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CVC 391, Special Topics in Global Citizenship: Global Solidarity and Local Actions: Interdependence and Social Change

3 credit hours, counts toward Global Citizenship requirement

Thursdays, 7:30 - 9:30 pm EST

Meets on zoom: <https://haverford.zoom.us/j/4223513713>

Office hours: By appointment

Instructor information: Nora Pillard Reynolds, PhD (nora.reynolds@collegeunbound.org)

***With my family below - Husband, Wil, and two sons, Rio (now age 5) and Niko (now age 3).*



Dr. Nora Pillard Reynolds approaches her work from her experiences as a non-profit practitioner, educator, and researcher. Following her graduation from Villanova University in 2002, Nora co-founded [Water for Waslala](#), an NGO that worked for access to water and sanitation in rural Nicaragua, which she led until 2016. During the startup phases of Water for Waslala, she also earned her MA in International Development at *La Universidad Complutense de Madrid* in 2004. From 2004-2006, Nora worked as a 1st grade teacher at Potter-Thomas



Bilingual School in North Philadelphia through Teach for America, while completing her MS in Elementary Education at St. Joseph's University. She completed her PhD in Urban Education at Temple University and now serves as Director of the [Community-based Global Learning Collaborative](#) which is hosted in the Center for Peace and Global Citizenship at Haverford College just outside Philadelphia.

Course description

This course considers a civics of interdependence. We have a role to play, but who are “we,” what role is that, and what ideas, methods, and skills might help us take action for more just, inclusive, sustainable communities? We take up this analytical challenge and the action oriented disposition it suggests, through consideration of key concepts in local-global civic inquiry and action. The course proceeds through the following key questions:

1. How do my identity, my strengths, and my interests relate to advancing social change?
2. What theories and methodologies help us advance place-based understanding of interdependence, and how can those approaches help us better understand our local contexts?
3. What entry points exist for involvement with regional and international social change partnerships?
4. How can participatory and Fair Trade Learning methodologies advance partnerships with communities and community organizations in systematically respectful ways?

Course Learning Goals

- Identify, analyze, and apply critical concepts for engaging fundamental issues of inequality and social justice.
- Critically reflect on the intersection of key concepts, institutions, and structures, and their relationship to one's own identity, vocational, and civic interests.
- Identify and develop personal opportunities or ambitions for putting learning into action for greater ethical purposes.

CU's General Education, Organizational Leadership and Change, and/or Big 10 outcomes

General Education Outcomes: Describes theoretical and practical aspects of active citizenship; identifies positive changes to make in an interconnected world; and engages in public work with a diverse group of people.

Organizational Leadership and Change Major Outcome: Applies participatory action research to complete projects.

The journal entries (#8, 9, 10, 11) will all connect students' projects with resources focused on community-based participatory research. The journal prompts will focus on:

- How can research contribute to more just, inclusive, sustainable communities?

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- Research for what? For whom?
- Who am I, where am I located, and how do those answers position me to contribute to positive social change?
- How can I ensure co-construction through all phases of the research process (questions, methods, analysis, writing, dissemination)?

Big 10 outcome - Intercultural Engagement: Continuously improves capacity to identify own cultural patterns, compare and contrast them with others, engage in respectful dialogue, and adapt empathically and flexibly to unfamiliar ways of being.

You, your values, and your experiences are essential points of entry and investigation for understanding your own role as it relates to social change and ethical action. Weeks 2 - 5 focus on “understanding self in and across contexts.” The journal prompts will focus on:

- How can you strengthen your knowledge, skills, attitudes and behaviors to enact cultural humility in diverse contexts?
- How do my strengths, skills, and dispositions relate to advancing just, inclusive, sustainable communities?

Additionally, an important part of satisfactory participation in this class is your active role in creating, and engaging in, a community of learners through weekly discussion.

Course Materials: All materials for this class will be provided online at the links included in the course calendar.

Learning Activities, Assignments, and Estimated Time

Learning in this course occurs through a discipline of reading, reflecting, writing, sharing, and iteratively revisiting concepts. Because you, your values, and your experiences are such essential points of entry and investigation for understanding your own role as it relates to social change and ethical action, I have built this course (and grading for it, discussed below) around process integrity. It is absolutely critical that you engage your experiences with course content considered here as well, in a continuous iterative process. This will occur through two primary mechanisms: a journal / e-portfolio and class meetings.

You can expect this 3-credit hour class to take 8-9 hours of your time each week. This will include 2 hours each week in class and 6-7 hours each week engaging with the online learning materials and completing your journal entries.

Journal Entries - Each journal entry must display:

- **Ownership and Authorship:** This course is built on conceptions of global learning, civic learning, and leadership that acknowledge that critical self-understanding is fundamental

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to productive engagement with others. Each of the reflective prompts asks you, as a participant in the course, to reflect on yourself, your values, and your life experiences as they relate to the concepts considered in the course. When the instructor reviews your written reflections, one of their key questions will be:

- *Wherever prompted, is the author bringing themselves, their experience, and their values and insights into the analysis*?*
- **An important caveat here: be present, but also be aware that you'll be asked to share these reflections with peers and potentially guest educators. As this course focuses on civics, reflections are intended to be both personal and (at least somewhat) public.*
- **Critical Analysis and Synthesis:** Related to the point above, this course is grounded in praxis as a learning method. Praxis involves reflectively and iteratively engaging and improving upon ideas through consideration of their utility and relevance in the world and through application. Utility, importantly, does not merely refer to whether an idea helps us better “do” something. Praxis also considers the ways in which ideas may help us better understand our realities and build toward previously unimaginable (and therefore unattainable) possibilities. When the instructors review your written reflections, one of their key questions will be:
 - *Did the author demonstrate engagement with the key concepts and/or data considered this week as part of the course learning materials?*
- **Sufficient, not Excessive, Length:** We wish to emphasize that quality, not length, of reflection is the point. However, we appreciate that guidelines are helpful. To achieve the two goals above, we think you need a minimum of 400 words (or 3 minutes if you chose to communicate through video), and no more than 750 words (5 minutes if you chose to communicate through video), in each of your entries. If you personally reflect for more than 750 words (or 5 minutes), we ask you to submit entries that are synopses. Communicating clearly with concision is an important skill to develop. The question here is clearly:
 - *Was the entry between 400 and 750 words or 3-5 minutes?*

***** **Journal entries are due each Tuesday by noon EST** *****

Class Meetings

During class meetings, which will take place over a two-hour period every Thursday evening, students will explore key concepts and personal experiences and perspectives together. You will also have the opportunity to hear from guests with particular insights related to course topics. Your regular attendance is the most important learning opportunity in this course. You may miss one of our meetings this semester for any reason without penalty. Please communicate clearly and before class with the instructor if you will be absent. For any issues that should lead to further absences, please email so we can work out a plan. Please note that you will be asked to meet with the instructor one-on-one if you miss a meeting so that we can

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catch you up on what you missed, and so that you are prepared to participate effectively in the following meeting.

Participating in class does not necessarily mean talking a great deal, or showing everyone else that you know or have studied a lot. An important part of satisfactory participation in this class is your active role in creating, and engaging in, a community of learners. It entails your building on and synthesizing comments and contributions from others, and on showing appreciation for others' involvement. Some of the most helpful things you can do are to bring a new resource to the classroom, or highlight something interesting and compelling you witness in others. There are multiple ways quieter learners can participate.

Below are some examples of high quality civic participation:

- **Attend each meeting, on time.**
- **Come to meetings prepared**, asking questions, and sharing what you have learned in writing and in group discussions.
- **Put away your phone and closing other browsers** and tabs during class time. ● Ask a question or **make a comment that shows you are interested** in what another person says, or does, and/or encourages another person to elaborate on something they have already said or done.
- **Alert us to a resource** (a reading, web link, video) not addressed in the syllabus that adds a new dimension or perspectives to our learning.
- **Make a comment that underscores the linkage between two students' contributions** and make this link explicit in your comment. Contribute something that builds on, or springs from, what someone else has said or done.
- **Prompt us to examine the dynamics** involved in the **group process**. ● If you think it is appropriate, **ask the group for a pause** to slow the pace of conversation or activity to give you, and others, time to think/process.
- Make a comment that at least partly **paraphrases a point someone has already made**. ● **Make a summary observation** that takes into account several people's contributions and which **touches on a recurring theme** in a discussion of our work together. ● Find a way to **express appreciation for any new insights or perspectives** you gained from a discussion or from our group work together. Try to be specific about what it was that helped you understand something better.
- **If you challenge what someone said during a discussion**, focus on the *issue at hand*, and not on the *person* with whom you have a differing viewpoint.

To be effective, many of the above can be done one-on-one, in small groups. You do not always have to speak in a way that calls the attention of the entire class. There will be many opportunities in which quieter students, who may be more comfortable with intimacy and small groups, can participate.

Grading: Student-driven based on labor, commitment, and self-assessment* *We are grateful to Dr. Adam Rosenblatt, Associate Professor of the Practice in International Comparative Studies at Duke University, for his contribution to this section and this [area of](#)

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[practice](#). Dr. Rosenblatt is part of a growing movement of teachers against traditional grading practices. You can read some perspectives on that topic [here](#), [here](#), and [here](#).

A labor-based grading contract:

- Strengthens your ability to focus on your learning (rather than someone else's perception of it)
- Helps you avoid the temptation of writing as performance and instead encourages writing as personal reflection and disciplined inquiry
- Encourages experimental thinking
- Enables collaboration rather than competition with classmates
- Ensures you can think and write from your own strengths

*A labor-based grading contract means that in this class, you receive full credit (points) for regular class attendance (no more than one unexcused absence in a class that only meets weekly) and completing weekly journal assignments to at least minimum satisfactory standards articulated above. In other words, you get credit if you complete the e-portfolio assignments according to instructions, whether it is the best essay you have ever written or a collection of ideas that didn't quite come together. (Credit is conferred whenever all three of the key questions introduced in the journal entries section above can be answered "yes"). You will get feedback on the assignments, but that feedback will not include a grade. **Completing all of the key assignments listed below and getting credit for them will ensure you earn an A.** That is the contract: if you do all of the required work, you get an A. If you do slightly less work, you can earn a slightly lower grade. All of our assignments are designed to be valuable learning experiences and/or service to our community partners; none of them are busy-work.*

Revision and reflection are key elements of learning. I will urge you to revise any assignment that does not meet the minimum satisfactory standards. Once it does meet the standards, you get full points for it (except points deducted for late submission), no penalty. You may revise any assignment you would like for additional feedback--even if it received full credit already! Because every revision is an opportunity to learn, and that's what we're here for.

Journal assignments and class participation accumulate toward an A. Weekly class meeting attendance and participation. Everyone may miss one meeting unexcused and still receive an A. If you have an illness or personal concern that should excuse an absence, please let your instructor know.

- **Attendance and participation (including any class preparation): 48 points** - 16 total possible meetings: 15 required meetings, 3 points for each meeting attendance = 48 possible points
- **Meet with the instructor: 9 points** - Week 2, mid-point, final week of the semester, 3 points each (complete any preparation to use time constructively and follow up actions decided upon together).

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- **Weekly journal entries: 44 points** - 11 total entries, 4 points for each entry = 44 possible points. Any entry turned in on time will receive at least one point. Entries that are turned in on time and engage with all three key questions will earn full points. Late entries turned in within 48 hours after the deadline lose 1 point; entries beyond 48 hours late lose 2 points, because completing the writing on time enables our weekly discussion. If points are lost for not engaging with all three key questions, students may revise unsatisfactory entries to earn back up to half of the missing points. However, students cannot earn back points lost for turning in the original entry late.

College Unbound's Academic Honesty policy is located in the Academic Catalog, which can be found on our website at <https://sites.google.com/collegeunbound.org/registrar/academic-catalog?authuser=0>.

Incomplete Grades: A student unable to finish a course may ask an instructor for a mark of I (Incomplete). Course instructors may approve or deny a student's request.

Students cannot graduate with an "I" mark on their record. They must either complete the course for a passing grade, or allow the Incomplete to lapse to an "F." Add the [Complete that Incomplete](#) template to your Digication portfolio and use it to develop a plan with your Instructor and Lab faculty for finishing your work.

See the full Incomplete policy in the Academic Catalog at <https://sites.google.com/collegeunbound.org/registrar/academic-catalog?authuser=0>

. Expectations of Instructor

I believe that the best learning environments are based on a foundation of relationships and focused on learning from each other. I view the cultivation of relationships with my students as fundamental to teaching effectiveness in order to individualize student learning goals. A few hints on what to expect:

- Email is best - I probably check a little too often!
- Let's chat - please utilize "office hours" to chat, think together, discuss, plan out future goals...in addition to specific questions or challenges that are part of the course assignments.
- I ask you to submit journal entries 48 hours (a little more) before our class time so that I am able to read, provide feedback, and bring the journal themes into our class discussion. This also means that you will see feedback from me before class that can help you prepare to engage in discussion.

Course Calendar (*Dates are subject to change based on guest availability) →

Specific journal entry prompts are posted on Google classroom as assignments.

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Class	Topic/ page	Assignment	Journal deadline (12 pm EST)	Learning resources/ materials
1/14/21	Intro class session			Overview, aspirations, learning community
1/21/21	Cultural humility	Meet with instructor; Journal practice	1/19/21	What does cultural humility mean in theory and practice, and how can you strengthen your capacities for cultural humility in diverse contexts?
1/28/21	Cultural humility & power	Journal #1	1/26/21	Cultural humility and power
2/4/21	Strengths & social change	Journal #2	2/2/21	Where can I begin – how do my strengths, skills, and dispositions relate to advancing just, inclusive, sustainable communities?
	Civil society	Journal #3	2/9/21	How is global citizenship enacted? How are these values advanced?
2/18/21	Sustainable Development Goals	Journal #4	2/23/21	How do we know whether we make progress on justice, inclusion, and sustainability?
2/25/21	Self & social change			
3/4/21	Where we've been & where we're going	Meet with instructor		
Break				
	Global health	Journal #5	3/16/21	What is global health, and how do its methods and concepts help us better support ourselves and others around the world?
3/25/21	Ethical partnerships	Journal #6	3/23/21	How can we work to ensure ethical community campus partnerships in local and global experiential education?
4/1/21	Participatory research	Journal #7	3/30/21	How can research contribute to building more just, inclusive, and sustainable communities?
4/8/21	Participat	Journal #8	4/6/21	Research for what? For whom?

	ory research			
4/15/21	Participat ory research	Journal #9	4/13/21	How does my positionality relate to how I might share stories to advance positive social change?

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4/22/21	Positionality & story sharing			
4/29/21	Participat ory research	Journal #10	4/27/21	How can we ensure co-construction through all phases of the research process?
5/6/21	Final class session	Meet with instructor; Journal #11	5/4/21	Final reflections; course wrap-up

Academic Support.

College Unbound is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. Any student who needs, or believes they may need, disability accommodations is welcome to contact CU Accessibility as early as possible in the semester at accessibility@collegeunbound.org

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Student Support Services, support@collegeunbound.org. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Wellness statement

Yes, I plan to challenge you. There will be rigorous reading, weekly writing assignments, and concepts that will challenge your thinking. By the end of this class, I hope you will feel very proud of your growth and learning!

However, this work cannot be done at the expense of your wellbeing. Working until exhaustion is NOT a badge of honor; it shows that you are out of balance. As such, I plan to model wellbeing as a value in my class. There will be reminders about finding productive and healthy ways to find silence, relax, breathe, mediate, and seek peace. In that silence we often find our greatest inspiration and the space to think new creative thoughts. I will also give you a “free pass” to skip an assignment when you need it the most. No questions asked. Finally, I will encourage you to have fun, celebrate, enjoy your learning experiences. I will try to bring that joy

back to you even when the stress of the semester starts to loom. We got this!

Audre Lorde once said, "Caring for myself is not self indulgence, it is self preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable.