GLOBAL COMMUNITIES

BSGC 398A Global Service: Alternative Break/International Service; (3 credits); Spring 2018

Instructor
Jeremy Gombin-Sperling
Pronouns: he, him, his
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301-405-2844

Course Overview
This course begins with the premise that community service is a valuable response to the social problems that we face in today’s society. Students will be introduced to existing responses to social problems and will work to formulate their own individual and collective responses. These issues include: Definitions of Service, Global Citizenship, Social Justice, Community Development, Poverty, the Environment, and Marginalized Populations. Students will also be asked to reflect throughout our topics and discussions. How do our social identities (e.g. our race, gender, sexuality, religion, socioeconomic status, ability, etc.) impact how we navigate both our service experiences, and the issues our service projects wish to address? In forming these conversations, students will work to formulate their own perspectives on community service, what it means to them, and what they feel are the possibilities and limitations of service initiatives.

Course Objectives
- Demonstrate understanding of cultural competencies, in order to communicate effectively across cultural differences in a diverse society and world.
- Demonstrate understanding of and connections between service-learning scholarship and issues affecting marginalized communities to your service project, in international and domestic (U.S.) contexts.
- Question and explore the possibilities and limitations of service.
- Reflect on how our social identities impact how we understand service and the experiences we have on our projects.
- Explore complexities of the meaning of global citizenship and the relationship with service.
- Identify personal priorities and develop an action plan for civic engagement in a diverse global society.

Requirements
- Successfully complete at least 60 hours of service with an approved Alternative Break or International Service program (including pre/post-departure service projects, meetings and on-the-ground service).
- Complete assignments and participate in online discussions.
- Complete several individual projects including a TedTalk paper and final reflection.
- Deliver an e-presentation on your service program.

Pre-approved Alternative Break or International Service programs include:
- The Bahamas: Environmental Conservation and Eco-Tourism
- Guatemala: Sustainable Community Development
- Haiti: Rebuilding a People and Place
- Dominican Republic: Community Development and Education
- Nashville, Tennessee: Immigration and Refugees
- Washington, DC: Human Trafficking
- Pine Ridge, South Dakota: Native American Rights
- Ecuador: Community Development and Education
- Maryland Adventure Program (MAP): Parque Internacional La Amistad in Panama and Costa Rica
- Engineers Without Borders
- Students Helping Honduras
- Dental Brigades in Honduras

If you wish to participate on a program or create an independent international service project, you must have received approval from Global Communities by the end of the Fall 2017 semester.

**PARTICIPATION AND LATE POLICY**

Although this is course is completely done online, there is still a participation component. Your participation and engagement is assessed by the thoughtfulness in your posts and comments in discussion boards, and your ability to integrate my comments and feedback in your subsequent work.

All assignments, papers, and presentations are expected to be turned in/concluded by the deadline listed in the Course Schedule below. Work turned in after the deadline with no notification to the instructor will automatically lose a small percentage of points. Please reach out to me whenever you feel as though you will be unable to turn in your work on time.

University policy excuses absences due to illness, religious observances, participation in official University activities, and circumstances beyond the student’s control. It is your responsibility to let me know at least 24 hours in advance if a particular commitment you have or situation will prevent you from submitting work on time.

Students who are ill during a major grading event or who experience prolonged illness leading to more than one late assignment are required to provide official documentation from the University Health Center or their own health provider.

**STUDENTS WITH DISABILITIES**

We will make every effort to accommodate students who are registered with the Accessibility and Disability Service Office and who provide us with a University of Maryland ADS Accommodation form which has been updated for the current semester. Additional information and support is available through the Accessibility and Disability Service Office at [https://counseling.umd.edu/ads/](https://counseling.umd.edu/ads/).

**Names and Pronouns**

Our institution's official policy states that "The University of Maryland recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the University to establish mechanisms to acknowledge and support individuals’ self-identification." One way we can support self-identification is by honoring the name and pronouns that each of us go by.

Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they want others to refer to them as.

Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or
something else). In this classroom, we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more and watch the LGBT Equity Center’s video on pronouns.

**INCLEMENT WEATHER**
This course will be conducted entirely online. In the event of inclement weather, I still expect that assignments will be completed and turned in on time. If there is a power outage due to a storm, alternative arrangements will be made.

**RELIGIOUS OBSERVANCES**
I will take care to avoid scheduling deadlines or events on major religious holidays. If you need to make additional arrangements because a colloquium or event coincides with participation in religious observances, please be sure to notify me in writing before the end of the schedule adjustment period.

**ACADEMIC INTEGRITY**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu.

**TECHNOLOGY REQUIREMENTS**
This course will be conducted entirely online. In order to participate in the course, you will need access to a computer with Internet access, one or more Web browsers (e.g. Firefox, Safari) and any browser plug-ins that may be needed to interact with the digital media content. Discussion forums will be conducted in ELMS and students are expected to demonstrate empathy and respect towards one another throughout each assignment. For more information on technical requirements, see: https://www.itsc.umd.edu/.

**COURSE SCHEDULE**
Below is the assignment schedule for the course. Please note that I will also be hosting open meetings to introduce myself, and discuss the syllabus on the following days and times. You only need to come to 1 meeting. All meetings take place in the large classroom in Elkton Hall on the ground floor.

**Thursday, February 1:** 10:00am - 11:00am or 11:00am – 12:00pm  
**Friday, February 2:** 1:00pm – 2:00pm or 2:00pm – 3:00pm

<table>
<thead>
<tr>
<th>Required Readings/Assignments</th>
<th>Assignment Due</th>
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| **Who are we? What is “service?”** | Discussion: February 7  
  Comments: February 9 |
|   - Read: Rank Service Activity |   |
|   - Read: “Critical Elements of Thoughtful Community Service” |   |
| **Community Development** | Discussion: February 14  
  Comments: February 16 |
|   - Read: “Who is Driving Development?” |   |
| **International Volunteerism and Global Citizenship** | Discussion: February 21  
  Comments: February 23 |
|   - Read: “Trips with Benefits.” |   |
Read: “Global Citizenship: What Are We Talking About and Why Does It Matter?”
Read: “When Voluntourists Arrive”

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<tr>
<th>Assignment</th>
<th>Details</th>
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<tbody>
<tr>
<td>TED Talk Paper Due</td>
<td>Due February 26</td>
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<tr>
<td>Poverty</td>
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<tr>
<td>Explore: “Spent,” an online simulation for a family living on minimum wage in the U.S.</td>
<td><a href="http://playspent.org">http://playspent.org</a></td>
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<tr>
<td>Watch or read transcript: Andrew Youn: 3 reasons why we can win the fight against poverty</td>
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<td>Global Migration</td>
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<td>Read: Migration: A Global Issue in Need of a Global Solution</td>
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<td>Read: The very American myth of ‘exceptional immigrants’</td>
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<tr>
<td>Single Stories</td>
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<tr>
<td>NO CLASS OR DISCUSSION BOARDS DUE TO SPRING BREAK</td>
<td>March 19 – 23</td>
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<td>NO CLASS; TIME FOR YOU TO WORK ON PRESENTATIONS</td>
<td>March 26 - 30</td>
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<tr>
<td>Service Presentations</td>
<td>Due April 2</td>
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<tr>
<td>International Service Program Participation Due</td>
<td>Due April 13</td>
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<tr>
<td>Final Paper Due</td>
<td>Due April 13</td>
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**Assignments and Grading**

*Note: Readings can be accessed in ELMS under “Files” or through the online links posted above*

A. **International Service Program Participation – 50 points**
   Successfully complete an approved Alternative Break or International Service program (winter, spring, or summer). Ask your staff/faculty advisor to send me an email, confirming your full participation in the program: jgombins@umd.edu.

B. **On-Line Discussions – Class Participation – 120 points**
   This course will be conducted entirely online. Discussion posts must be completed by 5 pm EST on Wednesday and comments must be made no later than 5 pm EST on Friday.

   **Discussion Posts (respond to discussion questions)**
   - Please respond to all of the questions.
   - Responses to each question must be at least 4 sentences long.
   - Due no later than Wednesday

   **Comments (comments you make in response to your classmates’ posts)**
   - Please make at least 3 comments to 3 different classmates.
   - Comments must be at least 3 sentences long.
   - Due no later than Friday.

C. **Service e-Presentation – 40 points**
   - See assignment details in ELMS
D. TED Talk Paper – 30 points
   ▪ See assignment details in ELMS

E. Final Paper – 60 points
   ▪ See assignment details in ELMS

Final Grading Scale

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<thead>
<tr>
<th>REQUIREMENT</th>
<th>POSSIBLE POINTS</th>
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<tr>
<td>On-Line Discussion Forums – Class Participation</td>
<td>120</td>
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<tr>
<td>International Service Program Participation</td>
<td>50</td>
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<tr>
<td>Service Presentation</td>
<td>40</td>
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<tr>
<td>TED Talk Paper</td>
<td>30</td>
</tr>
<tr>
<td>Final Paper</td>
<td>60</td>
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Total 300

REFERENCES


