Time and Place Offered: 10:15-11:30 a.m. TuTh in 2215 Williams Hall
Instructor: Dr. Bob Patterson (2214 Williams Hall)
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Office Hours: 9:15–11:00 a.m. & 2:00-5:00 p.m. MWF; 1:15-4:00 p.m. TuTh; Also, by appointment.
Course Prerequisites: none
Course URL: www.vista.ncsu.edu
GEP Designations: Global Knowledge Co-Requisite course; also, Interdisciplinary Perspectives course

“One must learn by doing the thing, for though you think you know it, you have no certainty, until you try.”
--Sophocles 496(?)—406 BCE

“There is something extraordinary about the planet we are privileged to live on…and about us.
Life is rare.”
-Carl Sagan

“There is no exception to the rule that every organic being naturally increases at so high a rate, that if not
destroyed, the earth would soon be covered by the progeny of a single pair.”
--Charles Darwin (On The Origin of Species, 1859)

“It is better to ask some of the questions than to know all of the answers.”
--James Thurber

“The most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”
--Helen Keller

“I feel there is some powerful value for us to go far in order to be close. For it is in the Third World that our
hearts and eyes are opened to that which we have been blind to at home.”
--Henri Nouwen

“We are guilty of many errors, but our worst crime is abandoning the children. Many things we need can
wait. The child cannot. Right now is the time its bones are being formed, blood is being made, and senses
are being developed. To this child we cannot answer…tomorrow. Now is the time.”
--Gabriela Mistral

“Do not go where the path may lead. Go instead where there is no path and leave a trail.”
--Ralph Waldo Emerson

"In the end we will conserve only what we love, we will love only what we understand, and we will
understand only what we are taught.”
--Baba Dioum, Senegalese Environmental Conservation

“It is one of the most beautiful compensations of life that no person can sincerely try to help another
without helping
--Ralph Waldo Emerson

“If you want to know me, look inside your heart.”
--Tao Te Ching

“She/he who has food may have many problems; she/he who has no food has only one.”
--Anon

“When the last hungry person is fed, we will all become…more human.”
--Anon
General scope of Course
As we reflect on the compelling human events shaping the beginning of the second decade of the 21st century, we understand clearly that our past & present behavior impacts our (& our children’s) future. During our time together this semester, we will explore:

- **acute and chronic challenges growing populations face continuously and inevitably**, given the reality of finite resources, including space.
- **effectiveness of ongoing and planned development initiatives** endorsed by government and non-government entities.
- **appropriate kinds of assistance intended to reduce dependency and feelings of paternalism**, with the aim of building **meaningful and mutually supportive partnerships**.
- **sensible use of limited and vital resources**, with the goal of **breaking the poverty-hunger cycle without compromising further the cultural and environmental intrusions** that create barriers to the goal of properly nourished people—everywhere.
- **avenues of global sustainable human development** that lead to **increased freedom of choice for all of us**. **Increased freedom of choice toward what goal, class??**

Our premise for STS 323
Our premise is that poverty and hunger are not inevitable, but can be overcome only through a process of **sensible, local, community-centered, and transparent** development. We propose that ownership of the development strategies being planned, funded, implemented, evaluated, and reevaluated at the most local level is the surest approach to global sustainable human development. At a time of unprecedented affluence for some, at least two-thirds of our world’s population is poverty-stricken, and so many of our planet’s inhabitants live in dreadful poverty. The prospect for escalating global tensions is clear as the gap between the well fed and the hungry widens in both **developed and developing** countries. Such a prospect is extremely troubling, and is totally unacceptable today.

We will examine the human development process by using case studies illustrating successes and failures in our collective struggle to achieve humane development and justice, and to preserve individual hope. The interdependence of the five pillars of sustainable human development—cultural, social, environmental, economic, and political—will be analyzed as we seek to understand our individual and collective roles in breaking the global poverty-hunger cycle.

Student Learning Outcomes
By the end of this course, successful students will demonstrate the ability to:

- connect assigned instructional materials to strategies currently being used (by both public and private agencies) to break the poverty-hunger cycle.
- draft and evaluate the worth of a human development-related grant proposal.
- distinguish between fact and opinion when examining information designed to elicit a particular response to the poverty-hunger question.
- address public/private policy decisions with confidence and understanding of the consequences of a particular action (or inaction).

Reading Materials: We will examine the following 3 sources in their entirety (i.e., required reading):

In addition, specific reading assignments will be made from a number of other sources, including some of the following books. All books from which reading assignments will be made are on reserve in Hill Library.

- People and the Planet – Published by Planet 21. 1 Wobrun Walk, London. WC1H0JJ. Telephone (+44 171 383 4388) Fax: (+44 171 388 2398). http://www.oneworld.org/patp/

Course Policy

Disability Services for Students (DSS):
Reasonable accommodations are made for students with disabilities to ensure that academic requirements can be met successfully. Be assured that we are pleased to accommodate students with special needs. For information, contact the Office of Disability Services for Students (DSS)
office in the Student Health Center. Information on services and procedures can be found on the DSS web site www.ncsu.edu/dso. Also, you may call the DSS office at 515-7653 (voice) or 515-8830 (TTY). Students with disabilities should schedule an appointment with the instructor as soon as possible to discuss academic accommodations.

**Academic Integrity:**
Students are expected to comply with University policies concerning academic honesty. A grade of zero will be assigned to any examination, quiz, or assignment for which there is evidence of cheating. Cheating in any form could lead to suspension or expulsion from the University. Cheating in this course is defined as doing any class assignment in a manner that is not in keeping with the teacher’s instructions, and will not be tolerated. For information about the University’s policies on academic integrity, visit the Office of Student Conduct on-line at the following URL: http://www.ncsu.edu/student_affairs/osc. To speak to a staff member, call 515-2963.

The cost to you of cheating and plagiarism is **incalculable**. In addition to failure of the course, and heavy university sanctions, you deprive yourself of the opportunity to grow intellectually. Your dignity and self-respect are compromised, and you become self-limiting. Concerning testing, you lose your opportunity to become aware of the areas of the discipline you need to master more completely. Concerning assigned papers, you imperil your prospects for achieving the satisfaction that should be derived from creative and independent work.

The free exchange of ideas depends on the participants’ trust that they will be given credit for their work. Everyone in an academic community is responsible for acknowledging, using the methods accepted by the respective disciplines, their use of others’ words and ideas. Since one’s words and ideas constitute a kind of property, plagiarism is theft.

As a reader, you may want to follow other writers’ paths of research and logic in order to make your own judgment about their evidence, arguments, and interpretation of observations. You will depend on those writers’ accuracy and honesty in reporting their sources and that the work being reported is their own. In turn, your readers will depend on yours. The watchword **always** is trust.

Intellectual progress in all disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities. Section eight of The Code defines academic dishonesty and provides information on potential sanctions for violators of academic integrity.

**Safety:**
All students are expected to exercise proper safety precautions in all class sessions. Should we need to evacuate 2215 Williams Hall, we must exit the room from either of the two doors at the front of the room (and leave the building through the front door), or from the back stairwell (back of the room) leading to a door on the first floor, and then leave the building through the center back door. Do not assume that class has ended if we must evacuate the classroom. If at least 15 minutes remain, we will continue the lecture when we receive the “all clear” signal.

**Attendance:**
Regular attendance at all lectures, other arranged sessions, and examinations is expected. Inform us (in advance if possible) if you anticipate being absent for any reason. Excuses for emergency absences (including illness, injury, or death in the family) should be reported to us as soon as possible, but no more than one week after return to class. Tests may be taken early if you present a valid reason for absence. Make-up exams will be allowed only for a legitimate medical reason.
You are expected to be in class, and participating actively, every time the class meets. You should inform the instructor beforehand if you anticipate being absent. Valid reasons for emergency absences (such as illness, injury, or death in the family) should be reported to the instructor as soon as possible, but not later than the next lecture following your return to campus.

We can certainly agree that documenting attendance in a large enrollment class is challenging. Our plan for doing so this semester is as follows: We will have somewhere between 10 and 12 (or so…) unannounced quizzes (&/or assignments) during the semester. These may be given at any time during the lecture, and this information will be included in the determination of your course grade. The content of the quiz/assignment will be taken from recent lecture material, and thus will be good preparation for your mid-term and final exams. Recognizing that an absence sometimes is inevitable (and certainly understandable), we plan to drop your two lowest scores on these quizzes/assignments.

Be assured that arriving late for a lecture (while certainly not a good habit to possess) is far preferable to missing an entire lecture (in case you were delayed arriving for class). Just take a seat as unobtrusively as you can.

**Class, please understand that we expect you to take attendance seriously.**

For additional information on attendance regulations, see the following web site:  
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

**Assignments:** All assignments are due on the date specified by the syllabus. Assignments will not be accepted or graded after the due date unless valid, documented reasons are presented, and they must be completed within **two class periods** of your return to lecture.

**Out-of-class activities:** Several will be assigned during the semester. Details for completing each activity (including due date) will be discussed at the time it is assigned. Please understand that to be acceptable, the assigned activity must be turned in on the date it is due, and at no other time.

**Cell phones, pagers, IPods, IPhones, beepers, & related devices:** Our course policy mandates that all such electronic devices must be turned off before entering the lecture hall. And kept in the “off” setting until the lecture has ended.

**Grading:**

Your final grade (% of total grade in parentheses) will be determined in the following manner:

1. **Unannounced quizzes & other in-class assignments (10)** Two will be dropped.

2. **Out-of-class activities (10) All must count.**

   Frequently during the semester you will be asked to complete out-of-class activities that provide you and your classmates an opportunity to reflect on themes and concepts being discussed. For example, at an appropriate point during the semester you will be asked to summarize your personal world view (see description of the particulars below), identify an event in your life that thankfully had a far more satisfying ending than you had initially anticipated (“You never really know” assignment, which will be given to you by a guest lecturer on Feb 2, & is due Tu, Feb 9), calculation of your ecological footprint (will be assigned Th, Feb 4, & is due Tu, Feb 16), & others. (We want to reflect on ways each of us can become increasingly proactive in waste
Incidentally, what do you think would be a productive in/out-of-class exercise that sharpens our focus on ways to break the global poverty-hunger cycle?

Your Personal World View → This assignment (typed, and due Th, Jan 21) is intended to help your instructor understand a bit of your background, and also your professional plans. It is meant to be an exercise of personal exploration, so relax, take your time, and enjoy answering the questions. Record your thoughts as though you were journaling rather than writing a research paper. Go into as much detail as you feel comfortable.

1. Explain your background.
This can include your family makeup, family values, the city (or environment) where you grew up and the demographics of the city (or environment). You could describe work experiences & other activities.

2. Indicate when you hope to graduate from NCSU, what your near-term professional plans are upon receiving your baccalaureate, and also what you hope to do professionally.

3. Share your world view by putting into words how you view our global society. Explain how your background has shaped your perception of other countries, societies and cultures. Address other countries' living standards, expectations, futures, politics, professions, and health matters. Include thoughts about how your worldview impacts your decision and behavior about life goals, use of resources, and views on technology.

4. Describe an individual (someone you view as a “leader”) you believe has impacted you. Introduce this individual to your instructor, and explain how this leader has helped you see the world differently, and possibly has helped you toward achieving your professional/personal goals. How has this leader been a role model for you? Identify her/his strengths and weaknesses.

3. Mid-term exam (20); Th, Mar 11 (Spring break week is Mar 15 → 19)

4. Service Learning Project (SLP) (20)

“It is one of the most beautiful compensations of life that no person can sincerely try to help another without helping themselves.”

--Ralph Waldo Emerson

This assignment represents an opportunity for you to become involved with local community development projects having a poverty-hunger reduction dimension.

Identify your project, & submit your reflection statement (three themes), by Th, Feb 11.
Complete the 15 hours of service by Th, Apr 15 & begin group discussions Th, Apr 15.
Complete group (~10 students /group) discussions by Saturday, Apr 24.

SLP requirements:
1. Identity of the service/organization(s) you have chosen, & reflection statement (Three themes): Please identify the service/organization(s) you have chosen, the identity of your supervisor(s) if known, the tasks you will be performing, your reasons for your choice(s), and what you hope to gain from the experience(s). Reflections should be typed, using a minimum of 200 words. Due Th, Feb 11 {1/4 of SLP grade}
Theme 1: What would you like to gain from your service? How will these 15 hours help you become a better human contributing to our world?

Theme 2: What do you intend to give of yourself to the service? What qualities are uniquely yours that this organization can benefit from?

Theme 3: Consider the purpose of the institution(s) or the organization(s) you are serving. What contributions does it/do they make to our society? Based on your present understanding, can the institution(s) make any improvements?

2. **15 hours of service**: Commitment to a community project or organization throughout the semester. **Complete & submit log sheet by Th, Apr 15. {1/2 of SLP grade}**

3. **Class Discussion Participation**: Engagement and thoughtful conversations regarding experiences in the field. **All discussions must be completed by Sat, Apr 24. {1/4 of SLP grade}**

Examples of organizations where you might want to serve (entirely your choice):

- Raleigh Parks and Recreation: 463-7110; Krista McGiveren
- Food Bank of Central and Eastern North Carolina: 875-0707; Rebecca Barbee, ext. 221 www.foodbankcenc.org
- 10,000 Villages: 821-1100; Caroline Smith
- Goodwill: 834-0504
- Hospice: 828-9027; Sandy Simone
- Boys and Girls Club: 834-6281; DJ Jones, Janet Brown
- Lutheran Family Services: 755-0860
- United Way: 460-8687
- Homeless Shelter: 857-9428
- Habitat for Humanity: 889-9854; Seth Newman
- SPCA of Wake County: 772-2326

➢ Additional examples will be added to this list.

5. **Grant Proposal Evaluation (10)—Due Tu, Mar 30**
You (individually) will be asked to evaluate an actual grant proposal that has been prepared by an organization seeking funding to accomplish development work in a developing, less-industrialized, Third World, or “misdeveloped” country. (What does the concept of “misdeveloped” mean to you? Is any part of our planet not misdeveloped?) You will individually prepare a written evaluation of the proposal.

The grant proposal evaluation format is a typed, one-page letter, in which you include an assessment of
1) merit of goals,
2) prospects for the goals being met,
3) participatory involvement in planning and execution,
4) prospects for sustainability,
5) suitability of plans for evaluation of the program, and
6) summarizing—your individual assessment of the overall worth of the proposed work and prospects for success.

You may choose any one of the following four kinds of response to the proposal request:
1) Fund fully; 2) Fund partially; 3) Defer; or 4) Decline
Use as your evaluation criteria your responses to the questions outlined on the sheet “Thought for Today: Asking the Right Questions”. We will discuss this list of questions thoroughly during a lecture early in the semester. Do not feel the need to address each question according to the sequence in which these criteria are discussed in lecture. Rather, feel free to combine the questions/criteria (as a part of your final evaluation, and in the form of a letter) as you feel appropriate. The Mar 30 deadline provides you the opportunity to benefit from this first evaluation experience as you continue reflecting on what constitutes a quality grant proposal in preparation for your own grant proposal, one you yourself will write (Item 6 below). Your grant proposal evaluation will be returned promptly to ensure this benefit. Be sure that you sign and date the letter you submit.

6. **Your own human development grant proposal** (10)—Due Th, April 22 (Earth Day…)

Working individually, you will construct your own grant proposal (refer to ACROSS proposal as an example, and also for formatting). You may prepare a human development proposal based solely on your individual development interests, or you may select a proposal/initiative/development approach from an assortment of possibilities (pertaining to themes we will be discussing during lecture) that will be referenced in class. Having identified the development problem you wish to address, you will proceed to write a grant proposal that you believe merits funding. Be sure to include in your proposal a statement regarding whether the problem you wish to address is acute or chronic (or somewhere in between). Identify potential barriers the situation presents, who is affected by the situation, and your approach to effectively resolving the perceived difficulties. Think critically (i.e., deeply and broadly) about a potential solution to the situation. Propose an “action plan” for addressing the development situation you have chosen. The action plan (strategy) you describe (based on your most rigorous thinking about this particular challenge) should include the following elements:

a) Goals of your action plan  
b) Approach proposed for achieving your goals  
c) Method of implementation, including resources needed, and where the resources to be used in accomplishing the work should originate  
d) Evaluation process—How do you propose to assess the effectiveness of your work?  
e) Budget (include portions allocated to actual work “in the field” vs. administration)  
f) Potential funding sources

7. **Final exam** (20) {In-class, at scheduled time (Tu, May 11; 8-11 a.m.), & comprehensive}  
   {Last day of classes is Fri, Apr 30; Commencement is Sat, May 15}

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