



SAMPLE SYLLABUS
HON395 Honors Special Topics
Global Citizenship in your Neighborhood
3 credit hours

This course is only open to a maximum of 12 students who must either be enrolled in the Honors Program or have a 3.25 GPA or above with instructor permission.

Course Format

This is a 3 credit hour interdisciplinary seminar and service learning course, progressively team taught in a hybrid (both face to face and on-line) format. The course includes a two-night overnight retreat-style class session held mid-semester. Students are required to attend the mid-semester retreat.

Course Description

This Honors Connections seminar will connect our ideas about global citizenship to historic and current global human movements and their impact on our current worldview. By examining our personal relationship to human migration and its impact on local communities in both colonial and post-colonial times, this course seeks to strengthen our awareness of community issues in Greeley especially those revolving around migration and newcomers to the community in the past decade. Additionally this course will provide students with the ability to identify strengths inherent in a community with globally diverse demographics by embarking on an in depth service learning project that seeks to create a community asset map of the refugee neighborhoods for the Global Refugee Center and bring positive awareness to the Greeley community about the refugees now making Greeley their home.

Themes explored in this course

This course explores several overlapping themes within the wider topic of Global Citizenship and its role within a small community with new citizens from around the world. The themes will emerge from the readings, discussions, films, and through engagement with the community projects.

- **Global citizenship** – What are the historical roots of the global human experience? How is citizenship defined in global terms? What does it mean to us as individuals? How do we make meaning of a global citizen perspective when we live in a local context?
- **Personal identity** – What is your social identity? What is your global identity? How has your own DNA and ancestral experience emerged in your self-concept?
- **Emigrant experience** – Who is an emigrant? What is the relevance of the immigrant experience on individuals today in the U.S.? How does immigration impact local communities?
- **Multiculturalism and diversity**– What does this mean? How are local communities positively impacted by diversity of culture and thought? In what ways do multiple cultures exist interwoven into single communities?
- **Racism, discrimination and bias** – What are they? In what ways do these constructs exist in U.S. society? How does power relate to racism, discrimination and bias? How do

- they intersect with our personal experiences and with community relations? How do individuals move beyond implicit bias and make a positive impact to change systems that reinforce discrimination?
- **Colonialism, Imperialism and Post-Colonialism** – How has colonialism had an impact on our modern thought patterns and what is its relationship to multi-culturalism? How does the relationship between the oppressor and the oppressed function in the world today?
 - **Efficacy and action** - In what ways do our own everyday actions impact our society? How do we change our actions in order to create positive ripple effects rather than negative? How do we determine what is positive and what is negative in our relations with others?

Course Learning Objectives

In exploring the themes above through readings, discussions, films, and community based projects, students successful in the course will develop the following competencies:

- Students will be able to explore and identify foundational political and philosophical elements present in current discourses on global citizenship, specifically as it applies to human migration.
- Students will be able to identify ripple effects of human movements across the globe and how they impact holistic human ecologies.
- Students will be able to give voice to their local narratives and develop an ability to step into self-authorship.
- Students will be able to recognize and discuss their personal and social identities, as well as gain an understanding of their sense of self-efficacy within a community justice framework.
- Students will become more consciously aware of the dynamic assets that abound in their local community.
- Students will learn how to use applied techniques to identify strengths in a community with diverse populations.
- Students will learn to translate their knowledge and wisdom to actionable practice within their communities.

Required Texts and Course Materials

Students are required to read the following books:

Achebe, Chinua (1994) *Things Fall Apart* (other editions are fine too)
 Coetzee, J.M. (1980) *Waiting for the Barbarians* (other editions are fine too)
 Gerzon, Mark (2010) *American Citizen, Global Citizen*
 Urrea, Louis (2005) *The Devil's Highway*

To be posted on Blackboard:

Anzaldua, Gloria (2012) *Borderlands/La Frontera*, 4th ed.

Chapter 1 - "The Homeland, Aztlan," pp. 23-35

*Additional readings will be posted on Blackboard or given as class handouts throughout the semester. The additional readings may include chapters/sections from the following texts:

Akhtar, Salman (2011) *Immigration and Acculturation*

Maalouf, Amin (2001) *In the Name of Identity*

Goldstone, J., Kaufmann, E., and Toft, M. (2011) *Political Demography: How Population Changes are Reshaping International Security and National Politics*

Course Requirements & Evaluation for Grading

All assignments are described in the *List of Assignments* and will be posted to Blackboard.

Evaluation of student learning in the course will be made in the following areas:

Assignments	Points
Journals	100
Global Citizenship Reflection essay 1 (Pre-essay)	50
Museum reflection essay	50
<i>Waiting for the Barbarians/Things Fall Apart</i> assignment	50
Personal Migration Cajita	50
Mini-Research assignment/presentation	100
Community asset map project	250
Community asset map presentations	150
<i>The Devil's Highway</i> assignment	50
Global Citizenship Reflection essay 2 (Post-essay)	50
Participation	100
Total	1000

Course Grading

This course is offered for a letter grade only and cannot be taken on a pass/fail basis. At the end of the semester, grades will be assigned based on total points earned (no + or – assigned):

Letter Grade	Total % of Points Earned
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 or below

Information on UNC's grading policies is available in the UNC Catalog under *Policies and Procedures for All Students* and online at

<http://www.unco.edu/regrec/records/grades/grading.html>.

Attendance

Attendance at the class meetings is critical to this course due to the experiential nature and group work involved. Attendance at the weekend retreat is mandatory. If a student has an unexpected life situation that prevents them from attending the retreat, they should then withdraw from the course. Attendance at other class meetings is also critical. In the event that a student cannot attend one of the class meetings due to unexpected family situation or illness, arrangements must be made in advance with the instructors. Any missed courses that do not have the approval of the instructors may lead to the assignment of a failing grade in the course. In no circumstances can a student miss more than one class meeting.

Course Outline (Tentative Schedule)

This class meets every other week for 1 ½ hours plus the weekend retreat. Individual service project team meetings with the instructors and the teaching assistant are also required. Full class meeting dates include the following:

All classes are scheduled in Michener L-98 from 7:30 PM – 9:00 PM.

Week	Discussions/In Class Activities	Readings and Activities to complete during the week	Assignments Due
1	Introductions/Syllabus Review/Getting to know one another	Reading: Waiting for the Barbarian Global Citizen p. 11-46	Essay #1 Due
2		Reading: <i>Things Fall Apart</i> Visit Greeley History Museum	
3	Discuss Artifacts and <i>Waiting for the Barbarians</i> Discuss Global Citizenship	Reading: Selected Mini-Research Book Begin Cajita research	Bring “Barbarians” Artifact <i>Barbarians/Things Fall Apart</i> Reflection Due
4		Finish Cajita	Museum Reflection Due
5	Personal Migration Stories	Reading: Global Citizen p. 77-152 Complete Mini-Research Project	Cajita Due in class
6	RETREAT – Global Citizenship, refugees, & Community asset mapping	Reading Global Citizen p. 153-204	Present mini-research project at Retreat
7	Global Refugee Center Visitors to class	Community Asset Mapping groups begin individual meetings and create project plan, timeline, and conduct background research on community	
8		CAM groups – Neighborhood visits and community observations, meet with refugee community individual group partners	Project Plans due
9	Discuss CAM projects – Neighborhood findings	CAM groups move to phase II of project – interviews, discussions, community asset findings	Neighborhood walk reports due (Phase I)
10	Spring Break (no class)	Continue working on asset maps	
11	Updates of CAM projects, synthesis	Finalize CAM reports	CAM Reports Phase II due
12	Individual group meetings with instructors	Work on second draft of CAM reports, finalize binders	
13	CAM Presentation	Develop CAM presentation – deliver at Research Day	CAM Final Project Binders due
14	CAM Presentation Practice	Reading: Devil’s Highway	CAM Presentation for stakeholders

15	Discuss Devil's Highway and immigration issues – GUEST SPEAKER		Devil's Highway assignment due
16		Final journaling Work on Global Citizenship final essay	
Finals	Final class meeting- final reflections		Global Reflection Essay #2 Due Turn in final journals

Participation

Engaged participation assumes that students be prepared for each class session and requires active and relevant involvement in large and small group discussions and activities. Instructors define “preparation” as reading the assigned material, locating additional reference material as needed, completing assignments in a timely fashion, and participating fully in discussions and activities from a knowledgeable and informed perspective. Additionally, group work and product is a significant portion of this course. Students are expected to treat their group mates in a respectful and professional manner. Students will earn a letter grade reduction for poor participation evaluation.

Required Electronic Accounts

UNC Bearmail - Students are required to utilize their UNC Bearmail accounts and check email regularly to ensure they receive postings from course instructors. UNC Bearmail accounts are the official source for email communication in this course.

Blackboard – The full list of assignments with due dates and requirements, along with additional course readings, class updates, the syllabus and additional handouts will be posted to Blackboard. Students may be required to post reflective comments on Blackboard. Students will be asked to upload most assignments to Blackboard per the List of Assignments and the Assignment Chart.

Other Course Information

Changes to the Course Syllabus: The instructor reserves the right to modify the syllabus to best accommodate student learning and make schedule adjustments for speakers and events. Such changes, while not anticipated, will be announced in class and posted to Blackboard.

Students with disabilities: Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Policies and Procedures for All Students/Students Rights and Responsibilities: *The Policies and Procedures for All Students*, as contained in the UNC Catalog, and Students Rights and Responsibilities, a document available from the Dean of Students office, will be followed for this

course. Students should ensure their familiarity with both the UNC Catalog and the Students Rights and Responsibilities document.

Respectful Classroom Environment: An atmosphere of cultural responsiveness is the only acceptable atmosphere in this class. Any student engaging in disruptive or rude behavior will be warned and/or asked to leave and will not receive class participation points for that day. Students must be respectful of others at all times, including those with differing points of view. Students should engage in active listening and try to develop stronger perspective taking skills while listening to various points of view.

- Classroom Etiquette
 - You may leave your cell phone on silent during class meetings. No text messaging during class meeting times – there will be breaks given.
 - No use of laptops, iPods, iPads, smart phones for e-mail, etc. will be allowed during class time. Breaks will be given when there are longer class sessions to allow students personal time.
 - Do not read other materials during class time
 - Side conversations are disruptive and not tolerated.
 - You are more than welcome to bring food and drink to class sessions

Policy on Late Assignments: It is assumed that students will submit assignments on time. Extenuating situations should be discussed with the instructor in advance. Due to the course schedule late assignments may not be accepted and if accepted may only receive 50% credit.