

## IAFS 3000-001: Global and Local Engagement

Spring, 2023

Tuesday, Thursday: 12:30 – 1:45

Hale 260

### Contact Information

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Ketchum 212

Office Hours: Tuesday, Thursday 3:30-5:00

### Class Description

Through an off campus project of each student's choosing and class discussion, students will develop work and leadership skills and reflect on their roles as global citizens.

### Texts and Readings

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

### Course Requirements and grades

Your grade will be determined by the following assignments:

- Off campus project (20%)\*
- Project proposal (5%)\*
- Interim report (5%)
- Project presentation (10%)
- Final paper (30%)\*
- Attendance and participation (10%)
- 2 Reflection papers (10% each, 20% total)
- **Starred assignments (overall project, project proposal, final paper) are absolute requirements. Failure to complete these will result in failing the course, regardless of other work done.**

#### *Off-campus experience 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 allow you to gain additional skills and insight into various issues. The project should have some link 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).

#### *Project proposal (due February 7)*

To ensure that your project meets course requirements, and set you up for success, you will be required to turn in a 2-3 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.

### *Interim report (due March 21)*

About halfway through the project, you will write a short interim report (about two pages), detailing what you have accomplished and what you have learned so far.

### *Project paper (due May 6)*

At the end of the project, you will write an 8-10 page paper detailing the experience. The paper must describe what you accomplished, what you learned, and how this experience relates to other concepts discussed in class. Further details will be provided.

### *Project presentation*

In the last two weeks, each student will give a class presentation (about 10 minutes) on their experience and what they learned. Further details will be provided.

### *Reflection papers (due February 21, April 18)*

During the course, you will write two reflection papers (2-3 pages) discussing the course concepts and how you might apply them to your life. Specific prompts will be provided.

### *Attendance and participation*

You are required to attend all scheduled classes and relevant small group meetings and participate fully. You are allowed two unexcused absences, and then each further absence will result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

## **Schedule**

- Week 1
  - January 17
    - Introduction
  - January 19 – Service Learning
    - Mitchell, Tania D. 2008. “Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models.” 14(2)
    - Umpleby, Stuart. 2011. “Service-Learning as a Method of Instruction.” *Journal of the Washington Academy of Sciences*. 97(4).
- Week 2 – Service learning
  - January 24 – Debates about Service Learning
    - Eby, John. 1998. “Why Service-Learning Is Bad.”
    - Ivan Illich. 1968. “To Hell with Good Intentions”
    - Maybach, Carol Wiechman. 1996. “Investigating Urban Community Needs: Service Learning from a Social Justice Perspective.” *Education and Urban Society*. 28(2): 224-236.
  - January 26
    - Presentation by CU Volunteer Resource Center?
- Week 3 – Global citizenship
  - January 31 – 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>
    - Oxfam. “What is Global Citizenship?” <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>
    - Torres, Carlos Alberto. 2015. “Global Citizenship and Global Universities. The Age of Global Interdependence and Cosmopolitanism.” *European Journal of Education*. 50(3): 262-279
    - Banks, James A. 2008. “Diversity, Group Identity, and Citizenship Education in a Global Age.” *Educational Researcher*. 37(3): 129–139
  - February 2 – global vs. national citizenship
    - Parekh, Bhikhu. 2003. “Cosmopolitanism and Global Citizenship.” *Review of International Studies*. 29(1): 3-17.
    - Barrow, Elizabeth. 2017. “No Global Citizenship? Re-envisioning Global Citizenship Education In Times of Growing Nationalism.” *The High School Journal*. 100(3): 163-165.
    - Armstrong, Chris. 2006. “Global Civil Society and the Question of Global Citizenship.” *Voluntas: International Journal of Voluntary and Nonprofit Organizations*. 17(4): 349-357.
- Week 4 – Leadership
  - February 7
    - **Project proposal due**
    - DeRue, D. Scott and Susan J. Ashford. 2010. “Who Will Lead and Who Will Follow? A Social Process of Leadership Identity Construction in Organizations.” *The Academy of Management Review*. 35(4): 627-647.
    - Yukl, Gary. 2012. “Effective Leadership Behavior: What We Know and What Questions Need More Attention.” *Academy of Management Perspectives*. 26(4): 66-85
    - Chamorro-Premuzic, Tomas and Cindy Gallop. 2020. “7 Leadership Lessons Men Can Learn from Women.” *Harvard Business Review*. <https://hbr.org/2020/04/7-leadership-lessons-men-can-learn-from-women>
    - Sandefur, Gary and Philip J. Deloria. 2018. “Indigenous Leadership.” *Daedalus*. 147(2): 124-135.
  - February 9
    - Goleman, Daniel. 1998. “What Makes a Leader?” *Harvard Business Review*.
    - Astin, Helen S. 1996. “Leadership for Social Change.” *About Campus*. 1(3): 4-10
    - Lipman-Blumen, Jean. 2005. “Toxic Leadership: when grand illusions masquerade as noble visions.” *Leader to Leader*. 36: 29-36.
- Week 5 - Ethics
  - February 14 – general ethics
    - Karen L. Rich. “Introduction to Ethics.” [https://samples.jbpub.com/9781449649005/22183\\_ch01\\_pass3.pdf](https://samples.jbpub.com/9781449649005/22183_ch01_pass3.pdf)
  - February 16 – ethics in practice

- Levine, Michael P. and Jacqueline Boaks. 2014. “What Does Ethics Have to do with Leadership?” *Journal of Business Ethics*. 124: 225–242.
    - Palmer, Daniel E. 2009. “Business Leadership: Three Levels of Ethical Analysis.” *Journal of Business Ethics*. 88:525–536
    - Lawton, Alan and Iliana Paez. 2015. “Developing a Framework for Ethical Leadership.” *Journal of Business Ethics*. 130: 639–649
- Week 6
  - February 21
    - **Reflection paper 1 due**
    - Democracy under threat
    - Readings TBD
  - February 23
    - Small group meetings with instructor (G1)
- Week 7
  - February 28
    - Race and ethnicity issues
    - Readings TBD
  - March 2
    - Small group meetings with instructor (G2)
- Week 8
  - March 7
    - Women and LGBT issues
    - Readings TBD
  - March 9
    - Small group meetings with instructor (G3)
- Week 9
  - March 14
    - Refugee issues
    - Readings TBD
  - March 16
    - Small group meetings with instructor (G4)
- Week 10
  - March 21
    - **Interim report due**
    - International development – macro
    - Readings TBD
  - March 23
    - Small group meetings with instructor (G1)
- Spring Break – March 28 and March 30
- Week 11
  - April 4
    - International development and aid – micro
    - Readings TBD
  - April 6
    - Small group meetings with instructor (G2)
- Week 12

- April 11
  - Small group meetings with instructor (G3)
- April 13
  - MPSA (no class)
- Week 13
  - April 18
    - **Reflection paper 2 due**
    - Retaining hope in troubled times?
    - Readings TBD
  - April 20
    - Small group meetings with instructor (G4)
- Week 14
  - April 25
    - Presentations
  - April 27
    - Presentations
- Week 15
  - May 2
    - Presentations
  - May 4
    - Presentations
    - Class reflection (if time)
- Final (May 6, 1:30-4:00)
  - **Paper due**
  - Make up presentations

## **Policies**

### *Late policy*

All assignments are due at the beginning of class. Assignments turned in after this point will receive a single 15% late penalty. I am relatively willing to grant extensions as needed, provided you contact me.

### *Communication*

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. For administrative questions (e.g. needing extensions), please e-mail both me and the TA so that we are all on the same page. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet on zoom office hours.

In addition, I will create a discussion board for each week for you to ask substantive questions about the assignment. I would encourage you to ask any substantive questions we don't get to in class on these discussion boards so that others may benefit from your question. If you do know the answer to someone else's question, I would encourage you to go ahead and answer.

### *Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. If you wish to appeal a grade, you must submit *in writing* an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

### *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 classroom behavior policy, the Student Code of Conduct, and the Office of Institutional Equity and Compliance.

### *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 who fail to adhere to masking 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.

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).

### *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 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.

### *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](mailto: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/or 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](mailto:cureport@colorado.edu). Information about university policies, reporting options, and 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 any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution 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. In this class, if religious observances affect any graded assignment, let me know so we can work out alternate arrangements. See the campus policy regarding religious observances for full details.