



HONORS LIVING-LEARNING COMMUNITY





LOCAL CITIZENSHIP IN A GLOBAL WORLD

COURSE SYLLABUS

TUESDAYS 2:30 – 5:20
FULL GROUP GATHERING
48 New Street, Room 214

THURSDAYS 2:30 – 3:50
Four (4) DISCUSSION SECTIONS
Rooms 211 A&B , 214 A&B

Learning Management Platforms & Tools:

 RUTGERS Canvas canvas.rutgers.edu	Submission of Graded assignemnts
 Podio podio.com	Submission of Counted assignemnts
 namecoach namecoach.com	Name pronunciation guidance
 RUTGERS tools.rutgers.edu	Rutgers software and subscription services

Social Media

#RUN_HLLC
#LCGW24

[ZOOM connect- for classes where we have guest presenters via telecom](#)

Meeting ID: 639 899 5079
Password: 680867



INSTRUCTIONAL TEAM

Instructor of Record, Fulbright Fellow, and Lead Assistant

Dr. Timothy K. Eatman
 [Hear my name](#)
Primary contact via Podio Chat
Secondary contact mobile: 973.634.2700
@tkeatman
Office Hours by appointment:
calendly.com/tim-eatman

Dr. Glyn Robbins
Fulbright Fellow

Glyn.Robbins@rutgers.edu
g.robbins@londonmet.ac.uk

Whatsapp
+44 7411 557097

Dina Nehme
dmn111@scarletmail.rutgers.edu

Section Leaders

Section 1
Dr. Glyn Robbins
Room 214 A

Section 2
Dir.. Tyreek Rolon (C-'17)
tyreek.rolon@rutgers.edu
Room 211 A

Section 3
Dr. Glyn Robbins
Room 214 B

Section 4
Dir. Kyleesha Wingfield-Hill
kyleeshahill@gmail.com
211 B



Course Materials & Tools

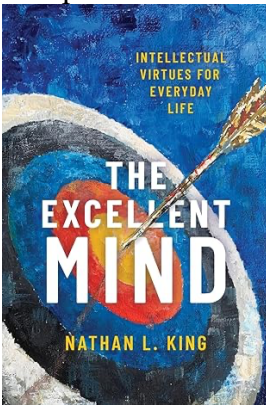
Required Readings & Resources

Three (3) core texts

The Excellent Mind: Intellectual Virtues for Everyday Life

Nathan L. King

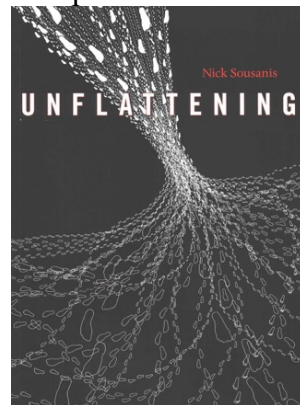
Campus Bookstore



Unflattering

Nick Sousanis

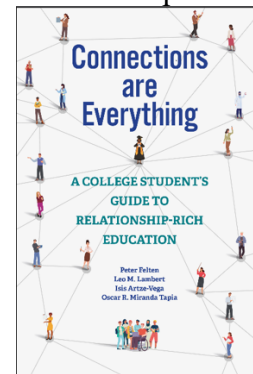
Campus Bookstore



Connections are Everything: A college Students Guide to Relationship Rich Education

Peter Felten et. al

Complimentary copy provided.
Available open source [link](#)



Recommended Readings and Resources

1. What is the Work of Imagining (click image for pdf)



2. [Social Justice Reading Lists from Goodreads](#)
3. Scholar Visioning
Vision [Pod](#) (Podio registration)
Visioning [Tool](#) (requires Dropbox Paper)



All other required texts, readings, and resources will be made available via [Canvas](#). Please see the course schedule for guidance.

Additional reading/resources may be assigned by guest professors and posted weekly on [Canvas](#)

Course Description

Overview

Local Citizenship in a Global World (LCGW) engages HLLC Scholars in community building, deep reflection, consciousness-raising, and knowledge- and skill-building activities focused on what it means to be a “positive change agent” in our diverse, dynamic, and deeply troubled society. In this first of three foundational HLLC courses, students begin by exploring and defining key concepts that have proven central to the class and the larger HLLC mission as they have developed over the past several years. In particular, we will orient ourselves to notions of justice, critical thinking, and creativity. The goal is not to forge firm and unchanging definitions but to encourage the clear articulation of our individual and collective thinking.

The instructional team, comprised of the professor of record, One Lead Assistant, and four Section leaders – will engage and collaborate with HLLC scholars to develop that thinking and apply it to a range of case studies that seek to illuminate varied histories of both local and global dimensions of injustice, harm, and repair.

This semester, our framework is informed by the current political environment; its associated discourses, arguments, and societal impacts pivoting on three themes operationalized through case studies each of which we will explore in some depth during the class:

1. Equitable Housing
2. Justice Impacted Citizens in the carceral context
3. Reparations for Descendants of Enslaved Africans

Prime among the contexts under consideration will be 1) educational institutions and ideologies, and 2) historical and current movements for change – some from the global city of Newark and some from other continents – and the issues and people that propelled them.

Our exploration of the first involves reflection on our personal experiences of schools (including RU-N), philosophical ruminations on education’s foundational purposes practical study of the powers that have shaped recent developments in schooling, and a collective consideration of HLLC’s mission and place within the larger landscape of American education. Our exploration of the second prime context involves guest speakers, readings, and discussions focused on specific moments and issues in the history of social change, mining it all for valuable ideas and tools that we might leverage in our contemporary engaged work, wherever that may be.



The goal is to develop a deeper understanding of the world as a foundation for enlightened, democratic interventions in it. In short, our collective exploration honors the HLLC mission by helping scholars embrace and strengthen their potential as agents of change in a complicated, dynamic world. By the end of the semester, HLLC Scholars will take a stab at demonstrating that potential via group projects that exhibit the skills and knowledge gained over the course of the semester.

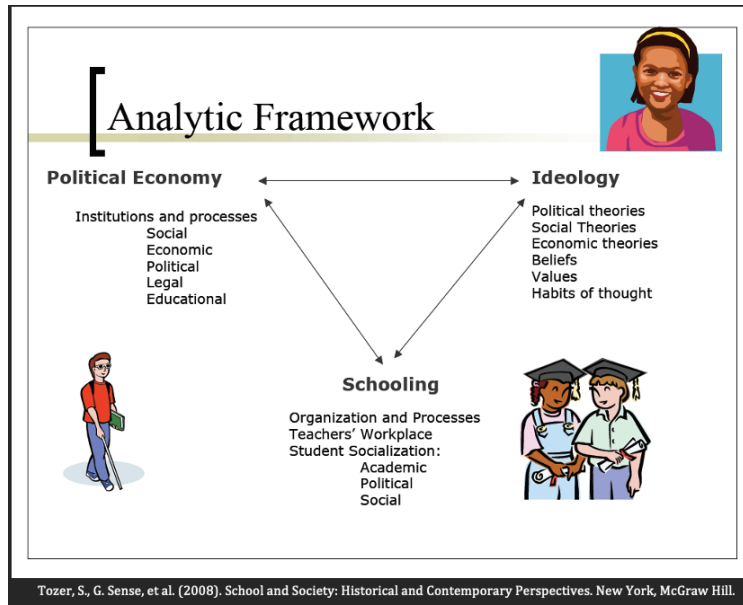
Pedagogical Approach & Activities

LCGW pivots upon a framework (provided most powerfully by Nick Sousanis's *Unflattening* who will visit the course) that encourages the development of multi-perspectival, multidimensional views of the world and the active, creative, and courageous engagement with it. It eschews one-dimensional and simplistic approaches, which will always leave us out of step with our diverse, complicated world.

To help guide us through such complications, we also ask you to consider the myriad interrelationships among political economy, ideology, and schooling as an analytic lens. Put another way, our studies this semester will often be guided by a consideration of how three things interact in the context of a global world:

1. Political economy: the world of material power as embodied by institutions (government, banks, corporations, e.g.) and their profound ability to shape the nature and distribution of resources (money, employment, housing, water, e.g.)
2. Ideology: the world of ideas (culture, stereotypes, stories, values, desires, e.g.) that guides how we see the world and our relationship to it
3. Schooling: the role that education plays in orienting us toward political economy and ideology, including how we in HLLC fit into this schema; does education assimilate us into existing conditions or provide us the tools to help reshape them?





Guided by these basic conceptual frameworks, we will use a broad palate of approaches to injustice and social change in Newark and beyond. The approaches will include rigorous and civil discussion, the reading and critical analysis of texts, scholarly research, exploring archives of various types, strengthening writing skills and critical analysis reflections, engaging in project-based learning activities, and presenting individual- and team-developed work. Classes will be interactive, center experiential learning, and leverage the power of the arts and humanities for knowledge-making and social change.

In LCGW, HLLC scholars will:

- Develop a facility with core concepts of justice, harm, repair, critical thinking, research, and creativity.
- Study various historical and contemporary movements for change – from both nearby and far afield – as case studies of organized, active citizenship
- Be introduced to key moments and themes in Newark’s history, as crucial context for their understanding of their Newark story and their interventions – as local citizens and activists in a global city – in Newark.
- Critically engage readings (required, recommended, and chosen): take notes on them, “talk back” to them by writing in their margins, prepare thoughts and questions about them, and discuss them with your fellow scholars in and out of class meetings.
- Further develop scholarly research skills through engagement with the resources of various libraries and archives – including the RU-N library, the Newark Public Library, and others – and their faculty and staff, to the extent they are available to us this semester



- In group project-based work, weave together their senses of self, notions of citizenship and its goals, and their knowledge of the history and current state of Newark into a design plan for a public space in the city

Learning Objectives, Outcomes and Goals

LCGW – _ and the entire HLLC curriculum – _ is designed to strengthen academic skills (i.e., time management, organizational and study strategies, stress-reduction techniques, group participation, formal and informal writing, speaking, listening, and critical reading) that can promote student success. In addition to providing academic enrichment, the course is designed to help students balance and negotiate opportunities, freedoms, and responsibilities that are part of university life. After this course, HLLC Scholars will:

1. See themselves as stronger writers and critical thinkers through course assignments and assessments. They will read, listen to, and view media and analyze content based on individual and collective interests.
2. Demonstrate a greater level of introspection about their aspirations and purpose.
3. Have a more sophisticated understanding of social change.
4. Understand the importance of historical knowledge in addressing contemporary issues of race and class in Newark and beyond.
5. Critically think through issues and develop ideas to help resolve important issues in the United States and internationally.
6. Possess a sense of collective identity among HLLC Scholars within a supportive community of learners and educators.

Course Flow and Operation

We gather on Tuesdays and Thursdays according to the schedule at the end of this syllabus. We gather as a full group on Tuesdays, 2:30 pm-5:20 pm and on some Thursdays, 2:30 pm-3:50 pm. Most Thursdays, however, you will gather as individual discussion sections at that time. LCGW can be logistically complex, and it demands your attention to the syllabus, announcements, and to instructional team directions.

Individual section meetings are designed to build on and expand the large-group meetings. This not only facilitates the development of shared perspectives about the HLLC vision, priorities, and mission but also provides a mechanism to facilitate the formation of community-wide relationships. While the activities, rhythms, and dynamics of the four sections of LCGW will inevitably differ



somewhat, core elements are present within each section and the instructional team has planned out each course meeting to maximize learning opportunities for all sections.

Toward these principles and goals please note the following:

Attendance is required for all scheduled class meetings. Absences will be excused only after communication with a member of the instructional team and permission from your professor communicated in writing before **class**. We will not call the roll in class. **It is the responsibility of each Scholar to confirm that their Section Leader documents their attendance at each class meeting.** Please note that excessive missing classes may result in automatic failure. Each Scholar is entitled to two (2) absences without affecting their grade, however:

1. Any absence must be documented with your Section Leader
2. Is imperative that Scholars demonstrate to their Section Leader that they are making up any missed work.

Please note:

- Class participation is a critical aspect of the learning experience. There will be a variety of opportunities to demonstrate your active engagement with the course including class discussions, presentations, and group projects.
- Schedule management is an essential aspect of the course. All HLLC Scholars are encouraged to maintain a well-managed calendar.

Assignments

Assignments build upon readings and in-class activities. All assignments should be completed with a degree of excellence that provides evidence of your admission to the HLLC. It is in the best interest of HLLC Scholars to complete all assignments on time. Every assignment will have a rubric. If you are not clear about the rubric for an assignment it is your responsibility to seek guidance from members of the instructional team beginning with your Section Leader. Given prior communication (short of a critical emergency), submission of late assignments may be arranged. Any such arrangements must be documented and communicated in writing. Points will be deducted at the discretion of the instructional team. There are two categories of assignments for LCGW: Counted and Graded.

Counted assignments will emerge organically from questions, activities, and discussions generated in class meetings. They are reviewed but do not receive grades. Please note, however, that counted assignments also factor substantially in the participation grade for the course and that they are as important to achieving the learning goals as graded assignments. They allow the instructional team to better track your progress through the course. **Examples of counted assignments include:**

1. [Class questions](#) – minimum 10 throughout the term.
2. [Class reflections](#) - Engagement with course materials (readings, media, etc.)



Graded assignments are outlined in the following final grade assessment table below. Descriptions and rubrics for each will be posted to Canvas.

The point breakdown for **graded assignments** follows:

Assignment	% of Final Grade	Due date	Note
Attendance & Participation	30%	Weekly	Includes: Class Participation Counted assignments
“I Am”	5%	Sept 30 before class 7	
Contrarian Essay	20%	October 22	Optional peer review and submission of the drafts equals 5 points. Use Course reflections link for drafts
Justice report 1	5%	October 29	Housing Equity
Justice report 2	5%	October 31	Justice Impacted Citizens Carceral context
Source report 1	5%	November 5	Housing Equity
Source report 2	5%	November 7	Justice Impacted Citizens Carceral context

Learning Team Place Project

Proposal	5%	October 31	Use course reflection webform
Progress report #1	5%	November 7	Use course reflection webform
Progress report #2	5%	November 21	Use course reflection webform
Presentation	5%	December 3, 5 or 10	Use course reflection webform
Final artifacts	5%	December 16	Submit via Canvas
Place Project	25%		
Total	100%		



Rutgers University-Newark Policies

Academic integrity: All students should be aware of and review Rutgers University's Academic Integrity Policy: <https://www.ncas.rutgers.edu/oas/ai-students>. The purpose of the policy is to work towards a university environment committed to honesty and integrity among all members. This policy holds students accountable for the integrity of all work they submit, including written work, papers and exams, and all other course assignments. Your written work for this course must properly cite sources, referred to in the body of the text and listed as complete references in a separate section at the end of the document. This includes any references that are drawn directly from the course syllabus. Students should follow APA (American Psychological Association) style in citing and referencing sources. Any excerpts directly taken or quoted from references, published materials, or online resources must be clearly identified as from these sources.

Accommodations: Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. If you believe that you need accommodations for a disability, please contact the Office of Disability Services ODS (<http://roberson.rutgers.edu/disability-services/>), ODS is responsible for coordinating disability-related accommodations. Since accommodations may require early planning, please contact ODS as soon as possible. Students are also welcome to meet with members of the instructional team regarding ways to support diverse learning needs and styles.




Violence Prevention: Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>



Reading and Assignments



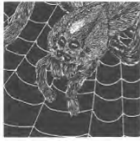








Please see below the reading and assignment for the required course texts. Additional readings and resources will be posted to Canvas. Check Canvas regularly!

The Excellent Mind – Nathan King

Reading	Due	Processing Assignment Submit via Reflection (link)	Notes
Part 1 (2 chapters)	Sept 10 (Class 3)	<ul style="list-style-type: none"> select 2 prompts of interest from the end of each chapter and respond to them via the reflections link no more than 2 pages (300 – 500 words) 	 <p>Course reflections LCGW '24</p>
Part II - Chapters 3 - 7 (5 chapters)	Sept 17 (Class 5)	<ul style="list-style-type: none"> Record an interview (no more than 5 minutes) with a C '24 HLLC scholar. 	 <p>Course reflections LCGW '24</p>
Part II & III Chapters 8 - 11; 12 (5 chapters)	Sept 24 (Class 7)	<ul style="list-style-type: none"> Create a scenario (use your creativity) to illustrate key themes addressed in Chapters 8 – 12 (e.g. Perseverance, Courage, Open-Mindedness etc. For example, look at the scenarios of Willing Will and Able Abe in the chapter on Open Mindedness and write one of your own. 	 <p>Course reflections LCGW '24</p>



Unflattening – Nick Sousanis

Reading	Due	Processing Assignment
 <p>flatness . . . 1</p>  <p>flatland . . . 19</p>  <p>the importance of seeing double and then some . . . 29</p>	<p>Sept 26 Class 8</p>	
 <p>the shape of our thoughts . . . 49</p>  <p>our bodies in motion . . . 69</p>  <p>the fifth dimension . . . 85</p>	<p>Oct 3.</p>	
 <p>vectors . . . 122</p>  <p>spheres stretched . . . 112</p>  <p>lines . . . 98</p>  <p>swapping . . . 141</p>	<p>Oct 10</p>	 <p>Unflattening – Add a page LCGW '24</p>



Guests Presenters/Professors (Confirmed):

	Presentation date/time	Presenter	Notes/Resources
1	Class 5 Tues. Sept. 17	Mr. Steve Rock Rock Creative Partnerships 3pm Eastern (9 pm SAST)	Imagination, Aspirations; self-care
2	Class 7 Tues. Sept 24	Mr. Adi Adara HLLC Scholar 2:45 pm	Entrepreneurialism; Tick Tock
3		Dr. Shuaib Meacham Professor - Northern Iowa University 3:00 pm Eastern (2 pm Central)	I am assignment creator
4		Ms. Sehrish (Sherry) Taqweem HLLC Scholar Graduate 4:00 pm	HLLC program and career reflections
5	Class 9 Tues. Oct. 1	Professor David Trout, Esq. Rutgers Law School 2:45 pm	Center on Law, Immigration and Metropolitan Equity - CLIME
6	Class 11 Tues. Oct. 8	Dr. Jyl Josephson Professor of Political Science – RU-N 2:45 pm	Community Organizing, Engagement and Social Justice
7	Class 13 Tues. Oct. 15	Dr. Nick Sousanis Professor - San Francisco State University 4pm Eastern (1 pm Pacific)	Author – Unflattering
8	Class 14 Tues. Oct. 17	Dir. Tyreek Rolon Director of NewarkWorks and SYEP - City of Newark	Justice Equity in the Carceral context
9	Class 15 Tues. Oct. 22	Mr. Umar Chohan HLLC Scholar Graduate 2:45 pm	HLLC program and career reflections
10	Class 16 Thurs. Oct. 24	Mr. Dan Moulthrop Chief Executive Officer - The City Club 2:45 pm	The City Club of Cleveland
11	Class 17 Tues. - Oct 29	Dr. Kevin Bott Director, Rutgers Arts Online Mason Gross 3 pm	Founder Ritual for Return
12		Ms. Karen Bernard Museum Registrar Paul Robeson Galleries 4 pm	48 New Place Historical context and historical artifacts
13	Class 20 Thurs. Nov 7	Ms. Maria Balinksa Executive Director – Fulbright UK 3 pm	Fulbright & Overseas Study
14	Class 21 Tues. Nov. 12	Dr. Jean-Pierre Brutus, Esq. NJISJ - Senior Counsel, Economic Justice Program 3:30 pm	NJ Institute for Social Justice
15		Ms. Anya Dillard HLLC Scholar Founder & President The Next Gen Come Up 4 pm	Student Activism
16	Class 22 Thurs. Nov. 14	Dr. Mark Krasovic Professor of History – RU-N 2:45 pm	Reparations
17	Class 23 Tues. Nov. 19	Mr. Chinonso Anayawu HLLC Scholar 3 pm	HLLC program and career reflections



HLLC Code of Conduct

How to Be

HLLC is dedicated to building and sustaining a vibrant collaborative community free from all forms of harassment for everyone regardless of social status, age, body size, disability, ethnicity, gender, gender identity and expression, origin, physical appearance, sexual orientation, race, or religion and inclusive of all people. Actions you can take will help us protect and nourish these values. For instance, we suggest:

- listening as much as you speak, and remembering that community members may have expertise of which you are unaware;
- using welcoming language, for instance by using an individual's stated pronouns and favoring gender-neutral collective nouns ("people," not "guys");
- encouraging and yielding the floor to those whose viewpoints are under-represented in a group;
- accepting critique graciously and offering it constructively; giving credit where it is due; staying alert, as Active Bystanders, to the welfare of those around you.

It is important to understand the range of behaviors that may constitute harassment. Harassment can include unwelcome or offensive verbal or written comments or nonverbal expressions, used in person or online, in private or in public. Harassment can include but is not limited to: derogatory verbal comments; sexist, racist, or otherwise discriminatory jokes and language; unwelcome or offensive nonverbal expressions related to physical or cognitive ability, age, appearance, or body size; bullying behavior; deliberate intimidation; stalking; harassing photography or recording; sustained disruption of other participants; and unwelcome sexual attention.

This code is not intended to constrain responsible discourse and debate. We welcome engagement with difficult topics, practiced with respect and care. We also recognize that codes of conduct such as these often function to accuse Black, Indigenous and LatinX people—especially Black and Brown women—of “threatening” and/or “intimidating” behavior in public spaces. HLLC’s effort to value the contributions and participation of all our attendees means that the weaponization of this code to deride, silence, and police BIPOC participants will also be considered a violation of this code.

What to do

We will not tolerate harassment of HLLC community members in any form. If you are being harassed, notice that someone else is being harassed, or have any other concerns, please follow take action. Participants in HLLC discussions, classes, events or forums (held online or in person, including HLLC - sponsored social events) who are asked to stop harassing or intimidating behaviors are expected to comply immediately. Those who violate our Code of Conduct may be warned or expelled at the discretion of the organizers. If you witness or experience harassment and feel safe to address it directly (or in partnership with the support of a colleague) with the person who instigated the action you can do so. Email Dean Timothy K. Eatman, tim.eatman@rutgers.edu and an HLLC staff member will work with you to consider a resolution. We will honor requests for confidentiality. We value your constructive participation in our community and thank you for your attention to the safety and well-being of our community.

HLLC Code of Conduct



Vivian Peralta HLLC 2016 Cohort
Instagram – v.a.p.s_