

# GLOBAL AND LOCAL ENGAGEMENT IN INTERNATIONAL AFFAIRS IAFS 3000 (001), SPRING 2021

INTERNATIONAL AFFAIRS PROGRAM  
UNIVERSITY OF COLORADO – BOULDER

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- ✧ CU UndocuAll: I support undocumented students, staff, community members, and their families
- ✧ CU-Boulder is on the homelands of the Cheyenne, Arapaho, Ute, and other Indigenous Peoples and Nations

**Remote Class:** Monday and Wednesday 4:10 – 5:25pm

- ✧ Remote class—meets synchronously via Zoom on Mondays, and in geographic area cohorts on Wednesdays (schedule TBA)
- ✧ Zoom ID and password—see instructions on Canvas

**Office:** Kittredge Central N216

**Office Hours:** Monday and Wednesday 11am – noon and 2 – 3pm; and by appointment (recommended)

**IAFS Office:** University Club A5, (303) 492-7295



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*The antidote to apathy is knowledge. The antidote to overwhelm is focus. The antidote to despair is action.*

## 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 developed 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

A unique and important part of this course is the opportunity to work with three Peer Mentors, fellow IAFS majors who will support your Community Engagement Projects, class activities, and overall success.

You are encouraged to develop your own informed positions at all times, and to bring to the discussion your particular disciplinary perspectives and personal experiences. I expect you all to push yourselves intellectually: *to engage personally with the readings, challenge your assumptions and prejudices, develop a curiosity about difference, find your voice to speak and write in a compelling way, and above all to cultivate an open mind and a spirit of respect for others in everything you do.*

## COURSE THEMES

### Course Objectives (overall purpose):

- Analyze the multi-faceted concepts of International Affairs from different disciplinary angles and longitudinal (historical) perspectives
- Reflect upon critical global and local social, economic, and environmental problems
- Examine personal values and your potential for engagement and generating viable solutions
- Develop the skills needed for teamwork, problem solving, persuasive communication and innovation in order to address local and global challenges
- Discuss the values, ideas and strategies of diverse actors in state, market & civil society spheres

### Learning Objectives (measurable and observable goals):

- Evaluate international-oriented student groups (or local organizations) and choose one to join
- Identify, research, and analyze international affairs at local, national, and global scales
- Apply theoretical concepts to real world issues, explain the value of anthropological concepts
- Complete a series of Annotated Bibliography entries and one advanced level research paper
- Conduct at least two individual interviews with subject matter experts
- Deliver two group presentations on relevant topics in front of your peers

### Core Competencies (academic skills):

- **Intellectual:** concept mastery, criticism, analysis, synthesis, problem-solving, evaluation
- **Communication:** speaking, listening, reading, writing, presenting, giving and receiving feedback
- **Organizational:** self-assessment, working independently, responsibility, time-management
- **Experiential:** initiative, visioning, observing, participating, interviewing, assessing
- **Interpersonal:** teamwork, leadership, networking, time management, self-reflection

## ASSIGNMENTS

### **1) Attendance, Class Participation, and Instructor/Peer Mentor Meetings (15 points):**

You are expected to attend every class, complete all readings, take comprehensive notes, and actively discuss the material. The class will be run as a seminar and will include discussions, lectures, guest speakers, and films. Repeat absences will negatively affect your grade. You are required to meet with the instructor at least once during the semester—please make an appointment even for office hours. You are also required to meet with your Peer Mentor and your Geographic Concentration cohort.

**Notes and Quotes:** *Your participation grade will reflect how well you write notes on each reading—key concepts, significant passages, areas of confusion—and how well you are able to discuss the readings in class. Consult the Guiding Questions posted under Announcements on Canvas before doing each reading.*

Our investigation of complex topics is grounded in the real world, so we will focus on **current events**. When reading websites, journals, and newspapers on issues related to any topic in the course and your investigation of solutions, **you can post to our Facebook group** ("Sustainability class @CU"). You should also read and comment on other posts, especially if you are not comfortable talking in class and need to boost your participation grade.

→ W.A.I.T. (Why Am I Talking?)—**Do you need to step back or step up?** If you tend to talk a lot, then watch your airtime and "step back" so others may participate. Become comfortable with silence; some need time to process and reflect. If you usually keep quiet, try to "step up" and engage! We want everyone's voice to be heard in this class.

### **Rubric for Class Participation**

- **Excellent** (14-15): Contributions reflect exceptional preparation. Ideas are substantive and reflect a deep engagement with course materials. Challenges are well substantiated and persuasively presented. If this person were not in class, the quality of discussion would be diminished markedly.
- **Very Good** (12-13): Contributions reflect thorough preparation. Ideas offered are usually substantive and provide good insights. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
- **Adequate** (11-12): Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive.
- **Inadequate** (10 or lower): Contributions reflect inadequate preparation and lack of engagement with course materials. Integrative comments and effective challenges are absent. If this person were not a member of the class, the quality of discussion would not be changed.

### **2) Community Engagement Project (CEP) (20 points):**

In order to gain an experiential and applied understanding of the complex ideas we cover in this class and relate them to an international context, **each student will select a student group, business, civic organization, or government entity to volunteer over the course of the semester**. All CEPs must have *clear international content*, ideally related to your Geographic Concentration (Africa/Middle East, Asia, Europe/Eurasia, or Latin America). The time commitment is 30 hours (2-3 hrs/week). This experience will allow you to witness how groups of people struggle to define their values and priorities, analyze current problems, and implement durable solutions. You must secure approval from the instructor or a Peer Mentor, and submit a final report from your "supervisor." Detailed instructions will be reviewed in class.

For project ideas, please see: <https://www.colorado.edu/iafs/student-resources/iafs-4930-internships>, <https://www.colorado.edu/iafs/academics/internships> and <https://colorado.presence.io/>.

### **Guidelines for the Community Engagement Project**

- Keep detailed **field notes** that you will reference in your Final Paper, plus **photographs** of your work.
- *Continually ask yourself the significance of your experiences.* How does your organization and its work relate to what you study in other International Affairs classes? Global society is not just "out there" beyond your national borders; it's all around you and in your own community. Your project is a chance to explore that.
- *During your project, you are representing International Affairs and CU Boulder.* You are expected to benefit your host organization, and you must maintain your commitments and complete duties promptly and efficiently. You are expected to dress and act appropriately. You may not use your position for personal political advantage.

- *Be curious.* At your placement, be reflective and analytical. Ask questions professionally and at appropriate times, and be an active participant in your learning experience. Find out about the history and culture of your organization. When you meet or hear of interesting people, follow up and make appointments to talk in greater depth later.
- *During your project, enjoy yourself!* Take full advantage of the opportunities your project presents, both in seeing the world differently and reevaluating your place in it.

### **3) Annotated Bibliography Entries (25 points total):**

You will submit **five sets of annotated bibliography entries** (out of 7 options). Due dates are indicated in the syllabus (relevant Fridays at midnight). These are open-book summaries, so you can talk with each other about the material, but **you must do your own writing**. Write thoughtful in-depth summaries that demonstrate your deep engagement with course readings, your own research, your CEP, films, and guest speakers (NOT a summary of class notes). **Reference the readings, explain and integrate concepts, and include pertinent direct quotes.** Write your answers in Word and then copy them into Canvas! Your responses will become part of your intellectual capital to include in your Final Paper.

#### **Rubric for Annotated Bibliographies**

- **Excellent (5):** Entries reflect exceptional preparation and deep engagement with course material. Concepts are clearly explained and integrated together, with precise examples and direct quotes.
- **Very Good (4):** Entries reflect thorough preparation and good engagement with course material. Concepts are explained and sometimes integrated, with satisfactory examples and direct quotes.
- **Adequate (3):** Entries reflect basic preparation. Some concepts explained but others not; some readings addressed but others not. Undeveloped or incomplete examples and quotes included.
- **Very Basic (2):** Entries reflect limited preparation and minimal engagement with course material.
- **Inadequate (1):** Obviously not doing the readings, or paying attention in class, or engaging at all.

### **4) Discussion Activity Leader (10 points):**

In a group of 3-5 you will prepare and lead a Discussion Activity to explore the week's key concepts in an engaging and interactive way. Include the following components, with each member of the group participating equally and reflecting advanced scholarship. Consult your Peer Mentor for assistance.

- Design or adapt an **interactive activity or game** to challenge student knowledge and comprehension, and to help facilitate class reflection on complex ideas.
- Reference **ALL course readings from the week**. Your goal is to help the class *synthesize* the readings around key concepts, NOT to review each reading separately.
- Discuss any relevant **current or historical events** so your activity contextualizes our study.
- Consult your *Yes! Magazine* and/or *New York Times* subscriptions for inspiration.
- Each person in your group must include a slide explaining your **Community Engagement Project**.

### **5) Final Presentation (10 points):**

During the last week of class and our Final Exam period on **Wednesday, May 5<sup>th</sup> at 1:30-4pm**, you will give a **5-minute lightning pitch** (ideally using a format like PechaKucha, iMovie, or an academic poster) as a summary of your Final Paper to gain feedback from your peers and the instructor. You must relate your CEP to course concepts, readings, and your own academic research to explain your personal understanding of the meanings and practices of community engagement and international affairs, and how you have experienced and analyzed your issue. Include **charts, maps, images, and video clips**, plus **photographs** of your community engagement activities.

### **6) Final Paper (20 points):**

In order to process key concepts, course themes, and your Community Engagement Project, you will write a final paper to **submit by midnight Wednesday, May 5<sup>th</sup> in a Canvas folder**. You are required to *email your paper to someone who would benefit from the insights you gained*. You must include **two personal interviews** with professionals related to your CEP as primary sources. A paper is the default but you may choose a different format, such as a grant proposal, policy brief, business model, website, short film, etc. Detailed instructions will be discussed in class.

### **Grading (100 points total, with normal grade distribution—do NOT use the Canvas grading scheme):**

- 15 pts – Attendance, Participation, and Instructor/Peer Mentor Meetings
- 20 pts – Community Engagement Project (30 hours with field notes)
- 25 pts – Annotated Bibliography Submissions (five total, 5-10 sources each)
- 10 pts – Discussion Activity Leader
- 10 pts – Final Presentation
- 20 pts – Final Paper

### **Extra Credit Options (up to 10 pts possible):**

*For any event that you attend outside of class – via IAFS, on campus, or in town (a film, performance, lecture, etc.) – you can turn in (within a week of the event) a one-page single-spaced response paper on how it relates to our course readings and concepts for up to two points each. Five submissions allowed.*

### **Course Materials:**

All readings are posted as PDFs on Canvas, and additional internet articles can be accessed via the links in the schedule. Films will be shown in class and might be on Canvas under Modules (and are suggested for extra credit), and class videos will be posted on Canvas under Announcements.

There are two required FREE subscriptions to claim for this class, available at these links:

- ✧ **YES! Magazine:** <https://store.yesmagazine.org/college-students-claim-your-free-subscription-to-yes-magazine/>
  - Main page: <https://www.yesmagazine.org/all-issues/>
- ✧ **New York Times:** <https://libguides.colorado.edu/databaseguide/newyorktimes>
  - Main page: <https://www.nytimes.com>

**Internet Resources:** *Please share other websites and resources you find useful.*

### **Social Entrepreneurship and Design-Related Organizations:**

- Acumen: <http://acumen.org/>
- Ashoka: <https://www.ashoka.org/>
- IDEO: <https://www.ideo.com/>
- Uncharted (formerly the Unreasonable Institute): <https://uncharted.org/about/>
- Watson Institute: <https://watson.is/watson-accelerator/>

### **NGOs:**

- Cultural Survival: [www.culturalsurvival.org](http://www.culturalsurvival.org) (see publications link for journal)
- Future Earth, Research for Global Sustainability: [www.futureearth.org](http://www.futureearth.org)
- Institute for Policy Studies: [www.ips-dc.org](http://www.ips-dc.org)
- Transnational Institute: [www.tni.org](http://www.tni.org)
- The Democracy Center (climate change, citizen action): [www.democracyctr.org](http://www.democracyctr.org)
- Anthropocene Magazine: <http://network.futureearth.org/resources/new-item3>
- SAPIENS (anthropology zine): <https://www.sapiens.org/>
- The Center for Economic and Policy Research: [www.cepr.net](http://www.cepr.net)
- Institute for Humane Education: [humaneeducation.org](http://humaneeducation.org)

- Foreign Affairs (from Council on Foreign Relations): [www.foreignaffairs.org](http://www.foreignaffairs.org)  
Foreign Policy in Focus: [www.fpif.org/indices/region/latin.html](http://www.fpif.org/indices/region/latin.html)
- Gov't:** U.S. State Department: [www.state.gov](http://www.state.gov)—see country profiles and programs  
USAID (U.S. Agency for International Development): [www.usaid.gov](http://www.usaid.gov)  
Congressional Research Service (CRS): [www.opencrs.com](http://www.opencrs.com)  
United Nations: [www.un.org](http://www.un.org)  
SDGs: [www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/)  
World Bank: [www.worldbank.org](http://www.worldbank.org)—see annual reports and country profiles
- Media:** Bioneers videos: <https://www.youtube.com/channel/UC7MRhTq4E2CYwXNIwDjA3NA>  
High Country News (journal out of Paonia, CO): [www.hcn.org](http://www.hcn.org)  
Democracy Now! with Amy Goodman: [www.democracynow.org](http://www.democracynow.org)  
Medium Environment Page: <https://medium.com/topic/environment>  
TED Talks (amazing public presentations on everything): [www.ted.com](http://www.ted.com)  
Living Anthropologically blog: <http://www.livinganthropologically.com>
- CU Boulder:** Buff Connect list of all campus events and student groups: <https://colorado.presence.io/>  
Environmental Center (see Events Calendar): <https://www.colorado.edu/ecenter/>  
Sustainable CU: <http://www.colorado.edu/ecenter/greening-cu/sustainable-cu>  
INVST Community Leadership Program: [www.colorado.edu/invst/](http://www.colorado.edu/invst/)  
Center for Community-Based Learning and Research: [www.colorado.edu/cuengage/](http://www.colorado.edu/cuengage/)  
Center for Student Involvement: <http://www.colorado.edu/involvement/>  
Center for Inclusion and Social Change: <https://www.colorado.edu/cisc/>  
Women's Resource Center: <http://www.colorado.edu/wrc/>  
First Peoples Worldwide: <https://www.colorado.edu/program/fpw/>  
Cultural Unity and Engagement Center: <http://www.colorado.edu/cue/>  
Dennis Small Cultural Center: <http://www.colorado.edu/umc/dscc>  
Office of Diversity, Equity, & Community Engagement: <http://www.colorado.edu/odece/>  
Conference on World Affairs: <https://www.colorado.edu/cwa/>  
Environmental Center (see Events Calendar): <https://www.colorado.edu/ecenter/>

#### **Class Policies:**

- Read all “Announcements” on our Canvas page, especially Guiding Questions for readings and detailed assignment outlines, plus all course related emails sent via [conzelma@colorado.edu](mailto:conzelma@colorado.edu)
- During in-person and Zoom classes, you may use your computer to access the readings, refer to Guiding Questions, and take notes – you may not engage in other online activities
- During Zoom classes, your video must be on and your full name must be indicated
- Turn your cell phones OFF during class – no texting, no googling, no Instagramming
- Readings are due the day they are listed in the schedule – articles and book chapters indicated with full bibliographic references AND the online links indicated with arrows
- Come to each class prepared with Notes and Quotes from the day’s readings
- Take notes during each class, whether a lecture, discussion, film, or guest speaker
- Read all instructor comments on your assignments and papers posted on Canvas
- Label ALL document files with your last name plus the course and assignment name
- Attend the events and office hours organized by your IAFS Peer Mentors
- Attend the **Writing Center** for help with comprehension and composition  
– visit Norlin Library: <http://www.colorado.edu/pwr/writingcenter.html>, (303) 735-6906

## UNIVERSITY POLICIES

(see also <https://www.colorado.edu/academicaffairs/policies-customs-guidelines/required-syllabus-statements>)

### 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 Code of Conduct](#).

### Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

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 policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#). Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, you should let your instructor know that you will be missing class, though you do not have to state the reason.

### Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your instructor 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 CU Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: 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 instructor. Additional information can be found at the [Honor Code Office website](#).

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

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder 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 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 [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that instructors have a responsibility to inform OIEC when 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 options for reporting and support resources.

### **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, please let the instructor know what your needs are in advance. See the [campus policy regarding religious observances](#) for full details.

*“Do the best you can until you know better. Then when you know better, do better.” – Maya Angelou*



**SCHEDULE** (SUBJECT TO CHANGE)

Important		<p><b>***Please consult your YES! Magazine and NYT subscriptions for articles relevant to the weekly Key Concepts as a complement to our readings***</b></p>
<p><b>Week 1</b> <b>January</b> <b>15<sup>th</sup></b> <b>(Friday)</b></p>	<p><b>Key Concepts</b></p>	<p><b><u>INTRODUCTIONS AND ORIENTATION TO THE COURSE</u></b></p>
	<p><b>Film/ Activity</b></p>	<ul style="list-style-type: none"> <li>✧ How do you understand the meaning and purpose of International Affairs? What role do concepts like sustainability, democracy, and community engagement play in this field? What current events have you been following and are you concerned about? Where do solutions lie?</li> <li>✧ What breaks your heart about the state of the world today? What gives you hope? How could your project help you gain new perspectives?</li> <li>✧ “I Am” (2011, director Tom Shadyac): <a href="http://www.iamthedoc.com">http://www.iamthedoc.com</a></li> </ul>
<p><b>To Do</b></p>		<ul style="list-style-type: none"> <li>○ Look through these lists of <b>organizations and options</b> for your CEP: <a href="https://colorado.presence.io/">https://colorado.presence.io/</a> <a href="https://www.colorado.edu/iafs/student-resources/iafs-4930-internships">https://www.colorado.edu/iafs/student-resources/iafs-4930-internships</a> <a href="https://www.colorado.edu/iafs/academics/internships">https://www.colorado.edu/iafs/academics/internships</a></li> <li>○ Also consider joining a <b>local civic organization, business, or government agency</b> for your CEP—start contacting directors and attending meetings.</li> <li>○ Make an appointment to <b>meet with the Instructor and/or a Peer Mentor to approve your CEP</b> (confirm your visit during our office hours or email/text to arrange an appointment at another time).</li> <li>○ Acquaint yourself with news and analysis websites, especially those listed above, and make it a regular practice to <b>keep up with current events and scholarly analyses</b>.</li> <li>○ Attend virtual events, listen to radio shows, or watch TV/films that lend insight into the meanings and practices of international affairs. Pay attention to individual behaviors and social structures—how are we connected to global issues and communities even from home? <b>Share what you learn with the class and/or post on social media.</b></li> </ul>
<p><b>Week 2</b> <b>January</b> <b>18<sup>th</sup></b></p>	<p><b>Key Concepts</b></p>	<p><b><u>ANTHROPOLOGICAL PERSPECTIVES IN INTERNATIONAL AFFAIRS</u></b></p>
	<p><b>NO CLASS</b></p>	<p><b>MARTIN LUTHER KING DAY</b></p>
<p><b>January</b> <b>20<sup>th</sup></b></p>	<p><b>Readings</b></p>	<ul style="list-style-type: none"> <li>○ Conzelman, Caroline S. 2013. “International Affairs as if Compassion and Cooperation Mattered.” <i>Yale Journal of International Affairs</i> 8(2):12-22.</li> <li>○ Davis, Wade. 2009. “Season of the Brown Hyena.” In <i>The Wayfinders: Why Ancient Wisdom Matters in the Modern World</i>, pp. 1-34. Toronto: House of Anansi Press Inc.</li> <li>○ Gordon, Robert. 2010. “That Beast Called the Anthropological Perspective.” In <i>Going Abroad: Traveling Like an Anthropologist</i>, pp. 19-27. Boulder: Paradigm Publishers.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Ingold, Tim. 2018. "On Taking Others Seriously." <i>Anthropology: Why It Matters</i>, pp. 1-25. Medford, MA: Polity Press.</li> </ul>
	<b>Film/ Further Reading</b>	<ul style="list-style-type: none"> <li>◇ "Why Ancient Wisdom Matters in the Modern World" (2010), public lecture by anthropologist/ethnobotanist Wade Davis</li> <li>◇ <b>YES! Magazine's</b> "What the Rest of the World Knows Issue," Winter 2021: <a href="https://www.yesmagazine.org/issues/what-the-rest-of-the-world-knows/">https://www.yesmagazine.org/issues/what-the-rest-of-the-world-knows/</a></li> </ul>
<b>Special Event</b>		<p><b><i>Virtual Be Involved Fair: Tuesday, January 26<sup>th</sup>, 1 – 5pm, Zoom</i></b>  → <i>Meet student and community organizations—health &amp; wellness, social &amp; environmental justice, academic interest—and get inspired for your CEP!</i>  CU-Boulder's <b>Center for Student Involvement (CSI)</b>:  <a href="https://www.colorado.edu/volunteer/events/be-involved-fair">https://www.colorado.edu/volunteer/events/be-involved-fair</a></p>
<b>Week 3 January 25<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>ANTHROPOLOGICAL FIELDWORK METHODS AND COMMUNITY ENGAGEMENT</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ What is Community Engagement? (search for other explanations, too) <a href="https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/">https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/</a></li> <li>○ Gordon, Robert. 2010. "Why We Go Abroad," "To See Ourselves," and "On Developing the Ability to Tell Good Stories." In <i>Going Abroad: Traveling Like an Anthropologist</i>, pp. 33-48; 49-63; 167-184. Boulder: Paradigm Publishers.</li> <li>○ Jacoby, Barbara. 2014. <i>Service-Learning Essentials: Questions, Answers, and Lessons Learned</i>, selections. Jossey-Bass/Campus Compact Series.</li> <li>○ McPherson, Doug. 2020. "Tanzania or bust, with the help of Zoom." <i>Colorado Arts &amp; Sciences Magazine</i> December 11: <a href="https://www.colorado.edu/asmagazine/2020/12/11/tanzania-or-bust-help-zoom">https://www.colorado.edu/asmagazine/2020/12/11/tanzania-or-bust-help-zoom</a></li> <li>○ Vivanco, Luis A. 2017. "Taking Notes," "Observing," "Listening," and "Asking Questions." <i>Field Notes: A Guided Journal for Doing Anthropology</i>, pp. 39-52; 53-66; 67-72; 73-84. Oxford University Press.</li> </ul>
	<b>Guest Speaker</b>	◇ <b>Laura Deluca</b> , PhD, Anthropologist, Sewall RAP Instructor, Tanzania Global Seminar Study Abroad Director, Watson Institute Mentor
	<b>Further Reading</b>	◇ <b>YES! Magazine's</b> "The [Radical] Travel Issue," Summer 2019: <a href="https://www.yesmagazine.org/issues/travel/">https://www.yesmagazine.org/issues/travel/</a>
<b>January 27<sup>th</sup></b>	<b>Geog Area Cohort</b>	<ul style="list-style-type: none"> <li>● <b>Africa/Middle East</b> cohort meet with Instructor</li> <li>● All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>
<b>To Do</b>		<b>Annotated Bibliography #1 due on Canvas by midnight Friday</b>

<b>Week 4</b> <b>February</b> <b>1<sup>st</sup></b>	<b>Key Concepts</b>	<b><u>CULTURE AND CITIZENSHIP AROUND THE GLOBE</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ Guest, Kenneth J. 2018. "Culture." <i>Essentials of Cultural Anthropology: A Toolkit for a Global Age</i>, pp. 31-59. New York: Norton. <b>[SKIM]</b></li> <li>○ Havel, Václav. 2014 (1986). "An Orientation of the Heart." In P. Loeb., ed., <i>The Impossible Will Take A Little While: Perseverance and Hope in Troubled Times</i>, pp. 106-112. New York: Basic Books.</li> <li>○ Loeb, Paul Rogat. 2010. "Introduction." In <i>Soul of a Citizen: Living with Conviction in Challenging Times</i>, pp. 1-19. New York: St. Martin's Griffin.</li> <li>○ Tolokonnikova, Nadya. 2018. "Rule No. 5: Commit an Art Crime." In <i>Read and Riot: A Pussy Riot Guide to Activism</i>, pp. 75-93. HarperOne.</li> </ul>
	<b>Guest Speaker</b>	→ <b>Roudy Hildreth</b> , Executive Director, CU Engage (Center for Community Based Learning and Research), <a href="https://www.colorado.edu/cuengage/">https://www.colorado.edu/cuengage/</a>
<b>February</b> <b>3<sup>rd</sup></b>	<b>Geog Area Cohort</b>	<ul style="list-style-type: none"> <li>• <b>Asia</b> cohort meet with Instructor</li> <li>• All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>
<b>To Do</b>		<b>Annotated Bibliography #2 due on Canvas by midnight Friday</b>
<b>Week 5</b> <b>February</b> <b>8<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>THE EXIGENCIES OF CLIMATE CHANGE IN THE ANTHROPOCENE</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ Davenport, Coral. 2018. "Major Climate Report Describes a Strong Risk of Crisis as Early as 2040." <i>The New York Times Magazine</i> October 7.</li> <li>○ IPCC (Intergovernmental Panel on Climate Change) Special Report 10/6/18: <a href="http://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf">http://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf</a> <b>[SKIM]</b></li> <li>○ Kolbert, Elizabeth. 2011. "Enter the Anthropocene—Age of Man." <i>National Geographic Magazine</i> (March).</li> <li>○ Kroll, Gary M. and Richard H. Robbins, eds. 2009. "Globalization and the Environment: A Primer." In <i>World in Motion: The Globalization and the Environment Reader</i>, pp. 1-14. Lanham: AltaMira Press.</li> <li>○ Steffen, Alex. 2015. "Humanity's Potential." In <i>Global Environmental Politics: From Person to Planet</i>, pp. 24-32. Boulder, CO: Paradigm Publishers.</li> </ul>
	<b>Film/ Activity/ Further Reading</b>	<ul style="list-style-type: none"> <li>◇ "Chasing Ice" or "Racing Extinction" or "Before the Flood" or "A Life on Our Planet" (David Attenborough's new film)</li> <li>◇ "Climate Refugees" (2010, director Michael Nash): <a href="https://www.videoproject.com/Climate-Refugees.html">https://www.videoproject.com/Climate-Refugees.html</a></li> <li>◇ <b>YES! Magazine's</b> "The Just Transition [away from fossil fuels] Issue," Fall 2017: <a href="https://www.yesmagazine.org/issues/just-transition/">https://www.yesmagazine.org/issues/just-transition/</a></li> </ul>
<b>February</b> <b>10<sup>th</sup></b>	<b>Geog Area Cohort</b>	<ul style="list-style-type: none"> <li>• <b>Europe/Eurasia</b> cohort meet with Instructor</li> <li>• All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>

<b>Week 6</b> <b>February</b> <b>15<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>CIVIL SOCIETY, INEQUALITY, AND THE PUBLIC SPHERE</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ Amster, Randall. 2015. "From the War Economy to Peace Economy." <i>Peace Ecology</i>, pp. 1-24. Boulder: Paradigm Publishers.</li> <li>○ Castells, Manuel. 2008. "The New Public Sphere: Global Civil Society, Communication, Networks, and Global Governance." <i>The Annals of the American Academy of Political Science</i> 616(1):78-93.</li> <li>○ Fraser, Nancy. 1990. "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy." <i>Social Text</i> (25/26):56-80.</li> <li>○ Sitrin, Marina and Colectiva Sembrar, eds. 2020. <i>Pandemic Solidarity: Mutual Aid during the Covid-19 Crisis</i>, pp. xi-xxv. London: Pluto Press.</li> </ul>
	<b>Guest Speaker</b>	→ TBA
	<b>Activity/ Further Reading</b>	<ul style="list-style-type: none"> <li>◇ Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack."</li> <li>◇ <b>YES! Magazine's</b> "The Community Power Issue," Summer 2020: <a href="https://www.yesmagazine.org/issues/coronavirus-community-power/">https://www.yesmagazine.org/issues/coronavirus-community-power/</a></li> </ul>
<b>February</b> <b>17<sup>th</sup></b>	<b>NO CLASS</b>	<b>WELLNESS DAY</b>
<b>To Do</b>		<b>Annotated Bibliography #3 due on Canvas by midnight Friday</b>
<b>Week 7</b> <b>February</b> <b>22<sup>nd</sup></b>	<b>Key Concepts</b>	<b><u>DISSENT, PROTEST, AND SOCIAL MOVEMENTS</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ Engler, Mark and Paul Engler. 2016. <i>This is an Uprising: How Nonviolent Revolt Is Shaping the Twenty-first Century</i>, pp. vii-xix. New York: Nation Books.</li> <li>○ Ganz, Marshall. 2010. "Leading Change: Leadership, Organization, and Social Movements." In N. Nohria and R. Khurana, eds., <i>Handbook of Leadership Theory and Practice: A Harvard Business School Centennial Colloquium</i>. Boston, MA: Harvard Business Press.</li> <li>○ Martinez, Xuihtezcatl. 2017. "A Rising Generation: Uplifting Voices of Those Who Will Inherit the Planet." <i>We Rise: The Earth Guardians Guide to Building a Movement that Restores the Planet</i>, pp. 209-23. Rodale Books.</li> <li>○ Zunes, Stephen. 2014. "Arab Revolutions." In P. Loeb., ed., <i>The Impossible Will Take A Little While: Perseverance and Hope in Troubled Times</i>, pp. 241-46. New York: Basic Books.</li> </ul>
	<b>Film/ Activity/ Further Reading</b>	<ul style="list-style-type: none"> <li>◇ "Red Gold" (2010, director Ben Knight): <a href="https://vimeo.com/402799329">https://vimeo.com/402799329</a></li> <li>◇ "This Changes Everything" (2015, director Avi Lewis) on global resistance, solidarity, and innovation around the world</li> <li>◇ <b>YES! Magazine's</b> "The Building Bridges Issue," Winter 2020: <a href="https://www.yesmagazine.org/issues/building-bridges/">https://www.yesmagazine.org/issues/building-bridges/</a></li> </ul>

February 24 <sup>th</sup>	Geog Area Cohort	<ul style="list-style-type: none"> <li>• <b>Latin America</b> cohort meet with Instructor</li> <li>• All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>
To Do		<b>Annotated Bibliography #4 due on Canvas by midnight Friday</b>
Week 8 March 1 <sup>st</sup>	Key Concepts	<u><b>SOCIAL ENTREPRENEURSHIP AND THE GLOBAL ECONOMY</b></u>
	Readings	<ul style="list-style-type: none"> <li>○ Bornstein, David and Susan Davis. 2010. <i>Social Entrepreneurship: What Everyone Needs to Know</i>, pp. 1-26. Oxford University Press.</li> <li>○ Guest, Kenneth J. 2018. "The Global Economy." <i>Essentials of Cultural Anthropology: A Toolkit for a Global Age</i>, pp. 295-331. New York: Norton.</li> <li>○ Kimmerer, Robin Wall. 2020. "The Serviceberry: An Economy of Abundance." <i>Emergence Magazine</i> December 20. (audio available) <a href="https://emergencemagazine.org/story/the-serviceberry/">https://emergencemagazine.org/story/the-serviceberry/</a></li> <li>○ Patel, Raj, and Jason W. Moore. 2017. <i>A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet</i>, pp. 1-43. Berkeley: University of California Press.</li> </ul>
	Guest Speaker	→ <b>Watson Institute Accelerator entrepreneur grantees:</b> <a href="https://watson.is">https://watson.is</a>
	Film/ Activity/ Further Reading	<ul style="list-style-type: none"> <li>◇ <b>YES! Magazine's</b> "The Good Money Issue," Winter 2019: <a href="https://www.yesmagazine.org/issues/good-money/">https://www.yesmagazine.org/issues/good-money/</a></li> <li>◇ <b>YES! Magazine's</b> "The Solidarity Economies Issue," Winter 2018: <a href="https://www.yesmagazine.org/issues/solidarity-economy/">https://www.yesmagazine.org/issues/solidarity-economy/</a></li> </ul>
March 3 <sup>rd</sup>	Geog Area Cohort	<ul style="list-style-type: none"> <li>• <b>Africa/Middle East</b> cohort meet with Instructor</li> <li>• All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>
Week 9 March 8 <sup>th</sup>	Key Concepts	<u><b>SUSTAINABLE DEVELOPMENT MODELS</b></u>
	Readings	<ul style="list-style-type: none"> <li>○ Review the United Nation's Sustainable Development Goals (SDGs): <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></li> <li>○ Hickel, Jason. 2020. "The Sustainable Development Index: Measuring the ecological efficiency of human development in the Anthropocene." <i>Ecological Economics</i> 167. [<b>SKIM</b> for main arguments] <a href="https://www.sustainabledevelopmentindex.org">https://www.sustainabledevelopmentindex.org</a></li> <li>○ Matson, Pamela, William C. Clark, and Krister Andersson. 2016. <i>Pursuing Sustainability: A Guide to the Science and Practice</i>, pp. 1-13. Princeton University Press.</li> <li>○ Philbrook, Burnham J. 2006. "A Philosophy of Service: Strategy for Development." <i>Global Volunteers</i>, St. Paul, MN.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Sachs, Jeffrey D. 2015. "What is Sustainable Development?" <i>The Age of Sustainable Development</i>, pp. 1-14. New York: Columbia Univ. Press.</li> </ul>
	<b>Guest Speaker</b>	→ TBA
	<b>Further Reading</b>	<ul style="list-style-type: none"> <li>◇ YES! Magazine's "Together With Earth Issue," Spring 2015: <a href="https://www.yesmagazine.org/issues/together-earth/">https://www.yesmagazine.org/issues/together-earth/</a></li> </ul>
<b>March 10<sup>th</sup></b>	<b>Geog Area Cohort</b>	<ul style="list-style-type: none"> <li>● Asia cohort meet with Instructor</li> <li>● All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>
<b>To Do</b>		<b>Annotated Bibliography #5 due on Canvas by midnight Friday</b>
<b>Week 10</b> <b>March 15<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>POLITICS OF IDENTITY, RACE, AND CULTURE</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ Fernea, Elizabeth W. and Robert A. Fernea. 2009 (1986). "Symbolizing Roles: Behind the Veil [in the Middle East]." In J. Spradley and D.W. McCurdy, eds., <i>Conformity and Conflict: Readings in Cultural Anthropology</i> (13<sup>th</sup> Edition), pp. 240-47. Pearson Prentice Hall.</li> <li>○ Fish, Jeffrey M. 2009 (2008). "Mixed Blood [in the United States and Brazil]." In J. Spradley and D.W. McCurdy, eds., <i>Conformity and Conflict: Readings in Cultural Anthropology</i> (13<sup>th</sup> Edition), pp. 248-58. Pearson Prentice Hall.</li> <li>○ Steger, Manfred B. 2015. "Political Ideologies in the Age of Globalization." In M.B. Steger, ed. <i>The Global Studies Reader</i> (Second Edition), pp. 41-55. Oxford University Press.</li> </ul>
	<b>Guest Speaker</b>	→ <b>Center for Inclusion &amp; Social Change Training Workshop</b> , details TBA
	<b>Activity/ Further Reading</b>	<ul style="list-style-type: none"> <li>◇ Take this quiz on a range of current issues linked to political platforms, and write down your results: <a href="https://www.isidewith.com/political-quiz">https://www.isidewith.com/political-quiz</a></li> <li>◇ YES! Magazine's "The Black Lives Issue," Fall 2020: <a href="https://www.yesmagazine.org/issues/black-lives/">https://www.yesmagazine.org/issues/black-lives/</a></li> <li>◇ YES! Magazine's "The Make It Right Issue," Summer 2015: <a href="https://www.yesmagazine.org/issues/make-right/">https://www.yesmagazine.org/issues/make-right/</a></li> </ul>
<b>March 17<sup>th</sup></b>	<b>Geog Area Cohort</b>	<ul style="list-style-type: none"> <li>● Europe/Eurasia cohort meet with Instructor</li> <li>● All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>

<p><b>Week 11</b> March 22<sup>nd</sup></p>	<p><b>Key Concepts</b></p>	<p><b><u>DECOLONIZATION: ANCIENT WISDOM AND TEACHINGS FOR MODERN PROBLEMS</u></b></p>
	<p><b>Readings</b></p>	<ul style="list-style-type: none"> <li>○ Ridgeway, Sharon J. and Peter J. Jacques. 2014. "It is Time for Our Hearts to Be Broken." <i>The Power of the Talking Stick: Indigenous Politics and the World Ecological Crisis</i>, pp. 1-22. Boulder: Paradigm Publishers.</li> <li>○ "The Concept of 'Living Well': A Bolivian Viewpoint," by the UN Bolivia Delegation, 4/2010: <a href="http://boliviaring.blogspot.com/2010/10/concept-of-living-well-bolivian.html">http://boliviaring.blogspot.com/2010/10/concept-of-living-well-bolivian.html</a></li> <li>○ Rights of Mother Earth in Ecuador, Bolivia, and possibly the United Nations: <a href="http://www.collective-evolution.com/2014/08/24/the-universal-declaration-of-the-rights-of-mother-earth/">http://www.collective-evolution.com/2014/08/24/the-universal-declaration-of-the-rights-of-mother-earth/</a></li> </ul>
	<p><b>Further Reading</b></p>	<p>✧ <b>YES! Magazine's</b> "The Decolonize Issue," Spring 2018: <a href="https://www.yesmagazine.org/issues/decolonize/">https://www.yesmagazine.org/issues/decolonize/</a></p>
<p>March 24<sup>th</sup></p>	<p><b>Geog Area Cohort</b></p>	<ul style="list-style-type: none"> <li>• <b>Latin America</b> cohort meet with Instructor</li> <li>• All others meet in your groups, with your Peer Mentor, and/or conduct your own research</li> </ul>
<p><b>Week 12</b> March 29<sup>th</sup></p>	<p><b>Key Concepts</b></p>	<p><b><u>WHEN DEMOCRACY FAILS: OVERTHROW, FASCISM AND RADICALIZATION</u></b></p>
	<p><b>Readings</b></p>	<ul style="list-style-type: none"> <li>○ Durrenberger, Paul E. and Suzan Erem. 2007. "How States Work." In <i>Anthropology Unbound: A Field Guide to the 21st Century</i>, pp. 129-45. Boulder: Paradigm Publishers.</li> <li>○ Kinzer, Stephen. 2006. <i>Overthrow: America's Century of Regime Change from Hawaii to Iraq</i>, pp. 1-6. New York: Times Books.</li> <li>○ Snyder, Timothy. 2017. <i>On Tyranny: Twenty Lessons from the Twentieth Century</i>. New York: Tim Duggan Books. See also: <a href="https://www.nytimes.com/2021/01/09/magazine/trump-coup.html">https://www.nytimes.com/2021/01/09/magazine/trump-coup.html</a></li> <li>○ Stanley, Jason. 2020 (2018). <i>How Fascism Works: The Politics of Us and Them</i>, pp. ix-xxxiii. New York: Random House.</li> </ul>
	<p><b>Activity</b></p>	<p>→ Consider the events of January 6<sup>th</sup> in an historical perspective, both causes and effects, and compare them with other countries and times.</p>
<p>March 31<sup>st</sup></p>	<p><b>Guest Speakers</b></p>	<p style="text-align: center;"><b><u>Propaganda &amp; Extremism Today</u></b>  <b>365 National Security Event Series</b>  <b>Counterterrorism Education Learning Lab (CELL), Denver, CO</b>  <i>Facilitated discussion on the threat of violent extremism at home and abroad, with a special emphasis on international contexts.</i>          → <b>Christian Picciolini</b> is a former White Supremacist, <b>Jesse Morton</b> is a former Al Qaeda Propagandist, and <b>Rudi Florian</b> is a Holocaust Educator</p>
<p><b>To Do</b></p>		<p style="text-align: center;"><b>Annotated Bibliography #6 due on Canvas by midnight Friday</b></p>

<b>Week 13</b> <b>April 5<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>CATCH UP AND CONFERENCE ON WORLD AFFAIRS</u></b>
	<b>Activity</b>	○ Review and Catch Up Day
<b>Special Event</b>		<b>April 7-10</b> is the <b><u>CONFERENCE ON WORLD AFFAIRS</u></b> , one of the best weeks of the year at CU! FREE AND OPEN TO THE PUBLIC. → You may use this event as part of your CEP or for Extra Credit See the list of speakers and panels: <a href="https://www.colorado.edu/cwa/">https://www.colorado.edu/cwa/</a>
<b>April 7<sup>th</sup></b>	<b>NO CLASS</b>	○ Attend as many CWA speakers and panels as you can manage this week! ○ Find ones that are relevant to your Community Engagement Project! ○ See if you can arrange a meeting or interview with a speaker!
<b>Week 14</b> <b>April 12<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>DRUG PROHIBITION &amp; REFORM IN A GLOBAL CONTEXT</u></b>
	<b>Readings</b>	○ Conzelman, Caroline S. 2006. "Fieldwork in Coca Country: Investigating Democracy and Development in the Bolivian Andes." In A. Gardner and D.M. Hoffman, eds., <i>Dispatches from the Field: Neophyte Ethnographers in a Changing World</i> , pp. 119-35. Long Grove, IL: Waveland Press. ○ Heemskerk Declaration. 2016. "The Global Forum of Producers of Prohibited Plants," <i>Transnational Institute (TNI)</i> document for the UNGASS 2016 (United Nations Special Session on Global Drug Policy). ○ Latin American Commission on Drugs and Democracy. 2009. "Drugs and Democracy: Toward a Paradigm Shift." <i>Open Society Institute</i> and <i>Instituto Fernando Henrique Cardoso</i> (and others). ○ Levine, Harry G. 2003. "Global drug prohibition: its uses and crises." <i>International Journal of Drug Policy</i> 14:145-153.
	<b>Guest Speaker</b>	→ <b>Dr. Conzelman's slides</b> – ethnographic fieldwork in Bolivia on coca leaf, cocaine, and democracy + the history of drug prohibition and policy reform
	<b>Film/ Further Reading</b>	◇ "Breaking the Taboo" (2012, director Fernando Grostein Andrade) ◇ <b>YES! Magazine's</b> "The Mental Health Issue," Fall 2018: <a href="https://www.yesmagazine.org/issues/mental-health/">https://www.yesmagazine.org/issues/mental-health/</a>
<b>April 14<sup>th</sup></b>	<b>Guest Speaker</b>	→ <b>Career Services</b> presentation on Networking
<b>To Do</b>		<b>Annotated Bibliography #7 (REQUIRED) due on Canvas by midnight Friday</b>
<b>Special Event</b>		<b><u>2021 CANNABIS and PSYCHEDELIC SYMPOSIUM</u></b> <b>Ancient Medicinal Plants, Modern Therapies, and Drug Policy Reform</b> <b>Saturday, April 17<sup>th</sup> on Zoom – Speakers, Panels, and Workshops!</b> → Free and open to all CU students and the general public! → You may use this event as part of your CEP or for Extra Credit



<p><b>Week 15</b> <b>April 19<sup>th</sup></b></p>	<p><b>Key Concepts</b></p>	<p><b><u>BEING HOPEFUL IN TROUBLING TIMES</u></b></p>
	<p><b>Readings</b></p>	<ul style="list-style-type: none"> <li>○ Bekoff, Marc. 2014. <i>Rewilding Our Hearts: Building Pathways of Compassion and Coexistence</i>, pp. 1-20. New World Library.</li> <li>○ Farmer, Paul. 2013 (2011). "Accompaniment as Policy." In <i>To Repair the World: Paul Farmer Speaks to the Next Generation</i>, pp. 233-47. Berkeley: University of California Press.</li> <li>○ Macy, Joanna and Chris Johnstone. 2012. <i>Active Hope: How to Face the Mess We're in without Going Crazy</i>, pp. 1-9. Novato: New World Library.</li> <li>○ Tutu, Desmond. 2014 (2000). "No Future Without Forgiveness." In P. Loeb., ed., <i>The Impossible Will Take A Little While: Perseverance and Hope in Troubled Times</i>, pp. 451-57. New York: Basic Books.</li> </ul>
	<p><b>Guest Speaker</b></p>	<p>→ TBA</p>
	<p><b>Further Reading</b></p>	<ul style="list-style-type: none"> <li>◇ YES! Magazine's "The World We Want Special Issue," Spring 2020: <a href="https://www.yesmagazine.org/issues/world-we-want/">https://www.yesmagazine.org/issues/world-we-want/</a></li> <li>◇ YES! Magazine's "50 Solutions Issue," Winter 2017: <a href="https://www.yesmagazine.org/issues/50-solutions/">https://www.yesmagazine.org/issues/50-solutions/</a></li> </ul>
<p><b>April 21<sup>st</sup></b></p>		<p><b>FINAL PRESENTATION WORKSHOP</b> <i>Please come prepared with your notes, Annotated Bibliographies, and your Final Paper draft – we will spend the class workshopping your presentations</i></p>
<p><b>Week 16</b> <b>April 26<sup>th</sup></b></p>		<p><b><u>FINAL PRESENTATIONS GROUP 1</u></b> (~12 students)</p>
<p><b>April 28<sup>th</sup></b></p>		<p><b><u>FINAL PRESENTATIONS GROUP 2</u></b> (~12 students)</p>
<p><b>Final Exam</b> <b>May 5<sup>th</sup></b></p>		<p><b><u>FINAL PRESENTATIONS GROUP 3</u></b> (~25 students) <b>Wednesday, May 5<sup>th</sup> at 1:30-4pm</b></p>
<p><b>To Do</b></p>		<p><b>Final Papers due on Canvas by midnight Wednesday, May 5<sup>th</sup></b></p>