IDS 2040 GLOBAL JUSTICE (KENNEDY)

QUESTIONS TO HELP ESTABLISH MY PEDAGOGICAL APPROACH TO THE COURSE:

1) What do students need to **LEARN** to understand global justice at a personal, practical and experiential level? i.e.- What do they need to figure out their personal identity, purpose, responsibilities and goals in the context of their 1) interpersonal relationships, 2) broader group interactions, 3) local and national involvement, and 4) notions of engaging in and promoting global justice?

- Their personal strengths and passions
- Their vocation, passion or goal in life
- How their strengths, passions, vocation and goals connect to helping other people in the world
- That they have a responsibility to the world
- The history of, and impact on them by broader global issues that are outside of their local community
- How to engage in the local community and serve effectively
- Change can be difficult and complex, but…
- They do not have to be older, richer, or “famous” to help make the world better
- They can make a difference, even if it is just for one day, one person, and one smile

2) What do students need to **ASK** to become active and engaged global citizens?

- How are global justice issues connected to us?
- How does local community service change the world’s problems?

3) What do students need to **DO** to become active and engaged global citizens?

- They have to **ACT**! Acting can be in the form of various kinds and levels of service, according to what they have learned and they have asked -- because acting globally is intrinsically connected to their individual identity, passions, responsibilities, goals and vocation, in order for them to remain engaged in the course throughout this semester, and perhaps beyond.

MOST EFFECTIVE IDS 2040 ASSIGNMENT: “STUDENT MODERATORS”

**Student Moderators:** Once during the semester, each student (along with 1-2 others in a small group), will select and post to Moodle course materials on a case study (example) that illustrates the week’s concept or aspect of global justice. These materials can be scholarly or news articles, video clips, quizzes, handouts, etc. and must be posted to Moodle by Monday of the week your group selects to “teach.” On Thursday of that week, your group will be responsible for teaching at least ½ of the class period (50 min.) by lecturing and moderating class discussion on your assigned readings or assignments, planning in-class activities, or any other appropriate academic exercise you choose to help explain the case study to your colleagues. Moderators are welcome (and encouraged) to also invite speakers or guest lecturers as well! This assignment begins Week 4 of the semester and is worth **15% of your final grade**.