis, Lummi Juvenile Justice Project)

**Unit Four: The Israeli Palestinian Dilemma
Theme: Perspectives**

Focus Questions: Is the Palestinian Israeli conflict a human rights issue? What are the Palestinian issues and perspectives? What are the Israeli needs and points of view?

Concept Question: How are our understandings shaped by our political, cultural, and social contexts?

Assessment: Role Played Peace Talk Simulation

COURSE PHILOSOPHY:

Welcome to Citizenship, the culmination of your entire Social Studies k-12 experience. *"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but inform their discretion"* said Thomas Jefferson. When our nation’s founders first advocated for education of the public, the objective wasn’t to teach intellectual, occupational and career skills. Instead, it was the understanding that in order to have a government that was “for the people and by the people” the public needed to be educated, or given the tools to rule themselves. So in one sense, this course is the original, essential purpose of your education. Self-government by the masses would not work unless the masses, the citizens, were informed, independent and educated enough to deliberate and make responsible decisions that promote the common good. It is no less important today. We need you; our country needs you. As citizens of the most powerful nation on earth, in a world that is increasingly interconnected and globalized, you have an important role to play. The future is in your hands. We need you to be confident and competent global citizens who voice your opinions and take meaningful action in the public arena.

Entrusted with the task of teaching American civic values and the democratic process, the goal of your high school Civics course is to prepare you to be a thoughtful and engaged citizen for the duration of your life. We can teach by indoctrination or through participation. Since the heart of democracy relies on participation, we will practice communication skills so that you can confidently engage yourself through meaningful deliberation in public discussions. Understanding your own opinions, needs, and feelings will support your communication in both public and private life. Awareness of yourself, your own biases, fears, dreams and desires, enhances your capacity to understand the perspectives of others. The ability to see issues from the others’ side ultimately promotes empathy and compassion. Thus, the foundation of this course is learning how to be more skilled communicators. To communicate effectively, you need to know how to listen, reflect, and discuss.

COURSE CONCEPTS AND CONTENT:

For this course, we will experiment with a new idea that enlightened citizenship is based on effective non-violent communication. We’ll start by developing our own communication skills and understandings and then use these to analyze the most pressing issues of our public lives. We begin with the Iraq War and look at the complexity of issues and challenges it presents us with as global citizens and human beings. Next, we will explore the Rights and Responsibilities of American citizenship. Your participation in your community, as community service, is required and may compliment your Culminating Project work. Next, the reigns of citizenship will be further handed to you to address issues of globalization, the environment and the economy. In small groups you will tackle concerns of your choice to research and present to your peers for consideration and deliberation. Finally, as global citizens, we will consider the Israeli Palestinian conflict in the Middle East seeking to understand both perspectives and offer our own solutions that respect the human rights of all parties.

GRADING SCALE:

I will use the following standard grading scale. Students exhibiting excellent growth and effort in our targeted skill areas may earn higher final grades. Your grades will be based on your assessment scores and your participation (homework counts as participation). Grades will be available on-line with Parent Connect.

93 = A	73 = C
90 = A-	70 = C-
87 = B+	67 = D+
83 = B	63 = D
80 = B-	60 = D-
77 = C+	below 60 = F

LATE WORK:

You will be expected to complete 20-30 minutes of reading/homework assignments each day. I recognize that there may be extenuating circumstances that prevent you from completing a homework assignment on time. Late work *may* be accepted for half credit on a case-by-case basis.

FINAL WORD:

This course is intended to provide an academic space where we can become more informed and aware of sensitive and complex societal issues. You are expected to challenge yourself by attempting to understand diverse and conflicting points of view and safely engage in dialogue to formulate your own positions throughout the course. Please take this opportunity to engage in self-reflection and to prepare yourself for the privileges of citizenship.

Student signature: _____

Parent/ Guardian signature: _____

I have created a comprehensive website for the course which lists all daily assignments as well as major projects. Visit Sehome homepage, <http://sehome.bham.wednet.edu/> and click on “Teacher Pages.”

