

## UMBC UGC New Course Request: POLI/GLBL383 Global Citizenship

Date Submitted: 08/29/2019

Proposed Effective Date: Spring 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Carolyn Forestiere	<a href="mailto:forestie@umbc.edu">forestie@umbc.edu</a>	58160	POLI
Other Contact	Brigid Starkey	<a href="mailto:bstarkey@umbc.edu">bstarkey@umbc.edu</a>	52182	GLBL

### COURSE INFORMATION:

Course Number(s)	POLI/GLBL383
Formal Title	Global Citizenship
Transcript Title (≤30c)	Global Citizenship
Recommended Course Preparation	GLBL100 Introduction to Global Studies or POLI100 American Politics
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	<b>None</b>
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	Yes <del>No</del>
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<b>Reg (A-F)</b> Audit Pass-Fail

### PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

In this seminar course, students critically examine theories of global citizenship, explore how global citizenship has been enacted on multiple levels, and investigate key issues of global citizenship, such as international migration, public health, world poverty and climate change. Students also engage in experiential learning through service in local community organizations that tackle global problems.

### RATIONALE FOR NEW COURSE:

Although the rights and duties of individuals are still defined primarily by the national state they belong to or reside in, globalization has made some rights and duties go beyond national borders. International treaties determine that

foreign refugees are entitled to basic human rights in the country of resettlement. Consumers of wealthy countries purchase fair trade products to support the livelihood of farmers in poor countries. Environmental activists of poor countries mobilize foreign NGOs and international organizations to pressure their governments to protect the environment. This course will give students the theoretical knowledge and practical skills to be responsible citizens in a global public sphere. The course will be cross-listed by Political Science and Global Studies because (1) citizenship is a foundational concept and object of study of Political Science and (2) the Global Studies Program seeks to prepare students to approach public affairs from a global perspective. GLBL100 and POLI100 will be the recommended course preparation because they are the introductory courses required of Global Studies and Political Science majors, respectively, in which the concepts of globalization and citizenship are introduced to students, respectively.

**ATTACH COURSE SYLLABUS (mandatory):**

University of Maryland, Baltimore County  
POLI/GLBL383 Global Citizenship

**1. DESCRIPTION AND RATIONALE**

Citizenship means membership to a political community in relation to which one has rights, duties and an identity. The term citizenship originated from the Latin word *civitas*, which means city, the political community of ancient Greece. Over time, citizenship was rescaled to the national level but, already in ancient Greece, some people understood themselves as citizens of the world. For them, the primary affiliation was to the world community of human beings. Today, we would call them global citizens. In this seminar course, students critically examine theories of global citizenship, explore how global citizenship is enacted on the international, transnational, national and local levels, and investigate key issues for global citizens, such as international migration, public health, world poverty, climate change.

**2. GOALS**

By the end of this course, you will be able to:

- Critically understand theoretical arguments that support or challenge global citizenship
- Practice global citizenship through community service with cultural humility and critical self-reflection.
- Apply theories of global citizenship to analyze real-world institutions, practices and public issues, including those you learned about during community service via participant observation and dialogue with community members.

**3. FORMAT**

Classes will consist of quizzes, discussions of assigned readings, critical reflections on global community service, and exercises. As out of class work, you will complete a semester-long service-learning practicum.

**4. REQUIREMENTS**

**Readings:** You should read all the assigned materials in advance of classes. The readings are listed in section 6 below, according to the course schedule. They are all available on Blackboard.

**In-class participation:** Because this is a seminar class, you are expected and encouraged to actively participate by raising and answering questions, engaging in discussions and completing exercises. You are expected to attend all classes, but absences justified by extraordinary circumstances will not affect your participation grade. If you miss

more than 25% of the class meetings, your participation score will be zero. In the middle of the semester, I will assign you an interim participation grade, which can increase or decrease depending on your level of participation in the rest of the semester. Keep in mind that the discussions are part of the learning process. This means that you start to learn the material during the reading and develop your understanding of the material through the discussion. You are expected to carefully read the material and to engage in discussions but you are not expected to demonstrate full understanding of the material during the discussions. Do not feel you are not in a good position to contribute to our conversations.

**Quizzes:** Every Tuesday (except when noted on the syllabus), at the beginning of class, you will take a 15-minute quiz with a short-answer question. The goal of the quiz is to assess your understanding of key points of the readings assigned for that week and to prepare you for in-class discussions and exercises. In the week before the quiz, I will give you three questions about the material covered in the quiz. The quiz will consist of one of those questions. You should use the questions to guide the reading of the material and to prepare for the quiz. You are not allowed to consult notes or readings during the quiz. No make ups are allowed, but the three quizzes with the lowest scores will be ignored in the final grading (including missed quizzes graded as zero). If you arrive late, but before the end of the 15-minute period, you will be allowed to work on the quiz until the period is finished. If you arrive after the 15-minute period, you will have missed the quiz.

#### **Service-learning practicum:**

As out of class work, you will participate in a semester-long service-learning practicum of global citizenship. You will be placed by the Shriver Center in a globally-oriented community organization in the UMBC area. These organizations work in immigration and refugee affairs, environmental protection, and human rights. You will complete 30 hours of service-learning during the semester. You will register for PRAC096 Community Service & Learning, Global Citizenship section, a pass-fail non-credit course administered by the Shriver Center.

**Participant observation, concept application and self-reflection papers:** You will write three short papers (900-1100 words) in which you describe the service you performed in the previous three weeks, apply theories or concepts learned in class to analyze what you practiced and observed in the service site, and reflect critically on your behavior and how your service experience is situated in the broader social context. On Blackboard, you will find a template for the paper and the grading rubric I will use to evaluate your papers. Your papers will be evaluated for content and for writing. You must provide correct and complete citations and references. The deadlines to turn in the papers on Blackboard are shown below in section 6.

## **5. GRADING**

The final grade will be based on the following proportions:

In-class participation: 10%

Quizzes: 30%

Papers: 60%

Grades will initially be assigned in scores from 0 to 10 and later will be converted to letters using the following conversion table:

<b>A</b>	10–9.0	superior achievement
<b>B</b>	8.9–8.0	good performance
<b>C</b>	7.9–7.0	adequate performance
<b>D</b>	6.9–6.0	minimal acceptable achievement
<b>F</b>	5.9–0.0	failure

\*\*\*PRAC096 is a pass and fail class. If you fail that class, your grade in GLBL/POLI will go one letter down from the letter correspondent to your score in GLBL/POLI.\*\*\*

## 6. SCHEDULE, TOPICS AND READINGS

### Week 1: Introduction to the course and service-learning placement

#### Syllabus

Eloise Grose (Shriver Center) will present service-learning placement options for students and give instructions for enrollment.

No quiz

### Week 2: Participant observation in global service-learning

Mack, N., C. Woodson, K. Macqueen, G. Guest, and E. Namey. 2005. *Qualitative Research Methods: A Data Collector's Field Guide*. Research Triangle Park, NC: Family Health International. (Module 2: Participant Observation, p. 13-27).

No quiz

### Week 3: Dialogue and cultural humility in global service-learning

Foronda, C., K. Ousman. 2015. Cultural Humility: A Concept Analysis. *Journal of Transcultural Nursing* 1-8.

No quiz

### Week 4: Theories of global citizenship

Linklater, A. 1998. Cosmopolitan citizenship. *Citizenship Studies* 2(1): 23-41.

### Week 5: Theories of global citizenship

Appiah, K. 2007. Global Citizenship. *Fordham Law Review* 75(5): 2375-2391.

### Week 6: Theories of global citizenship

Bowden, B. 2003. The Perils of Global Citizenship. *Citizenship Studies* 7(3): 349-362.

\*Deadline for first paper\*

### Week 7: Global citizenship on the international level

United Nations. 1948. *Universal Declaration of Human Rights*.

Marks, S. 2016. The United Nations and Human Rights. In *Human Rights in the World Community: Issues and Action*, 4th ed, edited by R. Claude, B. Weston and A. Grear. Philadelphia: University of Pennsylvania Press.

#### **Week 8: Global citizenship on the transnational level**

Keck, M., and K. Sikkink. 2018. Transnational advocacy networks in international and regional politics. *International Social Science Journal* 68(227-228): 65-76.

#### **Week 9: Global citizenship on the national level**

Shannon, K., B. Kim, S. McKenzie, and R. Lawrence. Food System Policy, Public Health, and Human Rights in the United States. *Annual Review of Public Health* 36:151-173.

#### **Week 10: Global citizenship on the local level**

Baumgärtel, M., and B. Oomen. 2019. Pulling human rights back in? Local authorities, international law and the reception of undocumented migrants. *The Journal of Legal Pluralism and Unofficial Law*. <https://doi.org/10.1080/07329113.2019.1624942>.

\*Deadline for second paper\*

#### **Week 11: Issues in global citizenship: international migration and refugees**

Gow, G. 2005. Rubbing shoulders in the global city: Refugees, citizenship and multicultural alliances in Fairfield, Sydney. *Ethnicities* 5(3): 386-405.

#### **Week 12: Issues in global citizenship: public health**

Stoner, L., L. Perry, D. Wadsworth, K. Stoner, M. Tarrant. 2014. Global citizenship is key to securing global health: The role of higher education. *Preventive Medicine* 64: 126-128.

#### **Week 13: Issues for global citizens: world poverty**

Pogge, T. 2005. Real World Justice. *The Journal of Ethics*. 9: 29-53.

#### **Week 14: Issues for global citizens: climate change**

Harris, P. 2008. Climate Change and Global Citizenship. *Law & Policy* 30(4): 481-501.

#### **Week 15: Final seminar**

Students create and share plans for global citizenship in their education, aspired careers, and communities.

\*Deadline for third paper\*

## **7. ACADEMIC INTEGRITY INFORMATION**

By enrolling in this course, you assume the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult UMBC policies, or the Faculty Handbook (Section 14.3).

Supporting materials: Letter of support from GLOB, PRAC096 Syllabus (based on Spring 2019 version) and consent letter from the Shriver Center about POLI/GLOB383 Global Citizenship



Felipe Filomeno <filomeno@umbc.edu>

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## Creation of POLI/GLOB Global Citizenship

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**Brigid Starkey** <bstarkey@umbc.edu>  
To: Felipe Filomeno <filomeno@umbc.edu>  
Cc: Carolyn Forestiere <forestie@umbc.edu>

Tue, Aug 27, 2019 at 7:46 AM

Good Morning - the Global Studies Program supports this course 100%. Thanks for sending along all the documentation, Felipe.

Brigid

> On Aug 26, 2019, at 12:14 PM, Felipe Filomeno <filomeno@umbc.edu> wrote:

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> Dear Caro and Brigid,

>

> I am attaching here the UGC form (including syllabus and supporting documentation) for the creation of POLI/GLOB Global Citizenship. I would like to teach this course in spring 2019. The course will have a service learning companion run by the Shriver Center which will be mandatory for students. Shriver is on board with this proposal and their consent is attached to the UGC form.

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> For this course to be offered in the spring, the form must be submitted to the UGC by Sep 26. The only missing information from the form is the course number. I see this course as a 300-level class. It could count as an upper-level elective for the POLI major and minor and as a tier III elective for the Global Studies major. Since the course will have an experiential learning component, it could also count toward the minor in Politics and Policy in Practice.

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> Please let me know if you support the creation of this course or if you have any questions.

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> Thanks,

>

> Felipe

> <UGC Form - Global Citizenship.docx>

# THE SHRIVER CENTER AT UMBC

## PRACTICUM 096: COMMUNITY SERVICE & LEARNING Spring 2019 SYLLABUS

### SERVICE-LEARNING & COMMUNITY ENGAGEMENT VISION

The Shriver Center's Service-Learning & Community Engagement (SLCE) program seeks to create space and pathways in which students, faculty, and staff deepen understanding of community needs and assets and develop relations with community partners to bring about positive, systemic change.

UMBC's academic excellence and inclusive culture encourages thoughtfulness about one's role in this global community. Authentic partnerships have the capacity to address community needs through structured involvement and discourse with a social justice lens. The SLCE program collaborates with UMBC students, faculty, and staff to engage with the community. These collaborative experiences create opportunities to pursue passion with purpose and connect curiosity with compassion.

### COURSE DESCRIPTION

As part of your enrollment in a Shriver Center service-learning placement, **you will be enrolled in PRAC 096**, a zero-credit, Pass/Fail course. This provides a record of your participation in a University sanctioned service-learning opportunity. Students who meet all of the requirements listed below will earn a Pass (P) grade in the Practicum, including a notation on their transcripts. **Students who fail to meet the requirements of the Practicum by the posted deadlines will earn a Fail (F) grade. Incomplete (I) grades** will not be granted unless specifically requested by the student prior to the last day of classes (Tuesday, May 14th) and are assigned at the discretion of the student's designated Service-Learning Coordinator. Please talk to a Program Coordinator if you have any questions.

**NOTE: LAST DAY TO DROP A COURSE W/O A GRADE OF "W" Friday, February 08, 2019**  
**LAST DAY TO DROP FROM INDIVIDUAL COURSES WITH A GRADE OF "W" Monday, April 08, 2019**

### APPLIED LEARNING THROUGH SERVICE

"Service-Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes." (Dr. Barbara Jacoby, *Service-Learning in Higher Education*, 1996) Accordingly, key principles of Service-Learning are reflection and reciprocity.

### The Student Learning Outcomes for Practicum 096: Community Service & Learning are:

- Increase awareness of community assets and needs
- Enhance sense of civic responsibility
- Strengthen critical thinking/problem-solving skills through critical reflection
- Increase self-confidence and competence
- Promote leadership development
- Explore skills needed to advocate for self and others

096 Practicum Task	Due date
Complete Blackboard Orientation Quiz	BEFORE you begin at your service site (no later than Friday 3/1)
Participate in <b>3-5 hours of community service per week</b> , for approximately <b>30 hours per semester</b> (unless otherwise indicated). Students are expected to attend their site weekly and consistently.	Tuesday, May 14th
Complete <b>Service-Learning Expectations and Learning Objectives Form</b> with your Service-Learning Coordinator or service site supervisor. Access form here: <a href="http://shrivercenter.umbc.edu/096-community-service-learning-practicum/">http://shrivercenter.umbc.edu/096-community-service-learning-practicum/</a>	Friday, March 8th

<p>Complete the “<b>Intern Success Practicum Goals</b>” section on UMBCworks</p> <ol style="list-style-type: none"> <li>1. Log into your UMBCworks account, and click the “My Account” tab on the left hand side, and select “Exp. Learning”</li> <li>2. Your Spring 2019 service site information will be listed. Click the “edit” button shown under your current service entry. Be sure to fill out all the information marked with a red asterisk.</li> </ol> <p>Access here: <a href="http://www.careers.umbc.edu/umbcworks">http://www.careers.umbc.edu/umbcworks</a>.</p>	<p>Friday, March 8th</p>
<p>Complete <b>Self Evaluation and Site Evaluation</b> on UMBCworks. <a href="http://www.careers.umbc.edu/umbcworks">http://www.careers.umbc.edu/umbcworks</a></p> <ol style="list-style-type: none"> <li>1. Log into your UMBCworks account, and click the “My Account” tab on the left hand side, and select “Exp. Learning”</li> <li>2. Your Spring 2019 service site information will be listed. Click the “Site Evaluation” and “Self Evaluation” buttons shown under your current service entry. Be sure to fill out all the information marked with a red asterisk.</li> </ol>	<p>Tuesday, May 14<sup>th</sup></p>
<p>Submit <b>Service-Learning Time-Sheet</b> as a record of service hours. Access timesheet: <a href="http://shrivercenter.umbc.edu/096-community-service-learning-practicum/">http://shrivercenter.umbc.edu/096-community-service-learning-practicum/</a></p>	<p>Tuesday, May 14<sup>th</sup></p>

**SHRIVER CENTER SERVICE-LEARNING STAFF:**

Lori Hardesty  
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Kasey Venn  
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410.455.2493

**Each student participating in service-learning will have a staff liaison to answer questions and hold discussions about your site involvement. Please read the following information about how we as Shriver Center staff seek to support you.**

**STUDENT DISABILITY SERVICES (SDS)**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in all courses, programs, and activities at the University.

**If you have a documented disability and would like to request academic accommodations, please refer to the SDS website at [sds.umbc.edu](http://sds.umbc.edu) for registration information and to begin the process, or alternatively you may visit the SDS office in person in the Math/Psychology Building, Room 212. For any questions or concerns, you may contact us through email at [disAbility@umbc.edu](mailto:disAbility@umbc.edu) or phone at (410) 455-2459.**

If you require accommodations for this class, please make an appointment to meet with the instructor to discuss your SDS-approved accommodations.

**TITLE IX DISCLOSURE OF SEXUAL MISCONDUCT, CHILD ABUSE OR NEGLECT**



As an instructor, I am considered a **Responsible Employee**, per **[UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct](http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/)** (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/>). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect (**[www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf](http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf)**).

The purpose of these reporting requirements is for the University to inform you of options, supports and resources; **you will not be forced to file a report with the police**. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.



Felipe Filomeno <filomeno@umbc.edu>

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## Global Studies 096 PRAC Section

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Eloise Grose <elgrose1@umbc.edu>

Mon, Aug 26, 2019 at 12:02 PM

To: Felipe Filomeno <filomeno@umbc.edu>

Cc: Michele Wolff <wolff@umbc.edu>, Lori Hardesty <leonard@umbc.edu>

To whom it may concern,

The Shriver Center at UMBC will facilitate section of the 096 Community Service and Learning for students in POLI/GLBL Global Citizenship. This practicum will provide students with 30 hours of service-learning opportunities in globally-oriented community organization in the Baltimore Metro area.

Sincerely,

Eloise Grose