



## **IAFS 3000 Special Topics in International Affairs: Global & Local Engagement – Spring 2022 Section 001**

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### **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. 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.*

The Off-Campus Experience provides IAFS majors with:

- Community engagement, locally and globally
- Practical applications that enrich academic coursework
- Exposure to cultural diversity and language skills development, expanding and deepening students' knowledge of their Geographic Concentration
- Experience with service-learning in the non-profit sector, business, or government
- Institutional, political, and economic issues relevant to international affairs
- Professional development for future career plans

### **Class Time and Location**

T/Th, 12:30-1:45 pm, Hale 240

### **Instructor**

Jaclyn Abeloe

Virtual Office hours: Fridays, 12-1pm, or by appointment

Email: [jaclyn.abeloe@colorado.edu](mailto:jaclyn.abeloe@colorado.edu)

## Learning Objectives

By the end of this course, students will be able to:

- Evaluate an international-oriented student group or local organization and provide a needs assessment of their work
- Identify, research and analyze international affairs at local, national and global scales
- Apply theoretical concepts to real world issues, explain the value of anthropological and community engagement concepts
- Complete a series of Annotated Bibliography entries and one advanced level research paper

## Course Policies

1. **Readings & Videos** — All readings and videos specified in the course calendar below are required, and should be completed before the respective class for each week. Other relevant and timely readings may be assigned during the semester on Canvas. There is no required text for purchase for this course.
2. **Participation** — Students are expected to actively participate in discussions based on readings and all other assignments. Verbal communication skills and the ability to present ideas and explain points of view will be critical to meeting this course requirement.
3. **Technology** — This class is a tech-free zone. Please turn off and put away cell phones, music players, and other electronic devices, or silence them for the duration of the class period. Laptop computers and electronic devices may not be used during this class, unless for the purpose of taking notes or the instructor gives explicit permission.
4. **Attendance** — Successful work in this class is dependent upon regular attendance. Students who are unavoidably absent should make arrangements with the instructor to make up the work missed. Repeat absences will negatively affect your grade.
5. **Key Assignments** — The following individual and team assignments will be used for grading purposes (please see Canvas for assignment details):
  - a. Community Engagement Project (CEP) to gain experiential and applied understanding of complex ideas through a minimum 30 hours with a student group, business, civic organization, or government entity
  - b. Annotated Bibliography to demonstrate deep engagement in course readings, your own research and your CEP
  - c. Final presentation to the class on your CEP
  - d. Final paper to process key concepts, course themes and your CEP
  - e. Reflection journal based on observations, field notes and insights gained before, during, and after your CEP

## Grading

<b>Assignment Breakdown</b>	
Community Engagement Project (CEP)	25%
Annotated Bibliography	25%
Final Presentation	10%
Final Paper	20%
Journal and Reflection Log	10%
Attendance and Classroom Participation	10%
<b>Total</b>	<b>100%</b>

## Course Schedule (subject to change):

<b>Unit</b>	<b>Topic</b>	<b>Preparation/Assignments (due prior to class)</b>
<b>Week 1</b> <b>Tue. Jan 11</b>	<b>Welcome</b> Course overview, resources, and introductions	READ: <ul style="list-style-type: none"> <li>hooks, bell: Chap.1 Engaged Pedagogy</li> </ul>
<b>Week 1</b> <b>Thur. Jan 13</b>	<b>Community Engagement Concepts</b> Purpose and Intent	READ: <ul style="list-style-type: none"> <li>Eby, "Why Service Learning is Bad" (1998)</li> <li>Illich, "To Hell with Good Intentions" (1968)</li> <li>Maybach "Investigating Urban Community Needs: Service Learning from a Social Justice Perspective" (1996)</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul> RECOMMENDED: <ul style="list-style-type: none"> <li>Tugend "The Benefits of Volunteerism, if the Service is Real" (2010)</li> <li>Remen, "Helping, Fixing or Serving"</li> </ul>
<b>Week 2</b> <b>Tue. Jan 18</b>	<b>Guest Speaker</b> Andrew Alexander: Assistant Director, CU Volunteer Resource Center	

<p><b>Week 2</b> <b>Thur. Jan 20</b></p>	<p><b>Anthropological Concepts</b> Anthropological perspectives in International Affairs</p>	<p>READ:</p> <ul style="list-style-type: none"> <li>Gordon, "Going Abroad: Traveling Like an Anthropologist", pp. 19-27 (2010)</li> <li>Conzelman, "International Affairs as if Compassion and Cooperation Mattered" (2013)</li> </ul> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul> <p>RECOMMENDED:</p> <ul style="list-style-type: none"> <li>Davis, "Why Ancient Wisdom Matters in the Modern World" public lecture (2010)</li> </ul>
<p><b>Week 3</b> <b>Tue. Jan 25</b></p>	<p><b>Community Engagement Concepts</b> Engaging in Critical Service Learning</p>	<p>READ:</p> <ul style="list-style-type: none"> <li>Mitchell, "Traditional vs. Critical Service-Learning: Engaging Literature to Differentiate Two Models" (2008)</li> </ul>
<p><b>Week 3</b> <b>Thur. Jan 27</b></p>	<p><b>Anthropological Concepts</b> Fieldwork methods and community engagement</p>	<p>READ:</p> <ul style="list-style-type: none"> <li>Gordon, "Going Abroad: Traveling Like an Anthropologist", pp. 33-48; 49-63; 167-184 (2010)</li> </ul> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul> <p>RECOMMENDED:</p> <ul style="list-style-type: none"> <li>McPherson "Tanzania or bust, with the help of Zoom" (2020)</li> </ul>
<p><b>Week 4</b> <b>Tue. Feb 1</b></p>	<p><b>Community Engagement Concepts</b> Relationships, Power &amp; Self-Interest</p>	<p>READ:</p> <ul style="list-style-type: none"> <li>Vecchio "Power, Politics, and Influence" (2007)</li> <li>Stall and Stoecker "Community Organizing of Organizing Community? Gender and Crafts of Empowerment" (1998)</li> <li>McDowell "An Organizing Basic: Keep Self-Interest in Mind" (2010)</li> <li>Gallegos "Fostering Authentic Relationships, Modeling Courage and Humility" (2014)</li> </ul>
<p><b>Week 4</b> <b>Thur. Feb 3</b></p>	<p><b>Anthropological Concepts</b> Culture and citizenship around the globe</p>	<p>READ:</p> <ul style="list-style-type: none"> <li>Mitchell "Using Critical Service-Learning Approach to Facilitate Civic Identity Development" (2015)</li> </ul> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul>
<p><b>Week 5</b> <b>Tue. Feb 8</b></p>	<p><b>Community Engagement Concepts</b> Group Change, Social Movements and The Social Change Model</p>	<p>READ:</p> <ul style="list-style-type: none"> <li>Astin "Leadership for Social Change" (1996)</li> <li>Komives, Understanding Change (2013)</li> <li>Workman, "Change" 2009</li> <li>Harro, "Cycle of Liberation" (2000)</li> <li></li> </ul>

<b>Week 5</b> <b>Thur. Feb 10</b>	<b>Community Engagement Concepts</b> Leadership & Ethics	<p>READ:</p> <ul style="list-style-type: none"> <li>Levine “What does ethics have to do with leadership” (2014)</li> <li>Lipman-Blumen “Toxic Leadership: when grand illusions masquerade as noble visions” (2005)</li> <li>Goleman “What makes a leader?” (1998)</li> </ul> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul> <p>RECOMMENDED:</p>
<b>Week 6</b> <b>Tue. Feb 15</b>	<b>Anthropological Concepts</b> Politics of identity, race and culture	<p>READ:</p> <ul style="list-style-type: none"> <li>Kearney “The Local and the Global: The Anthropology of Globalization and Transnationalism” (1995)</li> <li>Yasso “Whose culture has capital? A critical race theory of discussion of community cultural wealth” (2005)</li> <li>Harro “The Cycle of Socialization” (2013)</li> </ul>
<b>Week 6</b> <b>Thur. Feb 17</b>	<b>Africa/Middle East Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	<p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> <li>Annotated Bibliography #1</li> </ul>
<b>Week 7</b> <b>Tue. Feb 22</b>	<b>Community Engagement Concepts</b> Exploring the Issues and Community Partners - One-to-Ones, Asset Mapping, Power Mapping	<p>READ:</p> <ul style="list-style-type: none"> <li>Komives, “Interacting in Teams and Groups” (2013)</li> </ul> <p>RECOMMENDED:</p> <ul style="list-style-type: none"> <li>Stewart, Bridges Not Walls” pp. 196-206 (1982)</li> </ul>
<b>Week 7</b> <b>Thur. Feb 24</b>	<b>Asia Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	<p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> <li>Annotated Bibliography #2</li> </ul>
<b>Week 8</b> <b>Tue. Mar 1</b>	<b>Community Engagement Concepts</b> Root Cause Analysis	<p>READ:</p> <ul style="list-style-type: none"> <li>See Canvas for reading assignment</li> </ul>
<b>Week 8</b> <b>Thur. Mar 3</b>	<b>Europe/Eurasia Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	<p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> <li>Annotated Bibliography #3</li> </ul>
<b>Week 9</b> <b>Tue. Mar 8</b>	<b>Community Engagement Concepts</b> Stakeholder Assessment, SWOT Analysis and Needs Assessment	<p>READ:</p> <p>Gomer, J., &amp; Hille “An essential guide to SWOT analysis” (2012)</p>
<b>Week 9</b> <b>Thur. Mar 10</b>	<b>Latin America Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	<p>COMPLETE:</p> <ul style="list-style-type: none"> <li>Weekly Journal</li> <li>Annotated Bibliography #4</li> </ul>
<b>Week 10</b> <b>Tue. Mar 15</b>	<b>Africa/Middle East Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	

<b>Week 10</b> <b>Thur. Mar 17</b>	<b>Catch Up Day</b> Review and catch up	COMPLETE: <ul style="list-style-type: none"> <li>Weekly Journal</li> <li>Annotated Bibliography #5</li> </ul>
<b>Mar. 21-25</b>	<b>SPRING BREAK – NO CLASS</b>	
<b>Week 11</b> <b>Tue. Mar 29</b>	<b>Asia Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	
<b>Week 11</b> <b>Thur. Mar 31</b>	<b>Community Engagement Concepts</b> Strategy & Taking Action	READ: <ul style="list-style-type: none"> <li>See Canvas for reading assignment</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul>
<b>Week 12</b> <b>Tue. Apr 5</b>	<b>Europe/Eurasia Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	
<b>Week 12</b> <b>Thur. Apr 7</b>	<b>NO CLASS</b> Please attend CWA!	COMPLETE: <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul> RECOMMENDED: <ul style="list-style-type: none"> <li>Attend as many CWA speakers and panels you can manage this week! Try to find ones that are relevant to your CEP. See if you can arrange a meeting or interview with a speaker. CWA is April 6-9.</li> </ul>
<b>Week 13</b> <b>Tue. Apr 12</b>	<b>Latin America Cohort Meeting</b> This cohort meet with Instructor; all others conduct your own research or use time for CEP	
<b>Week 13</b> <b>Tue. April 14</b>	<b>Community Engagement Concepts</b> Service conclusion and sustainable work	READ: <ul style="list-style-type: none"> <li>See Canvas for reading assignment</li> </ul> COMPLETE: <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul>
<b>Week 14</b> <b>Tue. April 19</b>	<b>Volunteer Resource Center</b> Guest Workshop: <i>Volunteer for your Career</i>	
<b>Week 14</b> <b>Thur. April 21</b>	<b>Final Presentation Workshop</b> Please come prepared with materials to workshop your presentation	COMPLETE: <ul style="list-style-type: none"> <li>Weekly Journal</li> </ul>
<b>Week 15</b> <b>Tue. Apr 26</b>	<b>Final Presentations</b> Group 1	
<b>Week 15</b> <b>Thur. Apr 28</b>	<b>Final Presentations</b> Group 2	
<b>Final Exam</b> <b>Sat. Apr 30;</b> <b>1:30-4:00pm</b>	<b>Final Presentations</b> Group 3	COMPLETE: Submit Final Papers to Canvas by midnight on Saturday, April 30

## Canvas

Canvas is an online course management tool. Copies of the course syllabus and other class materials will be posted on Canvas. Canvas will be used for course communication, the posting of course materials, including readings, and for the submission of homework assignments. You are responsible for regularly checking Canvas. Canvas can be found at <https://learn.colorado.edu/> (IdentiKey and password required for login). For technical help, students should contact the IT Service Center at 303-735-4357 (5-HELP) or [help@colorado.edu](mailto:help@colorado.edu).

## Classroom Inclusiveness Statement

In an effort to create a classroom environment that is inclusive, and values the diverse backgrounds, perspectives, and identities of individuals in the class, students and the lecturer are expected to have an awareness and sensitivity to language or actions that may be exclusionary or alienating to individuals based on their identity. The instructor is committed to striving for providing a safe classroom experience, and welcomes feedback during or outside of classroom time aimed at better addressing this goal of inclusion.

## Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

## 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. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). 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.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

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 \(contacttracing@colorado.edu\)](mailto: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 \(contacttracing@colorado.edu\)](#).

### **Accommodation for Disabilities**

If you qualify for 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](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

### **Preferred Student 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.

### **Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. 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 the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

### **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and the support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).



## **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.

See the [campus policy regarding religious observances](#) for full details.