

## COURSES

### INTERNATIONAL PARTNERSHIP FOR SERVICE LEARNING (IPSL) COURSES

**IPSL 699A2 Study Abroad IPSL 2+2 0 CREDITS**  
Study Abroad Placeholder

**IPSL 699A3 Study Abroad IPSL 3+1 0 CREDITS**  
Study Abroad Placeholder

**IPSL 699H IPSL Home Term 0 CREDITS**  
Placeholder for IPSL Home Term

**IPSL 601 Independent/Directed Study 1 to 3 CREDITS**  
IPSL recognizes the vital role independent study can play in a student's education. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member who has agreed to direct the student's work. The course may include directed readings, applied work, assisting the faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate by the supervising faculty member and the department. Regardless of the nature of the experience, the work must culminate in a formal project or paper, and a presentation.

**IPSL 602 Community Organization/Social Activism 3 CREDITS**

This course is taught abroad in the following countries: Argentina, Colombia, Greece, Guatemala, Peru, South Africa, and Vietnam. This course deals with the origin and background of non-governmental organizations in the country of study, including how these groups have been created to respond to essential social problems and the ways that civil society in this country has found to exercise fundamental rights and respond to needs not covered by the state. The different types of organizations studied are: Non-Governmental Organizations, Foundations, Civil Associations, Social and Popular Movements. We will study the history, the birth and the issues on which these social organizations work. We will investigate their contribution to the development of skills and opportunities for the 21st century for growth in the midst of differences. Coursework is complemented by volunteering in a community project and engagement with diverse cultures and viewpoints. Students reflect on national and international practices using the curriculum framework and drawing on discussions with host country nationals.

**IPSL 603 Language Across Curriculum 3 CREDITS**

This course is taught abroad and on-line in all IPSL countries. This course is designed for students with all proficiency levels in a language spoken in the country where the course is taken. This is a streamlined, focused course designed to produce maximum functional fluency in a specific area of interest. Course topics and vocabulary are carefully compiled to provide students the language patterns they need to successfully navigate professional/social situations while living and studying in the country. This course helps students achieve proficiency not only in conversational language but also in skill areas necessary for further study, such as phonetics, grammar and sentence structure.

**IPSL 604 Sponsored Research 3 CREDITS**

This course is taught abroad in the following locations: Argentina, Colombia, Greece, Guatemala, Peru, South Africa and Vietnam. Through a pre-approved, supported, and scaffolded research project, this graduate course introduces the in-country history of and current effective practices in community and civic engagement, including domestic and international volunteerism, community building and organizing, and social activism. Coursework is complemented by service efforts in the community; students reflect on service using both local and international lenses through reflection activities.

**IPSL 608 Special Topics 1 to 3 CREDITS**  
A changing topics course.

**IPSL 620 Afro-Colombian History and Culture 3 CREDITS**

This course is taught abroad in Colombia or on-line. This course is an interdisciplinary examination of the history, politics, race, class, gender and cultural expression of the African Diaspora in the Caribbean region with special focus on Afro-Colombians. Special attention will be given to issues in the creation of a multicultural society, such as the dynamics of cultural identity, social and political issues. We will approach this course from a

holistic perspective within a framework of Afro-Caribbean Studies. We situate multidisciplinary interpretations of history and culture within their socio-historic contexts, and assess these interpretations, especially from less-privileged and less-represented perspectives. In the case of the Caribbean, this means critical readings of European and American history and finding the voices and cultural expressions of the people of Indigenous, African, and Afro-Mestizo ancestry. This interdisciplinary subject provides students with the opportunity to study issues relevant to the distinctive physical, political and socio-economic challenges facing Colombia. Such study integrates perspectives from various disciplines including, Cultural Studies and Ethics, Economics, Government and Politics, History, International relations, Physical and Human Ecology, and Sociology, as tools for understanding Colombian society and culture.

**IPSL 621 Conflict Peace Reconciliation: Colombia 3 CREDITS**

This course is taught abroad in Colombia or on-line. The course provides a framework for exploring the comparative peace and reconciliation processes in four different regions: Northern Ireland, South Africa, Rwanda, and Colombia. This course explores the meaning of political reconciliation, the role of forgiveness in politics and the debates surrounding the creation of War Crime Tribunals, Truth Commissions and Administrative Purges. Since we are in a post-conflict society (Colombia), this course will transcend theory. Through a series of meetings with researchers, policy makers, and diplomats, we will see how different countries have confronted legacies of violence, abuse and other human-caused disasters. Examples include paths to peace in South Africa's struggle after Apartheid, Northern Ireland's attempt to end decades of sectarian violence between Catholics and Protestants, Rwanda's ethnic-centered violence, and Colombia's return to peace after years of violence and intimidation as a result of the international narcotics trade.

**IPSL 622 Escobar to Santos: Modern Colombia 3 CREDITS**

This course is taught abroad in Colombia or on-line. It is impossible to talk about Modern Colombia without an examination of the impact of the decades long "narco-trafico" - the narcotics trade that was at the center of Colombia's political, economic, and social structures. The socio-political core of Colombia is what it is today, in part, because of the illegal drug trade. By the same token, Colombia is not the same country it was one generation ago, which is when Pablo Escobar, the head of the Medellin Drug Cartel, died. At the time one of the wealthiest men in the world, Pablo Emilio Escobar Gaviria continues to engender strong opinions on all sides and all spectrums. Some of the nation's poorest people praise Escobar's attention to the plight of the poor. Other Colombians - and foreigners - rightfully bring attention to the violence - and the tens of thousands of dead - that were part of the drug trade and the accompanying terrorism. The years of "narco-trafico" affected countless Colombians, and many others, during those years, and the history is only starting to be discussed and researched. The first part of the course provides an overview. We then investigate drug production in the Americas and the organizations that engage in these activities. After that, we will look at the costs of narcopolitics in the developing world, in terms of corruption and violence. Next, we will shift our attention to the U.S. and examine both drug trafficking counternarcotic efforts and the impact of the so-called "War on Drugs." The final part of the class will examine the effect of recent and proposed reforms to drug policies and, of course, the reconciliation and peace processes that have brought stability, peace and economic growth to Colombia.

**IPSL 630 Sustainable Micro-Enterprise/Field Work 3 CREDITS**

This course is taught abroad in Greece. This graduate course is designed to familiarize students with different types of enterprises in Rural Communities and explore national and international case studies as well as opportunities and challenges in sustaining micro and small-sized enterprises (SME). It sets out the criteria for identifying whether a company is a micro, small or medium-sized enterprise (SME). These different categories, based on the number of a company's employees and its turnover or balance sheet, determine its eligibility for EU and national financial and support programs, especially in the more rural areas of Europe.

**IPSL 631 Greek History Culture Language 3 CREDITS**

This course is taught abroad in Greece. This course is designed to familiarize students with Greek history and culture. Its aim is to explore the 5000 years of Greek history, understanding why Greece is still considered the cradle of our civilization, stopping at its greatest moments, discovering those elements that made Greece stand out through the ages, exploring ancient Greek art and culture and understanding the ways and the degree it shaped the western

world. The course will connect the dots from prehistoric times and the era of the great heroes and legends, like Hercules, Odysseus and the Trojan War, with the achievements of Ancient Greece, the troubled years of Medieval and Byzantine Greece until its independence after the Greek Revolution of 1821, and Greece in the 21st century. Taking place in a large, vibrant port city of Thessaloniki, with a history of over 2500 years, the students will be able to experience Greece's living history firsthand and learn the basics of the Modern Greek language in context with the course content.

**IPSL 632 The Rise of Social Solidarity in Greece 3 CREDITS**

This course is taught abroad in Greece or on-line. This course explores the concept of solidarity, or social unity, in the context of austerity and refugee burdened Greece. Austerity measures motivated community efforts including soup kitchens and free pharmacy distribution clinics. At the height of the European refugee crisis, civilian volunteers offered clothing, food, transportation and shelter to immigrants and refugees entering Greece. This course explores how these two crises moments have challenged established forms of sociality and motivated a movement towards national and global solidarity. Drawing on literature, engaging with ongoing NGO and government efforts, in addition to directed discussions with Greeks.

**IPSL 633 Creative Thinking and Entrepreneurship 3 CREDITS**

This course is taught abroad in Greece or on-line. This graduate course is about productive thinking and is designed to assist students in developing critical and creative thinking skills that are essential ingredients to enhance their innovation and decision-making skills. These skills include the ability to make well-reasoned decisions, solve problems skillfully, and make carefully thought-out judgments about the worth, accuracy, and value of information, ideas, claims and proposals. Students will apply various modes of thinking to address critical business issues and workplace applications.

**IPSL 634 Mediterranean Diet and Lifestyle 3 CREDITS**

This course is taught abroad in Greece. This course focuses on the Mediterranean Diet and the Mediterranean way of life. It is designed to help students develop an understanding about the specific diet and its health benefits, the main ingredients and produce, research the theory of the Mediterranean way of life, and to provide an international perspective through a rich study abroad program with valuable experiences that students can draw from and finally, through cooking workshops, offer students hands on experience on the secrets and makings of the Mediterranean cuisine. We will also examine the cultural and emotional interconnections that influence what, and how we eat, and how we socialize with, and around food. Greek cooking offers an incredibly rich and diverse array of foods and beverages that are the culmination of literally thousands of years of living, cooking, and eating. While each Greek meal is fresh and inviting, it is also a trip back through Greece's history.

**IPSL 635 Mediterranean Outdoor Exploration 3 CREDITS**

This course is taught abroad in Greece. This course focuses on Leadership, through instruction and experiences in Outdoor settings. The "About Limits: Mediterranean Outdoor Exploration & Leadership" course is to prepare participants to have the academic background skills and necessary experiences to analyze, plan, implement, lead and supervise teams, not only in an outdoor environment but also in academia or a corporate setting, through experiential and physical challenges. It is designed to help students develop conditional leadership skills, understand group development and communication, and empower facilitation techniques in an outdoor environment. In addition, the course provides opportunities to sharpen the creative decision-making process, meet challenges for problem solving and sound judgment, and all this in the wild Greek mountains. Moreover, the program emphasizes the environmental ethics and "Leave No Trace" approach. We will, also, analyze the main domains of a risk management plan through outdoor activities and discuss how this knowledge could be transferred in a business or corporate environment. Finally, the course uses team bonding activities and tries to teach and enhance decision making skills through games in the outdoors. The Greek mountains offer an incredibly rich and diverse natural environment with physical challenges, breathtaking scenery accompanied with endless chats over delicious meals by the fire.

**IPSL 640 Guatemala One Health: Ecology Cult Just 3 CREDITS**

This course is taught abroad in Guatemala. This course captures the interconnectedness of people, the environment, and animals that we use for food in-situ. These topics are examined through a One Health lens, through site visits and hands-on service projects with local Guatemalan farms, cooperatives, and community-based agricultural initiatives. Students have

the opportunity to reflect upon their service and experiential learning via reading reviews and reflection workshops throughout the course. Students live, study, work, and make new and interesting connections such as with local community organizers, other volunteers and students and international researchers, who enrich and strengthen the outreach of the organization to the surrounding communities. Students should have a strong interest in nutrition and food politics, as well as environmental conservation and public health. Experience with the Spanish language is highly recommended but not required.

**IPSL 641 Maya Cosmivision & Health Systems 3 CREDITS**

This course is taught abroad in Guatemala. This course offers the opportunity to get immersed in the reality of some of the many indigenous communities in Guatemala and to reflect on intersecting issues related to Maya health, spirituality, and intercultural history. During the course, students will participate in lectures, workshops, site visits, and dialogues with indigenous health services providers in community-based organizations. The course is co-designed and taught by a Maya Kaqchikel spiritual guide and healer with many years of experience and extensive knowledge in ancestral healing techniques, herbal medicine, fire ceremonies, and Maya culture. By exploring a Maya & intercultural perspective on health services in Guatemala, students will have the opportunity to understand the struggles and experience the successes of a living and breathing ancestral medical system that integrates a variety of voices, bridges socioeconomic differences, and offers culturally appropriate solutions to the physical, mental and spiritual ailments of the local population.

**IPSL 650 Enviro Justice As a Soc Movement in Peru 3 CREDITS**

This course is taught abroad in Peru or on-line. Biological diversity is one of the most valuable assets our society has in order to achieve Sustainable Development. This course provides knowledge of the theory and practice of this concept. Topics aim to stimulate a critical examination of the potential of biological resources and interactions in meeting sustainability goals while also understand the need for a constant economic growth and social equity. This course is specifically created to address the complex issues of Environmental Sustainability as they relate to biodiversity conservation with its main focus in Peru.

**IPSL 651 Incan Architecture Urban Dvlp in Andes 3 CREDITS**

This course is taught abroad in Peru or on-line. The course is intended to introduce students to the general, quantitative and qualitative aspects of the evolution of architecture and urban planning in the Andes in South America. We will cover the aspects of territorial, agricultural and civic management under Andean societies and its development through the height of its glory under the Inca culture. The course covers conceptual aspects such as the evolution of Andean society, its historical background, the geography, environment, and overall community health of the central Andes, the interaction between society and its territory and environment. We will review the history of the origins of the American Caral civilization, early urban planning, ceremonial temples of the formative period, the first cities of the ceremonial centers upon the emergence of the urban theocratic centers, the Moche city, the rise of the Andean Wari Empire, the late states and feudal estates, coastal cities, high Andean settlements, Moche architecture and urban planning, the capital city of Chimú, the city of Chanchán, the Pachacamac ceremonial center, through the development of the Inca Empire and the colonial development of the city of Cusco.

**IPSL 652 Indigenous Knowledge Traditional Healing 3 CREDITS**

This course is taught abroad in Peru or on-line. Traditional healers are found in every society. Their knowledge and leadership have been key in the survival of ancient communities since the beginning of humanity. This course provides information that underscores this concept. Topics aim to stimulate a critical examination of the role of traditional healers in Peru going back to the Pre-Inca Cultures, through the Inca Empire and finishing in our current society. This course examines the historical, political, economic and social forces shaping the health and wellness of Indigenous peoples and communities in Peru and around the world. We examine health, healing and wellness in its broadest interpretation, and as such, consider histories of state violence and colonialism, struggles for sovereignty/land rights and self-governance, structural violence and environmental racism, truth and reconciliation politics, ecological struggles over energy, water and pollution, and contemporary bio-politics in urban and rural settings.

**IPSL 660 Ethics & Cmty Health in South Africa 3 CREDITS**

This course is taught abroad in South Africa. Through the interdisciplinary coursework in this program, students learn about contemporary public

health issues in South Africa through hands-on training with IPSL's partner organization in Cape Town, South Africa. By uniting service with traditional learning, students gain knowledge about the historical, political, economic, cultural, and geographic forces that shape the history of public health interventions in South Africa. The service places students at the nexus of Community-based Health, Social Enterprise, Volunteer Development, and the struggle for Social and Racial Justice. Through lectures from scholars and scholar-practitioners, readings, hands-on service, and selected site visits in the region, students critically examine topics related to health promotion and provision, traditional healing, rural health and social justice in South Africa.

**IPSL 670 Environmental Science Sustainable Dvlpmt 3 CREDITS**

This course is taught abroad in Vietnam or on-line. This course will provide current basic knowledge of the fundamental features and functions of the natural environment, including: natural resources; geo/natural disaster-hazards; the human impact on the environment; and the role in solving problems related to human activities in hazard adaptation and mitigation, in decision-making policies on sustainable development, resource use and environmental protection. The goals of the course are to improve awareness of (and provide techniques for) the sustainable use of natural resources, environmental protection, and sustainable development. Content will emphasize interdisciplinary and integrated approaches.

**IPSL 671 Global Health & Environment: Vietnam 3 CREDITS**

This course is taught abroad in Vietnam or on-line. Global health has been defined as an area for study, research, and practice that places priority on improving health and achieving equity in health for all people worldwide. This course examines major global health challenges, programs and policies, with practical examples in Vietnam. Students will be introduced to Southeast Asia's diversity of determinants of health and diseases. Students will explore and analyze current and emerging health priorities, including infectious zoonotic diseases, poverty, environmental pollution, dioxin/Agent Orange and the "American" (Vietnam) War's legacy. Health inequity, health systems reforms, health policy advocacy, and major initiatives for disease prevention and health promotion in Vietnam will be examined with an eye toward comparative study with health in a "developed" nation.

**IPSL 672 Public Space in Urban Planning 3 CREDITS**

This course is taught abroad in Vietnam or on-line. In this dynamic course on public space inclusion in Vietnamese urban planning, you will explore the critical role that public spaces play in fostering vibrant, inclusive, and sustainable cities. Guided by expert instructors and drawing upon multimodal learning approaches, you will gain a comprehensive understanding of the principles, strategies, and best practices for effectively incorporating public spaces into urban planning processes. Through a combination of theoretical insights, case studies in various Vietnamese cities, and interactive discussions, you will delve into the various dimensions of public space design, activation, and management. You will examine the social, cultural, economic, and environmental aspects of public spaces, considering how they shape community identity, encourage social interaction, enhance livability, and promote environmental sustainability. Throughout the course, you will engage in hands-on exercises and collaborative projects to develop practical skills in analyzing, conceptualizing, and designing inclusive public spaces. You will explore innovative approaches such as participatory design, placemaking, and tactical urbanism, and learn how to integrate diverse perspectives, including those of marginalized communities, into the planning process.

**IPSL 673 Sustainable Tourism in Vietnam 3 CREDITS**

This course is taught abroad in Vietnam. Sustainability is a key concept of 21st century planning in that it broadly determines the ability of the current generation to use resources and live a lifestyle without compromising the ability of future generations to do the same. Sustainability affects our environment, economics, security, resources, health, economics, transportation and information decision strategy. It also encompasses decision making, from the highest administrative office, to the basic community level. This course will cover many aspects of sustainable tourism across a range of the topical fields involved in researching or implementing sustainable tourism projects. The major topics to be discussed include general knowledge of tourism and sustainability and operations and marketing for sustainable tourism. Discussions will aim to bring understanding of alternative forms of tourism such as ecotourism and community-based tourism and "pro-poor" tourism approaches. Students can direct their focus to particular interests such as community engagement, cross-cultural education and communication, volunteer development and management, etc.

**IPSL 680 History Ethics International Development 1 CREDIT**

This course is taught on-line from the U.S. This course examines the history, current state, and emerging trends in international development and global service-learning. Topics addressed will include historical roots (including an overview of international volunteerism, international education, and international aid/development), current statistics, individual/organizational/institutional motivations and benefits, effective practices and trends, and ethical and philosophical issues relevant to modern international development and global engagement.

**IPSL 681 Global Participatory Action Research 1 CREDIT**

This course is taught on-line from the U.S. This course introduces students to different research approaches used by social scientists to systematically understand social phenomena. Students will gain the knowledge necessary to analyze, understand, and engage in social/behavioral science research as well as learn the basic framework and skills required to design and implement a research study. Particular attention will be paid to Community Engagement and Participatory Action Research goals, ethics and techniques as well as the nuts and bolts of designing a research protocol that is ready for IRB submission and review. Students will develop a research question and write a draft protocol to completion.

**IPSL 682 Study Abroad Re-Entry 1 CREDIT**

This course is taught on-line from the U.S. During this hands-on re-entry learning and practice course, students will present on their personal challenges and opportunities, summarize their culminating projects, learn practices for personal goal development, explore strategies for continued professional development and career advancement and share resources.

**IPSL 690 Culminating Project/ Thesis 3 to 6 CREDITS**

The culminating project/thesis course is a comprehensive endeavor that allows students to showcase their academic achievements and mastery of their chosen field of study. In this course, students may undertake an in-depth research project and/or creative endeavor that embodies their years of learning and skill development. They employ a multidisciplinary approach, combining theoretical knowledge with practical applications, and produce a substantial written document or creative output. The project serves as a culmination of their educational journey, demonstrating their ability to think critically, conduct independent research, and contribute meaningfully to communities around the globe.