***A Path Appears* Teaching Resources**

* There are links to the PBS resources for "A Path Appears" on our GCP page: [**http://www.brookdalecc.edu/current-students/international/global-citizenship/**](http://www.brookdalecc.edu/current-students/international/global-citizenship/)
* The library has a copy of the DVD. Here's a link to a 5-minute trailer and descriptions of the three parts of the series. (The entire series is long—over four hours!)[**http://apathappears.org/film/**](http://apathappears.org/film/)

**Faculty Plans for *A Path Appears***

Please join the conversation about global issues at our GCP meetings and on our website:

**www.brookdalecc.edu/current-students/international/global-citizenship/**

**English 121 and 122 (Kelsey Maki)**

In my “Writing Process” class (English 121), I plan to have students self-select the chapter that they find most interesting and write a rhetorical analysis of the form, content, and style of the chapter. Students will workshop these analysis essays with the class, sharing their findings and revising their essays. I will also be using this text next semester in my “Research Writing” course (English 122), asking students to make a case for a donation to a specific charity. Students will use evidence to argue for a charity of their choice. The arguments that the class finds to be most compelling will win a “prize,” which will come in the form of a donation (by me) in the name of our class to the selected charities.

**Journalism 101** (Debbie Mura)

Journalism students will be working with both the text and Nicholas Kristof's columns. They will be introduced to Kristof through his recent column on slactivism and the Ice Bucket challenge, as this is something many of them can relate to. After a class on column writing, and specifically Kristof's columns, they will be introduced to Sheryl WuDunn as his co-author (and wife), the success of their book "Half the Sky" and then "A Path Appears." Students will attend the Sept. 30 event and cover it as an event coverage assignment for class. Together, the class will discuss Chapter 10, considering who decides what is newsworthy. Students will be asked to read additional chapters from the book and share them during the following class. Students will be encouraged to write book reviews about "A Path Appears" and columns about ways to make a difference globally as well as locally.

**Sociology 101** (Caroline Calogero)

We draw meaning from life by helping others who have problems. This book depicts successful examples of those individuals and groups offering aid for a wide range of issues within the USA and worldwide. The authors outline reasons why we should all be involved, and provide encouragement and suggestions for those of us not yet engaged in this endeavor. Potential Macro View questions: Is this idea of helping those with problems embodied in the doctrine of any major religions? Provide examples from religious readings or scriptures to back up your response. ( E.g. "least of my brothers" idea comes from Mat 25:40 - And the King will answer them, "Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me".) What might be the authors' response to those who feel certain problems are too big to be tackled?

**History 105** (Ashley [Zampogna-Krug](https://owa1.brookdalecc.edu/OWA/?ae=Item&t=IPM.Note&id=RgAAAAD%2bg8GDvrR%2bQ4veVvTvxhwbBwA7FaOkgnjRTZ07gjDNImEfAAAMtQPBAAAdeiYBYGo7RKPwCreLIF41AH9Tm1JrAAAJ))

HIST 105 is already very reading intensive with the text we use and the primary sources. What I have done is discussed the theme of historical change with students. I have shown them the trailer for *A Path Appears*, and we discussed the importance of understanding history in order to solve contemporary global issues. They have also been encouraged to attend the presentation for extra credit, and they must write a reflection on the presentation where they reflect on change throughout history. The questions I have given them are: How have societies changed and how have they remained the same? Is it possible to remove inequalities, war, famine, and poverty? Or, are these permanent consequences of agriculture?