

GLOBAL AND LOCAL ENGAGEMENT

IAFS 3000-800

Visual Arts Complex 1B88

Instructor: Dr. Molly Todd

Meeting times: T/Th 2:00-3:15 PM

Office hours: Tuesday 9:30 AM-10:30 AM & by appointment

Office: 163 Ketchum Arts & Sciences

Contact: molly.todd@colorado.edu

COURSE DESCRIPTION

This special topics course provides International Affairs majors with context and opportunities for local community engagement on globally relevant issues. Students will gain a foundation in concepts of global citizenship, democracy, and diversity, and explore how these concepts impact local communities around CU in the Boulder-Denver area. During this class, students will participate in community partnerships that allow them to better understand the issues and challenges facing communities around them as they connect to global issues. The engagement component may consist of a volunteer or service-learning program approved and overseen by the instructor, and it must be at least 30 hours over the semester. This class fulfills the Off-Campus Experience (OCE) requirement for the IAFS major.

COURSE EXPECTATIONS

Students will develop their own Service-learning project with a global component (see below). Come to class having read the assigned material for that day, prepared to engage in discussion. *If you miss a class, you should consult the syllabus to see what you missed, and then check-in with a classmate. Do not ask me if you missed anything important or expect me to repeat everything that was said in class. If you still have questions, check in during the next class or come to my office hours.*

COMMUNICATION

If you have questions, or need to communicate with me, please do the following *in this order*:

1. Attend class. Ask your question during class.
2. Come see me during my office hours. Office hours are completely open– you can ask any questions or concerns you may have.
3. Write a message through the Canvas Portal. When you write a message or email, you should use a salutation: Good afternoon Dr. Todd; Dear Professor Todd; Hello Dr. Todd. You should also use a complimentary close: Sincerely, Your name; Warmly, Your name.
4. For deeply personal matters, or if you have done the first three steps and still have questions, send me an email. Include the Course Number in the subject line. I will do my best to respond in a timely manner, but please note I receive a high volume of emails.

For more detailed matters I may suggest we set up an appointment if you cannot attend my office hours.

I communicate with students using the following:

1. This syllabus. Please review carefully.
2. I give announcements and guidance for assignments in-class, along with critical course material.
3. I also use Canvas to communicate important announcements. Turn your Canvas notifications on, so that you see announcements.

REQUIRED READINGS

Mbolela, Emmanuel. 2014. *Refugee: A Memoir*. Translated by Charlotte Collins. New York: Farrar, Straus and Giroux.

The rest of the course readings are posted on Canvas>Files>Course Resources. If the PDF is not on Canvas, it is available to download through the [CU LIBRARY](#). Make sure to log in with your Identikey to access the text.

PRELIMINARY READING SCHEDULE

The Reading Schedule can be found on Canvas under Files>Important Course Documents. The reading schedule on Canvas at the outset of the class is preliminary: Listen to announcements in class and on Canvas to make sure you're doing the correct reading. Readings will be added and may be changed in order to facilitate the progress of the course.

COURSE ASSIGNMENTS

Attendance & Participation 20 pts. (10%)
Service Project Proposal 20 pts. (10%)
Service Project Midterm Report 30 pts. (15%)
Service Project Experience Summary 60 pts. (30%)
Reflection Papers (x2) 20 pts. each (20%)
Service Project Presentation 30 pts. (15%)

Attendance & Participation

I take attendance regularly in this course. Participation is assessed through in-class surveys, group work, and discussion. Students are expected to come to class on time and having read the assigned materials for that day, in order to participate fully. If you miss a class, you should consult the syllabus to see what you missed, and then check-in with a classmate. Do not ask me if you missed anything important or expect me to repeat everything that was said in class. If you still have questions, check in during the next class or come to my office hours. You do not need

to inform me of a singular absence— however, if there is something affecting your ability to attend class regularly, please let me know right away.

Off-campus Service project

The core requirement is that you complete a volunteer project in the community (such as volunteering with a community organization) lasting at least 30 hours. The project may be of your choosing, but should contribute to the community while allowing you to gain additional skills and insight into various issues related to international affairs. **You are responsible for developing your own project.** I will require a signature from someone in the organization showing that you have completed this requirement (a form will be provided).

You will turn in three written portions of this assignment: a proposal, a two page midterm report (30 points), and a 5-7 page Summary paper at the end of the semester.

Project proposal

To ensure that your project meets course requirements, and set you up for success, you will be required to turn in a 1-2 page project proposal. The proposal must identify the organization you will be working with and what you will be doing. In addition, you will describe what you hope to learn about international affairs and personal development from the project. Someone from the organization should sign the proposal so that I know that they accept you working with them.

Midterm Report

2 pages double spaced, detailing what you are doing, who you are working with, and what you have learned so far. Further instructions on Canvas.

Final Summary Paper

Final reflection on your Service Learning project, and submission of signed volunteer hours. Further instructions on Canvas.

Reflection papers

During the course, you will write two reflection papers (approx. 5 pages) discussing the course concepts and how you might apply them to your scholarly interests, community engagement, and or/current events.

Project Presentation

Students will present on their experiences doing the service project.

COURSE SCHEDULE

The reading or assignment listed is due at the beginning of class for that date.

UNIT 1: NEGOTIATING LOCAL & GLOBAL ENGAGEMENT

1/14: Introductions

1/16 Review Service project opportunities

1/21 Eby, John. 1998. "Why Service-Learning Is Bad."

Mitchell, Tania D. 2008. "Traditional vs. Critical Service-Learning: Engaging the

Literature to Differentiate Two Models.” 14(2)

1/23 No-class; Self-paced work developing project

1/28 Nagar, Richa. 2019. *Hungry Translations: Relearning the World through Radical Vulnerability*. Chicago: University of Illinois Press, pp. 1-46.

1/30 Class check-ins & proposal work time

Project Proposal Due by Friday 11:59 PM

UNIT 2 ENGAGING THROUGH UNIVERSITY RESEARCH

2/4 Bailey, Carol A. 2018. “Ethics” in *A Guide to Qualitative Field Research*. 3rd ed. Thousand Oaks: SAGE, pp. 17-32. (Available via CU Library)
Watch: The Danger of a single story

*Spring Volunteer fair- 2/5

2/6 Bailey, Carol A. 2018. “Field Notes” in *A Guide to Qualitative Field Research*. 3rd ed. Thousand Oaks: SAGE, pp. 125-142. (Available via CU Library)
Elliot, Denielle. “Writing” in *A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies*. North York, Ontario, Canada: University of Toronto Press, pp. 24-42.

2/11 Lincoln, Yvonna. 2008. “Institutional Review Boards and Methodological Conservatism”
The Tuskegee Syphilis study
Daigle, Megan. 2016. “Writing the Lives of Others: Storytelling and International Politics.” *Millennium: Journal of International Studies* 45 (1): 25–42.
<https://doi.org/10.1177/0305829816656415>.

2/13 Culhane, Dara, and Denielle Elliott, eds. 2017. “Imagining: An Introduction” in *A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies*. North York, Ontario, Canada: University of Toronto Press, pp. 1-21.
Reflection Paper 1 due by Friday 11:59 PM

UNIT 3: ARTS-BASED ENGAGEMENT

2/18 Poets, Desirée. 2020. “Curating against militarization: the politics of life in Rio de Janeiro’s Museu da Maré”

*Discuss [Maré from the Inside](#)

2/20 Class visit to the CU Boulder Art Museum *meet in-class at 2:00 PM to walk over to museum. Tour begins at 2:15 PM.

Kirakosyan, Lyusyena, and Max O. Jr. Stephenson. 2019. “Arts as Dialogic Practice: Deriving Lessons for Change from Community-Based Art-Making for International Development.” *Psych* 1.

2/25 Cohen-Cruz, Jan, and Rad Pereira. 2022. “Community-Centric Civic Collaborations” In *Meeting the Moment: U.S. Socially Engaged Theater and Performance, 1965-2020: Conversations with People Who’ve Lived It*. First edition. New York: New Village Press.
“Aesthetic Perspectives: Attributes of Excellence in Arts for Change” Americans for the Arts.

2/27 Interactivity with Brazilian Indigenous artwork in *Heroic legacies*

- 3/4 Writing Workshop
3/6 No class– self-paced work on Service-learning project and experience report.
Experience Project Midterm Report Due by Friday 11:59 PM

UNIT 4: GLOBAL CITIZENSHIP

- 3/11 Oxfam: What is Global Citizenship?
UN Charter: Preamble, Article 1, Article 2.
<https://www.un.org/en/about-us/un-charter/full-text>
Universal Declaration of Human Rights
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
3/13 Start *Refugee: A memoir*

3/18 Continue *Refugee: A memoir*
3/20 Isen and Nyers, “Introduction: Globalizing Citizenship Studies,” pp. 1-11.
Reflection Paper 2 due by Friday 11:59 PM

3/25 NO CLASS SPRING BREAK
3/27 NO CLASS SPRING BREAK

UNIT 5: SERVICE PROJECT

- 4/1 Self-paced work on service project
4/3 Self-paced work on service project

4/8 Student Presentations
4/10 Student Presentations

4/15 Student Presentations
4/17 Student Presentations

4/22 Student Presentations
4/24 Student Presentations

4/29 Writing workshop
5/1 Course Conclusions
Off-Campus Experience Summary due by Friday 11:59 PM

POLICIES

Late work and Grading

Late or make-up assignments will generally not be accepted. If students anticipate a delay or are experiencing anything preventing them from completing an assignment on time, they should contact the instructor immediately. For my policy on missing class, see ‘course expectations.’

Assignment of letter grades based on percentages of total points will be as follows, employing standard rounding when percentages fall between whole numbers: 94%+ = A; 90%-93%=A-; 87%-89%=B+; 83%-86%=B; 80%-82%=B-; 77%-79%=C+; 73%-76%=C; 70%-72%=C-; 67%-69%=D+; 63%-66%=D; 60%-62%=D-; 59% & below=F.

Accommodations

For students requiring accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

Preferred Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name. If you would like me to use a name or pronoun other than that listed, please let me know.

Requirements for Covid-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students are expected to comply with University policy. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should

self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website. My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

Sexual Misconduct, Discrimination, Harassment, and Related Retaliation:

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, reporting options, and support resources can be found on the OIEC website.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, email me in advance and we will work out a mutually agreed-upon arrangement regarding make-up work. See the campus policy regarding religious observances for full details.

Mental Health and Wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in

C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The [Academic Live Care](#) site also provides information about additional wellness services on campus that are available to students. A 24/7 Suicide Prevention hotline is available by calling 303-492-2277.

Basic Needs

I believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you're having trouble with either, the campus has resources at the [Basic Needs Center](#). If you're facing food insecurity, reach out to food@colorado.edu, and review [CU food resources here](#), like BuffPantry. If you're having trouble paying rent or facing housing insecurity, there are many [CU housing assistance programs](#). You can also get in touch with these advocates: Boulder County Housing & Human Services at 303-441-1000 or Off-campus Housing at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact Mediation Services at 303-441-4364 & mediation@bouldercolorado.edu. A 24/7 Suicide Prevention hotline is available by calling 303-492-2277. *Please don't hesitate to also approach me if you would like support negotiating any of these resources.

Your continued enrollment in this course means that you agree to adhere to these policies. The instructor reserves the right to modify the syllabus with notice.