



**SYLLABUS
DSSC 8112
Scholarship and Public Responsibility
Spring 2024**

**10:00 am - 11:40 am
Room: Blegen Hall 215**

Professor: Ana Forcinito

Office Hours: Wednesdays 1:00-2:00 via Zoom and by appointment

Course Description

In "Scholarship and Public Responsibility," we explore the role scholars play in contributing to and engaging with their communities. This seven-week course provides a platform to investigate how our research areas can extend beyond academic boundaries, actively contributing to and accompanying social justice initiatives. Structured as a seminar, the course encourages active student participation and collaboration.

Throughout the sessions, we will explore the relationships between scholarship, research, engagement, ethics, and public responsibility in academic settings. We will read several articles and book chapters to help build foundational knowledge as well as provide some basis for class discussions. In addition to our readings, this course will bring guest speakers from time to time who will share their experiences and their work as researchers in the larger contexts of communities and academic institutions.

The course explores challenges and possibilities related to engaged research, public scholarship, and community engagement. We will examine real-world experiences and cases, aiming to inspire scholars to reflect on their roles and potential contributions to broader societal well-being. Simultaneously, we will explore different ways to foster interdisciplinarity, collaboration, and engagement, along with the various

challenges that public scholarship and engaged research and practice entail. We will also delve into the ways in which these challenges have been addressed.

The course is designed with the following learning goals:

1. Understand the nature and value of public scholarship, engaged research and community engagement.
2. Grasp the concept of the 'community' or 'public' in research and scholarship.
3. Recognize the potential role of academic knowledge production in fostering social change.
4. Understand challenges and possibilities of global engagement, along with the responsibilities of researchers to conduct ethical research.
5. Appreciate the role of collaboration and interdisciplinarity, exploring possible ways to build interdisciplinary connections.

Grading Expectations

A = 93-100% A- = 90-92%

B+ = 87-89% B = 83-86% B- = 80-82%

C+ = 77-79% C = 73-76% C- = 70-72%

D+ = 67-69% D = 63-66%

F = less than 60%

A = "Achievement that is outstanding relative to the level necessary to meet course requirements."

B = "Achievement that is significantly above the level necessary to meet course requirements."

C = "Achievement that meets the course requirements in every respect."

D = "Achievement that is worthy of credit even though it fails to meet fully the course requirements."
(does not satisfy CLA language requirement)

S = 70-100%

N = less than 70%

I (Incomplete) Assigned at the discretion of the level supervisors when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor, level supervisor and student. *SEE below for detailed information about Incompletes.

Attendance

Our class sessions provide every student with focused experiences to advance the knowledge and skills needed to successfully complete this course. As such, we want you to attend and actively participate in each session. Arriving on time and staying for the full session, along with completing preparation and follow-up work as assigned, are the simplest and easiest ways to stay on track with the class; that's how you will get ready for exams and other course assessments. If you do miss a session, do your best to connect with a classmate to get a copy of their notes and then check in with your instructor if you have questions.

Late / make-up work

We recognize that you may not be able to complete an assignment or assessment on time for a variety of reasons. If this is the case, please contact your instructor as soon as possible. University policy identifies a variety of circumstances in which you might miss coursework, including illness, subpoenas and jury duty, military service, bereavement, religious observances, and university-sponsored activities (For more information, you can see the [university policy](#).) In these instances, you can expect to be allowed to make up work. If you miss an assessment due to one of the above circumstances, your instructor may request documentation with the exception of religious holidays. Please note that your make-up exam might not be with your course instructor.

If your reason for late or missed assignments is not included in the list produced by the university, you may not be able to make it up. This includes exams, in-class assignments (e.g, presentations, compositions, etc.), group work, etc. Communication with your instructor is key.

Materials (Provided Via Canvas through links to university library)

Kezar, Adrianna J., Yianna Drivalas, and Joseph Kitchen, eds. *Envisioning Public Scholarship for Our Time: Models for Higher Education Researchers*. First edition. Sterling, Virginia: Stylus Publishing, 2018.

Adrianna Kezar, Yianna Drivalas, and Joseph A. Kitchen, Chapter 1: "Defining the Evolving Concept of Public Scholarship." 3-17.

Adrianna Kezar, "The Many Faces of Public Scholarship Opportunities, Lessons Learned, and Challenges Encountered From the Journey of a Public Scholar." 19-37

Charles H. F. Davis III, Shaun R. Harper, and Wilmon A. Christian III, "Black Data Matter: Connecting Education Research to the Movement for Black Lives." 63-77.

Constance Iloh, Chapter 10: "Using Social Media as Public Scholarship." 135-147.

Michael Lanford and William G. Tierney, Chapter 12: "Reenvisioning graduate and Early Career Socialization to Encourage Public Scholarship." 163-178

Hale, C. *Engaging contradictions: Theory, politics, and methods of activist scholarship* (Global, area, and international archive). Berkeley: University of California Press, 2008.

Hale, Charles, "Introduction." 1-28.

Pulido, Laura. "13. FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist." 341-366.

Hoffman, Andrew. *The Engaged Scholar: Expanding the Impact of Academic Research in Today's World*. Stanford University Press, 2021.

Chapter 1

Chapter 3

Reiter, Bernd and Ulrich Oslender, editors. *Bridging Scholarship and Activism: Reflections from the Frontlines of Collaborative Research*. Michigan State University Press, 2015.

Bernd Reiter, "Of Academic Embeddedness: Communities of Choice and How to Make Sense of Activism and Research Abroad." 3-14

Cristina Espinosa "Can Development Bridge the Gap between Activism and Academia?" 49-61

Chapters and articles

Giles, D.E., Jr., (2016). Understanding an emerging field of scholarship: Toward a research agenda for engaged, public scholarship. *Journal of Higher Education Outreach and Engagement*, 20 (1), 181-191.

Holland, et al. (2010). Models of engaged scholarship: An interdisciplinary discussion. *Collaborative Anthropologies*, 3, 1-36.

Tronto, Joan C. 'Partiality Based on Relational Responsibilities: Another Approach to Global Ethics.' *Ethics and Social Welfare: Gender Justice*, vol. 6, no. 3, 2012, pp. 303–16.

Kalinga, Chisomo. 'Caught between a Rock and a Hard Place: Navigating Global Research Partnerships in the Global South as an Indigenous Researcher.' *Journal of African Cultural Studies*, vol. 31, no. 3, 2019, pp. 270–72.

Last, Angela. 'Internationalisation and Interdisciplinarity: Sharing across Boundaries?' In *Decolonising the University*, edited by Gurminder K. Bhambra, Dalia Gebrial and Kerem Nişancioğlu, 201–23. Pluto Press, 2018.

Course Requirements:

1. Oral presentation and Point person: Each student will assume the role of the point person during the term, with the option to be paired with another student. While all students actively participate in discussions, point people commit to taking a leadership role. This commitment includes delivering a presentation on one or two articles or chapters, leading discussions, and elevating a specific insight to shape the conversation. The aim is to highlight key arguments, theoretical and analytical contributions, and other relevant issues based on the assigned readings. 30%

2. Attendance/ participation. All students are expected to actively engage in class discussions and come prepared with a minimum of three different comments related to the assigned readings. 25%

3. Presentation of the main points of your final paper: During the last class, students will deliver an oral presentation, sharing the key points of their final reflection paper. 15%

4. Final Paper: 5-7 pages in length: Reflections on at least three readings from the class. 30%

WEEK 1: JANUARY 19

Introductions, Syllabus review, Discussion

Readings:

Hoffman, Andrew. *The Engaged Scholar: Expanding the Impact of Academic Research in Today's World*. Chapter 1

Giles, D.E., Jr., (2016). Understanding an emerging field of scholarship: Toward a research agenda for engaged, public scholarship. *Journal of Higher Education Outreach and Engagement*, 20 (1), 181-191.

WEEK 2: JANUARY 26

Engaged Scholarship

Readings:

Hoffman, Andrew. *The Engaged Scholar: Expanding the Impact of Academic Research in Today's World* . -Chapter 3 "The Rules of Engagement"

Holland, et al. *Models of engaged scholarship: An interdisciplinary discussion*. *Collaborative Anthropologies*, 3 (2010): 1-36.

Charles H. F. Davis III, Shaun R. Harper, and Wilmon A. Christian III, "Black Data Matter: Connecting Education Research to the Movement for Black Lives." In *Envisioning Public Scholarship for Our Time: Models for Higher Education Researchers*, edited by Kezar, Adrianna J., Yianna Drivalas, and Joseph Kitchen. First edition. Sterling, Virginia: Stylus Publishing, 2018. 63-77.

Pulido, Laura. "13. FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist". In *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, Berkeley: University of California Press, 2008, pp. 341-366.

WEEK 3: FEBRUARY 2

Public Scholarship

Readings

Adrianna Kezar, Yianna Drivalas, and Joseph A. Kitchen, Chapter 1: "Defining the Evolving Concept of Public Scholarship" Kezar, Adrianna J., Yianna Drivalas, and Joseph Kitchen, eds. *Envisioning Public Scholarship for Our Time : Models for Higher Education Researchers*. First edition. Sterling, Virginia: Stylus Publishing, 2018. 3-17.

Adrianna Kezar, " The Many Faces of Public Scholarship Opportunities, Lessons Learned, and Challenges Encountered From the Journey of a Public Scholar"

Constance Iloh, Chapter 10: "Using Social Media as Public Scholarship" Kezar, Adrianna J., Yianna Drivalas, and Joseph Kitchen, eds. *Envisioning Public Scholarship for Our Time : Models for Higher Education Researchers*. First edition. Sterling, Virginia: Stylus Publishing, 2018. 135-147.

10:30: Invited Guests:

Elise Holmes, Program Manager, Center for Infectious Disease Research and Policy (**CIDRAP**) Health Emergency Response Office (**HERO**) University of Minnesota
<https://www.cidrap.umn.edu/elise-holmes-mpp>

Dr. Cory Anderson, PhD, MPH

Researcher, Co-director of CIDRAP's Chronic Wasting Disease (CWD) Program, which focuses on CWD spread among cervids and potential transmission to humans and other animal species.

<https://www.cidrap.umn.edu/cory-anderson-phd-mp>

PODCAST "Osterholm Update" Discussion and analysis on the latest infectious disease developments by Dr. Michael Osterholm and host Chris Dall.

<https://www.cidrap.umn.edu/osterholm-update>

TO BE PREPARED FOR THE TALK

Please listen to two episodes of the Osterholm Update and to episodes 9 & 10 of Superbugs and You .

WEEK 4: FEBRUARY 9

Collaborative research and international engagement

<p style="text-align: center;">Readings:</p> <p>Michael Lanford and William G. Tierney, Chapter 12: "Reenvisioning graduate and Early Career Socialization to Encourage Public Scholarship". Kezar, Adrianna J., Yianna Drivalas, and Joseph Kitchen, eds. <i>Envisioning Public Scholarship for Our Time : Models for Higher Education Researchers</i>. First edition. Sterling, Virginia: Stylus Publishing, 2018. 163-178</p> <p>Bernd Reiter, "Of Academic Embeddedness: Communities of Choice and How to Make Sense of Activism and Research Abroad." <i>Bridging Scholarship and Activism: Reflections from the Frontlines of Collaborative Research</i>. Edited by Bernd Reiter and Ulrich Oslender. Michigan State University Press, 2015, 3-14</p> <p>Cristina Espinosa "Can Development Bridge the Gap between Activism and Academia?" <i>Bridging Scholarship and Activism: Reflections from the Frontlines of Collaborative Research</i>. Bernd Reiter and Ulrich Oslender, eds. Michigan State University Press, 2015. 49-61</p> <p>Tronto, Joan C. 'Partiality Based on Relational Responsibilities: Another Approach to Global Ethics.' <i>Ethics and Social Welfare: Gender Justice</i>, vol. 6, no. 3, 2012, pp. 303–16.</p>	<p><u>10:50 am: Invited guest</u> Olga Salazar Pozos. Ph.D. De Paul University</p> <p>Two Projects while graduate student in UMN:</p> <ol style="list-style-type: none">1. <u>Observatory on Disappearances and Impunity in Mexico: Media reporting and human rights accountability.</u>2. "Testimonies of Hope" Artistic workshop for migrant Indigenous women from Guatemala and Mexico (Human Rights Lab – University of Minnesota) <p>TO BE PREPARED FOR THE TALK Please, read about this project</p> <p><u><i>Observatory on Disappearances and Impunity in Mexico: Media reporting and human rights accountability.</i></u></p> <p><u>Press Reporting on Disappearances in Mexico"</u></p> <p>And read about Prof. Salazar Pozos research in this <u>article</u> (Mexican Journalists' Perspectives on the Representation of Disappearances in Mexican Press Reports" (2019).</p> <p>For Testimonies of Hope: <u>CIELO (Comunidades indigenas en Liderazgo) "Testimonies of Hope: Indigenous Migrants & Arts. April 8. 2022.</u> <u>"Ph.D Student helps migrant women tell stories of human rights abuses through art. May 12, 2022"</u></p>
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WEEK 5: FEBRUARY 16

Global engagement

Kalinga, Chisomo. 'Caught between a Rock and a Hard Place: Navigating Global Research Partnerships in the Global South as an Indigenous Researcher.' *Journal of African Cultural Studies*, vol. 31, no. 3, 2019, pp. 270–72.

Last, Angela. 'Internationalisation and Interdisciplinarity: Sharing across Boundaries?' In *Decolonising the University*, edited by [Gurminder K. Bhambra](#), [Dalia Gebrial](#) and [Kerem Nişancıoğlu](#), 201–23. Pluto Press, 2018.

11:00 am: Invited guest (via zoom)

Dr. Rahel Nardos

Division of Female Pelvic Medicine and Reconstructive Surgery (FPMRS)
Director of Global Women's Health within the Center of Global Health and Social Responsibility.

Here are some links to get ready for the visit:

Link to website

<https://globalhealthcenter.umn.edu/global-womens-health>

Links to organizations in which Dr Nardos is doing leadership work in global health

<https://worldwidefistulafund.org/about>

<https://globalnw.org/>

<https://www.globalsurgeryfoundation.org/learn>

<https://www.theg4alliance.org/>

<https://www.womenlifthealth.org/profile/rahel-nardos/>

<https://www.bushfoundation.org/fellows/rahel-nardos>

Some public communications

Maternal health remains area with biggest racial disparities. April is Minority Health Month and UMN Global Women's Health Director Dr. Rahel Nardos says she's hoping the designation will inspire action. kare11.com. April 28, 2023

<https://www.kare11.com/video/news/local/breaking-the-news/maternal-health-remains-area-with-biggest-racial-disparities/89-4c032297-b176-4231-9e5d-d4bd399c4223>

Dr. Rahel Nardos '97: 2019 F&M Commencement Speaker:

<https://www.youtube.com/watch?v=52a1CtTlfgA>

"My patients don't care I'm from a "shithole" country" Oregonlive. Mar. 08, 2018,

https://www.oregonlive.com/opinion/2018/03/my_patients_dont_care_im_from.html.

WEEK 6: FEBRUARY 23

The Arts and community engagement

<p>WE will meet at Nolte Center 125 Invited guest speakers: Prof. David Feinberg and Prof. Luis Ramos Garcia and the team of VOICE TO VISION</p> <p>Links to get ready for the visit https://cla.umn.edu/art/story/voyage-voice-vision-professor-david-feinberg</p> <p>Reading: Drivalas, Yianna, and Adrianna Kezar. "Art and the Academy: How Arts-Based Research Can Support Public Scholarship." In <i>Envisioning Public Scholarship for Our Time</i>, Edited by Adrianna Kezar, Yianna Drivalas, and Joseph Kitchen, eds. 1st ed. Routledge, 2018.148–160.</p>
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WEEK 7: MARCH 1

Presentations of final projects

	POLICY STATEMENTS
Scholastic Dishonesty	You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the

	<p>unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: Teaching and Learning: Instructor and Unit Responsibility.</p> <p>The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty.</p> <p>Beware of websites that advertise themselves as being “tutoring websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p>
<p>Student Conduct Code</p>	<p>The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.</p> <p>As a student at the University you are expected to adhere to the Board of Regents Policy: Student Conduct Code(PDF). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.</p>

<p>Use of Personal Electronic Devices in the Classroom</p>	<p>Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the Teaching and Learning: Student Responsibilities policy.</p>
<p>Makeup Work for Legitimate Absences</p>	<p>Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester.</p>
<p>Appropriate Student Use of Class Notes and Course Materials</p>	<p>Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see Administrative Policy: <i>Teaching and Learning: Student Responsibilities</i>.</p>
<p>Sexual Harassment, Sexual Assault, Stalking and Relationship Violence</p>	<p>The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.</p> <p>Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you</p>

	<p>share private to the extent possible given their University role.</p> <p>For more information, please see Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence.</p>
<p>Accessibility and Accommodations</p>	<p>My goal is to create a learning environment that is accessible and inclusive for all students. If you anticipate any barriers related to the design of the course (e.g., format, materials, or structure), please contact me outside of class so we can explore potential options. If you have a disability and want to explore formal accommodations and/or further resources, please contact our campus Disability Resource Center (DRC).</p> <p>If you have already consulted with your DRC, please share your letter with me as soon as you can to discuss how your accommodations will be implemented in this course.</p> <p>Campus DRC information: Twin Cities - https://diversity.umn.edu/disability/, drc@umn.edu</p>
<p>Equity, Diversity and Equal Opportunity</p>	<p>The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action (PDF).</p>
<p>Mental Health and Stress Management</p>	<p>As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website.</p>

Academic Freedom and Responsibility	<p>Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*</p> <p>Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.</p> <p><i>* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></p>