

APPENDIX 6: UNIVERSITY OF COLORADO, BOULDER

Introduction

The University of Colorado, Boulder (CU-Boulder), is the flagship campus of the flagship university in Colorado's system of public higher education. Founded in 1876, the same year that Colorado became a state, the university opened the next year.⁹²⁶ The University established a Colorado Springs campus in 1965, a Denver campus in 1973, and the Anschutz Medical Campus in Aurora in 2006.⁹²⁷ By 2015-16, CU-Boulder enrolled nearly 33,000 students, of whom 27,000 were undergraduates.⁹²⁸ In 2016, U.S. News and World Report lists it in a tie for #89 in its ranking of national universities.⁹²⁹

CU-Boulder retains only scattered remnants of the Old Civics, and has acquired in its stead an enormous New Civics infrastructure. Our description of CU-Boulder explores the New Civics architecture, administrative structure by administrative structure. This appendix contains four sections:

1. CU Engage – Center for Community-Based Learning and Research;
2. Service-learning;
3. Residential Academic Programs; and
4. Outreach and Engagement.

The New Civics complex at CU-Boulder is an enormous, sprawling labyrinth. CU Engage is the administrative heart of the New Civics, and contains those programs devoted exclusively to propagating the New Civics throughout CU-Boulder. Yet it by no means includes all of CU-Boulder's New Civics initiatives. The New Civics advocates have marbled service-learning classes throughout CU-Boulder: we provide a partial catalogue of these classes, to sketch how service-learning extends the New Civics throughout CU-Boulder's offices and disciplines. The New Civics advocates have also incorporated service-learning into CU-Boulder students' residential life, via the Residential Academic Programs; we discuss these initiatives separately. Finally, we describe the miscellaneous New Civics initiatives labeled by CU-Boulder's Office of Outreach and Engagement. Administrative heart, wide-ranging service-learning, residential life, miscellaneous efforts—together these provide a portrait in full of the New Civics at CU-Boulder.

While we describe these programs below in terms of administrative structure, first we should understand how they function as a whole. The core of the New Civics at CU-Boulder is the **INVST**

⁹²⁶ University of Colorado Boulder, University Catalog 2015-2016, "General Information," <http://www.colorado.edu/catalog/2015-16/information/intro>.

⁹²⁷ University of Colorado Boulder, "About the CU System," <http://www.cu.edu/about-cu-system>.

⁹²⁸ University of Colorado Boulder, Office of Data Analytics, "B. Enrollment and Persistence: Common Data Set 2015-16," <http://www.colorado.edu/oda/cds/cds16/index.htm>.

⁹²⁹ "National Universities Rankings," *U.S. News and World Report*, <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/data/page+4>.

Community Studies Program: this program, the equivalent of a major in progressive activism, provides vocational training to a dedicated corps of New Civics advocates among the CU-Boulder student body. The **Leadership Studies Minor** allows a larger body of CU-Boulder students to minor in progressive activism, as an adjunct to a major in another discipline. **Public Achievement** directs this progressive activism to community organizing in local K-12 schools, allowing for a synergy of New Civics advocacy at the K-12 and undergraduate levels. Students specializing as progressive activists receive external scholarship support from the **Puksta Scholars Program**.

Beyond these academic cores, students provide labor for progressive organizations in **service-learning classes** in a wide variety of disciplines. Although there is extensive service-learning in the **School of Engineering** and the **Department of Spanish**, the largest single node of service-learning at CU-Boulder is in the **Program for Writing and Rhetoric**—the center for introductory and/or remedial writing instruction at CU-Boulder, which provides classes for all CU-Boulder students who need to acquire adequate facility in college-level writing. CU Engage then inserts further progressive advocacy into individual classes via the **classroom dialogues** of the **CU Dialogues Program**.

The New Civics also extends beyond the classroom into different extracurricular aspects of student life. The **CU Dialogues Program** also funds **community dialogues**, to insert progressive advocacy into extracurricular and residential events. The **Study Abroad** program channels semesters away toward more New Civics activities, and **Alternative Breaks** transforms vacation time into New Civics sessions. The **Residential Academic Programs** also frame student residential life around New Civics. The programs collectively work to make the New Civics inescapable in student life at CU-Boulder.

The New Civics also works to sustain itself at CU-Boulder. CU Engage works to secure more funding for itself, and for allied New Civics programs, by funding **Participatory Action Research**. The New Civics also sustains itself by embedding itself in, and receiving financing from, components of CU-Boulder such as the **School of Education**. **CU Engage** also supports the careers of several graduates from its programs by employing them as staff or teachers—and by doing so, ensures the supply of a reliable, continuing source of recruits to staff the New Civics programs at CU-Boulder.

Collectively, the New Civics programs at CU-Boulder engage in three categories of activity. These programs 1) train a core of committed progressive activists; 2) extend the New Civics into every corner of CU-Boulder, both inside and outside the classroom; and 3) work to sustain themselves by securing money and personnel.

CU Engage – Center for Community-Based Learning and Research

CU ENGAGE: INTRODUCTION

CU-Boulder's individual civic engagement programs are several decades old; INVST Community Studies, for example, was founded in 1990. In 2005, CU-Boulder gathered these programs within



a single umbrella organization, the Institute for Ethical and Civic Engagement (IECE). The IECE did a great deal to spread civic engagement yet further through the university, in good measure by distributing course development money linked to developing civic engagement curricula. In its first three years, from 2005 to 2008, IECE “provided \$146,200 for the development of 33 courses and projects.” IECE-funded courses included *Business Applications of Social Responsibility*, *Service Learning in Grant Writing*, and *Theatre for Social Change*.⁹³⁰

In 2014, CU-Boulder reorganized the IECE as CU Engage. CU Engage, which is based in the School of Education, incorporates CU Dialogues, INVST Community Studies, Public Achievement, Puksta Scholars, and Student Worker Alliance Program; it also coordinates with the Office of Outreach and Engagement on joint initiatives. CU Engage connects these programs to one another, to the broader CU-Boulder community, and with outside “community partners.”⁹³¹

There are no current statistics about the current number of CU-Boulder students who participate in civic engagement, but several years ago CU-Boulder stated that “More than 13,000 [out of more than 30,000] CU students participate in some form of community service and more than 3,500 are engaged in academic service learning.” The then-director of the Institute for Ethical and Civic Engagement, Peter Simons, stated that, “Our long-term goal is to have all of our 30,000 students civically engaged in one way or another.”⁹³² This goal presumably is still operative, although the director of CU Engage is now (2016) Ben Kirshner.⁹³³

Our description of CU Engage includes 4 sections:

1. Program Framework;
2. Faculty and Staff Resources;
3. Programs and Initiatives; and
4. Staff

These sections tell first about CU Engage’s organizing principles, next about the services it provides for CU-Boulder personnel, third (and most importantly) the particular programs it coordinates, and finally about the people who run CU Engage and decide exactly what it should do.

930 Corey H. Jones, “Institute Spotlight: Institute for Ethical and Civic Engagement,” *Inside CU: The CU-Boulder Faculty/Staff E-Newsletter*, April 22, 2008, <http://www.colorado.edu/insidecu/editions/2008/4-22/story1.html>.

931 University of Colorado, Boulder, CU Engage, “Overview,” <http://www.colorado.edu/cuengage/overview>.

932 University of Colorado, Boulder, News Center, “Civic Engagement,” <http://www.colorado.edu/news/series/civic-engagement>.

933 University of Colorado, Boulder, School of Education, “Ben Kirshner,” <http://www.colorado.edu/education/people/ben-kirshner>.

CU ENGAGE: PROGRAM FRAMEWORK

CU Engage runs its programs with overarching goals and methods in mind. Its goals we discuss in “Values”; its methods we discuss in “Community-Based Learning” and “Community-Based Research.” These goals and methods govern how CU Engage distributes resources and executes its programs and initiatives.

CU ENGAGE: PROGRAM FRAMEWORK: VALUES

CU Engage pursues four values: “Equity and Inclusion,” “Reciprocity,” “Public Impact,” and “Democracy.” We reproduce CU Engage’s articulation of these goals in their entirety.

CU ENGAGE VALUES

Equity and Inclusion: Our programs emphasize inclusive practices that foster the intellectual and collaborative engagement of every person, regardless of national origin, age, race, ethnicity, religion, gender identity, gender expression, sexual orientation, ability, socioeconomic status, veteran status, or political affiliation. We adopt a “cultural wealth” perspective that recognizes and showcases the collective knowledge and resources of underserved communities.

Reciprocity: We seek to build relationships with community partners that are mutually beneficial and collaborative (“doing with”), rather than exploitative (“doing to”) or paternalistic (“doing for”). Reciprocal relationships like this begin when both partners can articulate their self interests and, over time, work together towards common goals. This working together acknowledges and respects different forms of culture, knowledge, expertise, and capacity.

Public impact: We seek to contribute to projects that define the public in a broad, and inclusive way and strive to build, strengthen, or reclaim “public goods,” such as access to quality education, health and well-being, or clean environments. Our focus on public impact is consistent with CU-Boulder’s mission “to serve Colorado, the nation, and the world.”

Democracy: For the purposes of CU Engage, denotes a broad set of practices in which people collectively engage the public world to bring about change. Democracy refers to a quality of participation that involves working with others, across differences, with full inclusion, towards common solutions.

University of Colorado, Boulder, CU Engage, “Overview,” <http://www.colorado.edu/cuengage/overview>.

While these goals largely speak for themselves as examples of progressive advocacy, the reader should particularly note the section on Reciprocity. The language here—*community partners, collaborative, self-interests*—is the language of service-learning and of Alinskyite Public Action. The vocabulary CU Engage uses here by itself strongly suggests that CU Engage shares these national movements’ theoretical frameworks and practical goals.

CU Engage applies these values to two favored methodologies: *community-based learning* and *community-based research*.⁹³⁴

CU ENGAGE: PROGRAM FRAMEWORK: COMMUNITY-BASED LEARNING

CU Engage describes community-based learning in the language of service-learning and civil engagement. CU Engage formally defines this method as “an intentional pedagogical strategy to integrate student learning in academic courses with community engagement. This work is based on reciprocal and mutually beneficial partnerships between instructors, students, and community groups. The goal is to address community-identified needs and ultimately create positive social change.” CU Engage’s examples of community-based learning include work “with teams of young people at area public schools on public work projects designed to make a positive impact on the lives of young people” (Public Achievement); “a range of engagement activities with community members in Boulder, Rio Grande City, Texas and internationally” (INVST Community Scholars); and the design and execution of “a yearlong civic engagement project through reciprocal partnerships with community-based agencies” (Puksta Scholars). Jane Addams’s work at Hull House in Chicago a century ago is intended as a role model for this community-based learning: “Hull House was not just about solving problems, it was intentional in creating rich learning opportunities for residents and making advances in social knowledge. Indeed, Addams came to see Hull House as a ‘sociology laboratory.’” CU Engage wishes its community-based learning programs to be updated sociology laboratories for the twenty-first century.⁹³⁵

CU Engage encourages undergraduates with a particular interest in community-based learning to apply for admission into the INVST Community Leadership Program, the Puksta Scholars Program, and the Leadership Studies Minor. CU Engage also cites several undergraduate courses particularly intended to foster community-based learning: these include *LEAD 1000: Becoming a Leader*, *EDUC 2800 – Dialogue Across Difference*, *INVS 2919/EDUC 2919: Renewing Democracy in Communities and Schools*, *INVS 1523 – Civic Engagement: Using Democracy as a Tool for Social Change*, *INVS 3302/WGST 3302: Facilitating Peaceful Community Change*, *INVS 4402: Nonviolent Social Movements*, and *LEAD 4000 - Leadership in Context and Emerging Challenges: A Capstone*. This list also serves to catalogue the academic spine of CU-Boulder’s New Civics.

934 University of Colorado, Boulder, CU Engage. <http://www.colorado.edu/cuengage/overview>.

935 University of Colorado, Boulder, CU Engage, “What is community-based learning?” <http://www.colorado.edu/cuengage/about-us/what-community-based-learning>.

CU ENGAGE: PROGRAM FRAMEWORK: COMMUNITY-BASED RESEARCH

CU Engage intends the methodology of community-based research to complement the methodology of community-based learning. CU Engage relies on CU-Boulder’s Office of University Outreach for its formal definition of this community-based research: “the ways faculty, staff, and students collaborate with external groups in mutually beneficial partnerships that are grounded in scholarship and consistent with our role and mission as a comprehensive, public research university.” CU Engage provides two examples: “In some cases community organizations invite a university researcher with particular content expertise, such as water quality or renewable energy, to contribute to studying an environmental resource issue. In other cases partners invite a researcher who has methodological expertise, such as carrying out ethnography or designing a survey, in order for community members to conduct locally focused participatory action research.”⁹³⁶ Community-based research, in other words, is another exercise in the national campaign to place progressive “community organizations” in charge of university resources.

CU Engage supports three different programs within Community-Based Research: Participatory Action Research (PAR) for undergraduates, Community-Based Research (CBR) for graduate students, and a Children, Youth and Environments (CYE) Award open to students, faculty, staff.⁹³⁷ CU Engage links these programs to the community-based research methodology as well as to its Programs and Initiatives; we will discuss these with CU Engage’s other programs, under the general heading of Participatory Action Research.

CU ENGAGE: FACULTY AND STAFF RESOURCES

To facilitate its larger mission to promote civic engagement, CU Engage provides a variety of resources for CU-Boulder’s faculty and staff. Some of these resources are simply informational: CU Engage posts useful web-links for faculty and staff, including lists of relevant speakers and workshops and information on the Faculty Fellows in Community-Based Learning Grant Program.⁹³⁸ The Speakers & Workshops and Faculty Fellow programs also act as direct support by CU Engage for CU-Boulder personnel, and we will discuss both of them below.

CU ENGAGE: FACULTY AND STAFF RESOURCES: SPEAKERS & WORKSHOPS

CU Engage’s speaker program provides its participants both publicity and career-building items for their résumés, while also publicizing other civic engagement efforts coordinated and funded by CU Engage. In February 2015, the speaker program publicized the Undergraduate Participatory Action Research (PAR) program by providing a venue for the authors of *Students of Color* (see

936 University of Colorado, Boulder, CU Engage, “What is community-based research?” <http://www.colorado.edu/cuengage/about-us/what-community-based-research>.

937 University of Colorado, Boulder, CU Engage, “Opportunities for Undergraduate & Graduate Students,” <http://www.colorado.edu/cuengage/opportunities-undergraduate-graduate-students>.

938 University of Colorado, Boulder, CU Engage, “Faculty & Staff,” <http://www.colorado.edu/cuengage/faculty-staff>.



below) to give a presentation on their work. Later that semester, it gave further publicity to civic engagement efforts by scheduling Professor Beth Osnes to speak on “Conversations on Ethical and Equitable Community Engagement.” Osnes, “an Assistant Professor in the Department of Theatre and Dance who has extensive experience collaborating with community groups,” used the speech as an autobiographically inflected exposition of “best practices for ethical and equitable community engagement,” with an eye toward engaging her audience to work together to devise “actions that can move us from the old model to the new model” of community engagement.

Osnes is the model of a progressive academic.

BETH OSNES: BRIEF RÉSUMÉ

As co-founder of Mothers Acting Up, she toured a program in partnership with Philanthropiece Foundation entitled, The (M)other Tour, to locations around the world to create a global community of mothers moving from concern to action on behalf of their most passionate concerns. In conjunction with this program she is developing a methodology specific to energy justice using theatre as a tool to include the voices of the energy poor in the planning and implementation of development projects in Panama, Guatemala, India and the Navajo Nation. She presented on that work at the World Renewable Energy Congress in Abu Dhabi in 2010. She has conducted field research as a Fulbright Scholar in Malaysia. She has published books and many articles on women’s vocal empowerment, mothering, activism, and the performing arts.

University of Colorado, Boulder, CU Engage, “Speakers & Workshops,” <http://www.colorado.edu/cuengage/speakers-and-workshops>; University of Colorado, Boulder, Center of the American West, “Beth Osnes,” <https://centerwest.org/archives/7180>.

Osnes’ pedagogy matches her research: one student wrote that, “I felt like she should be teaching an Environmental Studies course instead of a theater one. We spent the majority of class talking about sustainability and the only way to get good grades on the exam was to compare clean energy and female empowerment to the current theatrical topic.”⁹³⁹

Osnes’ résumé and pedagogy allow us to see the progressive, politicized substance of *community engagement* that CU Engage supports, both specifically in its Speakers series and more broadly in its civic engagement efforts.

939 Rate My Professors, “Beth Osnes,” <http://www.ratemyprofessors.com/ShowRatings.jsp?tid=1484086>.

CU ENGAGE: FACULTY AND STAFF RESOURCES: FACULTY FELLOWS IN COMMUNITY-BASED LEARNING GRANT PROGRAM

CU Engage’s Faculty Fellows in Community-Based Learning Program (FFCBLGP) aims “to expand, deepen, and institutionalize community-based learning at CU-Boulder.” Towards that end, it provides assistance for professional development—“Fellows participate in a Community-Based Learning Institute that provides a dedicated process and structure to develop syllabi, assignments, and other tools needed to successfully implement a community-based learning course”—as well as \$4,000 to be applied toward “summer salary, teaching/research materials, or other appropriate uses.” Faculty Fellows in 2015-16 were Melissa Hart, Veronica House, Jill Litt, Victoria Derr, Beth Osnes (again), Colene Robinson, Samantha Strife, and Sona Dimidjian.⁹⁴⁰

Of these Faculty Fellows, three of them are also staff members of CU-Boulder programs focused on civic engagement: Melissa Hart is Director of the Byron R. White Center for the Study of American Constitutional Law at the University of Colorado Law School, which oversees programs including the Colorado Law Constitution Day Project and the Marshall-Brennan Constitutional Literacy Project;⁹⁴¹ Veronica House is Associate Director for Service-Learning and Outreach in the Program for Writing and Rhetoric, where she directs the Writing Initiative for Service and Engagement (WISE);⁹⁴² and Victoria Derr is a program coordinator for Growing Up Boulder, a program partly run by CU-Boulder’s Office for Outreach and Engagement.⁹⁴³ FFCBLGP’s funding pattern works in good measure to steer more resources to other members of the CU-Boulder civic engagement complex. There is an appearance of conflict of interest in a program whereby civic engagement personnel award their colleagues the large majority of their grant funds.

FFCBLGP directs all its funds toward courses intended to forward progressive political action. The six awards in 2015-16 went to courses with the following self-descriptions:

1. Melissa Hart’s *LAWS 8785: Access to Justice: The Provision of Legal Services for Middle- and Low-Income People* frames a practicum in legal aid around readings “on the constitutional, ethical, economic, and social consequences of the significant justice gap in our nation.”

940 University of Colorado, Boulder, CU Engage, “Faculty Fellows in Community-Based Learning,” <http://www.colorado.edu/cuengage/faculty-fellows-community-based-learning>.

941 University of Colorado, Boulder, Colorado Law, “About the White Center,” <http://www.colorado.edu/law/research/byron-white-center/about-white-center>.

942 University of Colorado, Boulder, The Program for Writing & Rhetoric, “Meet Our People,” <http://www.colorado.edu/pwr/people>.

943 University of Colorado, Boulder, Office of Outreach and Engagement, “Growing Up Boulder,” <http://www.growingupboulder.org/our-staff.html>.

2. Veronica House’s *WRTG 3020: Food and Culture* “will focus on the communication strategies and genres the drive the food movement in particular, and ... consider how language is a mechanism for generating social change and how and why certain discourses gain collective status that represent communities while others are ignored.”
3. Jill Litt’s and Victoria Derr’s *ENVS 3526: Healthy, Resilient Cities Praxis* focuses upon issues that “may include community parks, active transportation for children and adults, community resilience networks, income inequities, access to affordable housing, or access to health and affordable food.”
4. Beth Osnes’ *THTR 4073: Performing Voices of Women* intends “to explore the ways of examining, understanding, and embodying women’s voices in performance as to enrich students’ scholarly, creative and socially engaged work.”
5. Colene Robinson’s *LAWS 7115: Juvenile Justice* trains “students to grapple with the complexities of effective and just lawyering in the juvenile court” by working for LYRIC (Learn Your Rights in Colorado), which is devoted to “teaching young people about their rights after they became involved in the criminal justice system”—especially “immigrant youth and youth of color.”
6. Samantha Strife and Sona Dimidjian’s *PSYC 4931: Field Placement Internship Course* has students work with “the Body Project preventive intervention ... The Body Project is an evidence-based cognitive dissonance intervention that has been demonstrated to help adolescent girls and college-aged women increase body image confidence and prevent eating disorders.”⁹⁴⁴

These FFCBLGP-funded courses all follow the New Civics pattern: advocacy for progressive causes in tandem with subsidies to the progressive nonprofit complex, where students receiving course credit provide “partner organizations” with unpaid labor.

CU ENGAGE: PROGRAMS AND INITIATIVES

CU Engage’s central purpose is to provide an organizing structure for several distinct “civic engagement, democratic education, and dialogues programs on the CU-Boulder campus.” These programs are the meat of CU Engage; they are, in alphabetical order,

1. CU Dialogues Program;
2. INVST Community Studies Program;
3. Leadership Studies Minor;

⁹⁴⁴ University of Colorado, Boulder, CU Engage, “Faculty Fellows in Community-Based Learning,” <http://www.colorado.edu/cuengage/faculty-fellows-community-based-learning>; LYRIC (Learn Your Rights In Colorado), “What We Do,” <http://www.lyricolorado.com/what-we-do/>.

4. Participatory Action Research;
5. Public Achievement;
6. Puksta Scholars Program; and
7. Student Worker Alliance Program.

As noted above, we describe Participatory Action Research here because it acts essentially as a program, even though CU Engage also discusses it under Community-Based Research. CU Engage also administers two programs that we do not discuss separately: the Critical Civic Inquiry Summer Institute and the Peace Corps recruiting office at CU-Boulder.⁹⁴⁵ We have put our discussion of the Critical Civic Inquiry Summer Institute at the end of our discussion of Public Achievement, since it appears to be a summer-school extension of the Public Achievement program. As for the Peace Corps, the entire field of service-learning took the Peace Corps as one of its models, so it would be repetitious to detail how the practices of civic engagement and the Peace Corps dovetail.

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM: OVERVIEW

The CU Dialogues Program began in 2007, with “a Civic Engagement course implemented in the Sewall Residential Academic Program (RAP) by faculty members Dr. Ellen Aiken and Dr. Karen Ramirez.” The course began as Aiken and Ramirez sought out “an experiential learning activity that would promote complex analysis of the often-polarized topic of immigration.” The two professors then “discovered a Boulder County initiative that facilitated dialogues between immigrants and native-born residents in Boulder County. They arranged a dialogue for their RAP [Residential Academic Program] students and ... invited immigrant custodial staff members who worked in the residence hall.”

In 2009, the Institute for Ethical and Civic Engagement, began to fund CU Dialogues as a Model Project; in 2011 CU Dialogues “began receiving full seed funding from the Office of the Provost and became an established program under the Institute for Ethical and Civic Engagement.” At its founding in 2014, CU Engage incorporated CU Dialogues. CU Dialogues won the President’s Diversity Award in 2013 and the Chancellor’s Committee on Race and Ethnicity Diversity Service Recognition Award in 2015.⁹⁴⁶ As such awards suggest, past topics “have included gender and workplace (with female University employees from different age cohorts); immigration policy (with

⁹⁴⁵ University of Colorado, Boulder, CU Engage, “Programs and Initiatives,” <http://www.colorado.edu/cuengage/programs-and-initiatives>.

⁹⁴⁶ University of Colorado, Boulder, CU Dialogues Program, “About Us,” <http://www.colorado.edu/cudialogues/about-us>; Ellen S. Aiken and Karen E. Ramirez, “Scaling Up Dialogues to Boost Engaged Learning,” *Academic Exchange Quarterly* 18, 4 (Winter 2014), <http://rapidintellect.com/AEQweb/547814.pdf>, p. 2.

undocumented students); and perceptions of Muslim women (with self-identified Muslim students on campus).”⁹⁴⁷

CU Dialogues coordinates several kinds of “dialogues” throughout CU-Boulder.

CU DIALOGUES PROGRAM: BRIEF SELF-DESCRIPTION

The CU Dialogues Program facilitates dialogues that engage diverse members of the University community in honest conversation with one another across differences of all kinds. *Classroom dialogues* create experiential learning opportunities and generate open discussion of difficult or controversial topics in courses across a range of disciplines. *Community dialogues* in residence halls and other campus settings foster open sharing of experiences and perspectives among community members. The CU Dialogues Program serves all sectors of the University, including academic departments and units, RAPs and residence halls, and student organizations. The Program also offers a 3-credit undergraduate course, “*Dialogue Across Difference*,” which offers students the opportunity to learn what dialogue entails, practice dialogue, and be trained as dialogue facilitators. ... A dialogue raises awareness of others’ viewpoints and prompts self-reflection, enabling participants to bridge differences and identify common ground.

University of Colorado, Boulder, CU Engage, “Programs and Initiatives,” <http://www.colorado.edu/cuengage/programs-and-initiatives>; University of Colorado, Boulder, CU Dialogues Program, [“Home Page,”] <http://www.colorado.edu/cudialogues/>.

CU-Boulder faculty, students (Resident Advisors, Hall Councils, Student Government, International Students, Student Organizations, Student Resource Groups) and Community (CU-Boulder “organizations and units” can all request dialogues. Suggested topics for the community include *sexual assault; campus climate; building a sense of community in residence halls; and relations between students & permanent University Hill residents*. Faculty topics include *race, stereotypes and policing; immigration policy and immigrants’ experiences; gender identity and perspectives on gender; income inequality; communication across social, cultural, or political differences, and diversity and experiences of inclusion/exclusion*.⁹⁴⁸ As of 2014, CU Dialogues arranged for “approximately 70 dialogues each academic year to provide experiential learning in undergraduate

947 University of Colorado, Boulder, CU Dialogues Program, “About Us,” <http://www.colorado.edu/cudialogues/about-us>; Ellen S. Aiken and Karen E. Ramirez, “Scaling Up Dialogues to Boost Engaged Learning,” *Academic Exchange Quarterly* 18, 4 (Winter 2014), <http://rapidintellect.com/AEQweb/547814.pdf>, p. 2.

948 University of Colorado, Boulder, CU Dialogues Program, “Who Can Hold a Dialogue?,” <http://www.colorado.edu/cudialogues/who-can-hold-dialogue>.

courses across the curriculum. The Dialogues Program has tailored dialogues for classes in History, English, Anthropology, Sociology, Communication, Writing, Economics, Business, Spanish, Women’s Studies, and Film Studies”⁹⁴⁹

CU Dialogues’ lists of topics suggest “conversations” which have already reached their conclusions; *dialogue* should be taken to mean *progressive advocacy*. CU Dialogues, in other words, functions as a way to insert advocacy for progressive beliefs into different classes and extracurricular events at CU-Boulder.

CU Dialogues boasts several recent miscellaneous accomplishments, which register its broader influence upon CU-Boulder. These accomplishments include its joint participation with BoulderTalks (a center for “public deliberation” without an explicitly civic rationale⁹⁵⁰) in a “learning exchange” organized by the Kettering Centers for Public Life; “facilitating dialogues to support the Diversity, Inclusion and Academic Excellence Strategic Planning Process at CU-Boulder”; and convening “a series of dialogues in Farrand Hall on the issue of sexual assault” intended to serve as a model for future “facilitated dialogues on sexual assault.”⁹⁵¹

We will describe in detail the three programs of CU Dialogues: Classroom Dialogues, Community Dialogues, and the Dialogue Across Difference Course. We will also summarize CU Dialogues descriptions of the natures of its Dialogue Guests and of its Funding.

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM: CLASSROOM DIALOGUES

CU Dialogues defines *classroom dialogue* as “a single-session, facilitated conversation on an issue or topic related to course content. Facilitated dialogues enhance course content and provide experiential learning opportunities for students.” CU Dialogues offers to “help identify and invite dialogue guests whose experiences and perspectives will deepen students’ understanding of an issue or topic.” Yet CU Dialogues’ own rationale for classroom dialogue provides further evidence that such “dialogues” already have their conclusions in mind, and that *understanding* means “assent to progressive beliefs.”

949 Ellen S. Aiken and Karen E. Ramirez, “Scaling Up Dialogues to Boost Engaged Learning,” *Academic Exchange Quarterly* 18, 4 (Winter 2014), <http://rapidintellect.com/AEQweb/547814.pdf>, p. 2.

950 “BoulderTalks seeks to foster community and knowledge through democratic engagement. Through teaching, research and outreach we promote communication practices that embody democratic values, such as inclusion, participation and mutual benefit. BoulderTalks encourages thoughtfulness and reflection about how we communicate about cultural crises, conflicts and challenges through democratic practices like debate, dialogue, deliberation and performance.” University of Colorado, Boulder, of Media, Communication and Information, “Centers & Labs,” <http://www.colorado.edu/cmci/centers-labs>.

951 University of Colorado, Boulder, CU Dialogues Program, “News and Events,” <http://www.colorado.edu/cudialogues/current-initiatives-1>.

WHY HOLD A CLASSROOM DIALOGUE?

A facilitated classroom dialogue is an effective way to address complex and/or contentious issues within a classroom setting.

“Students who participated in a dialogue with immigrants in my American West class came to understand the complexity of the assimilation process. They empathized with immigrants who were trying to learn English, even when they felt strongly that immigrants *should* learn English.” – *faculty comment after a dialogue on the topic of immigration in an **American West** course*

A dialogue sparks engaged learning through an open exchange of perspectives that deepens students’ understanding of an issue or topic.

“[The dialogue] made me understand and connect the issues of oppression and classism...now I have a personal experience with seeing the impact of society’s standards and how that affects [real people].” – *student comment after a dialogue on the topic of classism in a **President’s Leadership Class** practicum*

The dialogue process promotes analysis of course content and encourages reflection.

“I learned that gender issues are attached to or are [contributing] factors to many other injustices and problems our society faces...everything is related somehow.” – *student comment after a dialogue on the topic of gender and culture in a **Women’s Literature** course*

Dialogues provide a means to encourage inclusive practices in the classroom.

I just wrote a paper on how in America there is a shyness around race and ethnicity. [The dialogue] allowed us to overcome this shyness and find out about other cultures.” – *student comment after a dialogue on the topic of diversity at CU in a **Multicultural Rhetorics** course*

University of Colorado, Boulder, CU Dialogues Program, “Classroom Dialogues,” <http://www.colorado.edu/cudialogues/>.

CU Dialogues also lessens faculty authority in the classroom by means of these classroom dialogues. While it encourages faculty preparation for these dialogues, teachers are meant to defer to other authorities during the classroom dialogue itself: “Keep in mind that the facilitator will guide the conversation during the dialogue. In a dialogue, faculty members drop the “teacher/expert” role. All dialogue participants act as co-learners/teachers.”⁹⁵² Classroom dialogues thus also forward the larger New Civics project to reduce professors’ apolitical authority in the classroom.

952 University of Colorado, Boulder, CU Dialogues Program, “Classroom Dialogues,” <http://www.colorado.edu/cudialogues/>.

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM: COMMUNITY DIALOGUES

CU Dialogues defines a *community dialogue* as “a facilitated conversation held outside of a classroom in a residence hall, RAP, academic department, administrative unit or other campus setting on a topic of interest or concern to members of a particular University community.” During these dialogues, “participants are invited to speak from their own experiences, share their perspectives with one another and listen to the experiences and perspectives of others. While participants may have very different viewpoints on an issue, the dialogue process itself is deliberately non-polarized.” The purpose of such dialogues is “to broaden participants’ awareness and deepen their understanding of complex problems and issues through open communication across social and cultural differences and/or power differentials.”⁹⁵³

As with classroom dialogues, CU Dialogues’ own rationale for community dialogues adds further evidence that *conversation* signifies *advocacy for progressive causes*.

WHY HOLD A COMMUNITY DIALOGUE?

A facilitated dialogue is an effective way to address difficult or uncomfortable topics within specific campus communities. Dialogue facilitators create an inviting and supportive space for diverse members of a residence hall community, academic program or student group to address difficult or controversial topics across differences of all kinds. Through facilitated dialogues, the CU Dialogues Program aims to support the development of a more inclusive campus environment for all members of the University community.

Examples of Community Dialogue Topics

- Sexual Assault
- Cultural Conflict based on Race/Ethnicity
- Power, Privilege and Policing
- Diversity and Inclusive Excellence
- Labeling based on Political Affiliation/Perspective
- Gender-Based Stereotyping
- Economic/Social Inequality
- Student-Permanent Resident Relations in the University Hill Neighborhood

953 University of Colorado, Boulder, CU Dialogues Program, “Community Dialogues,” <http://www.colorado.edu/cudialogues/community-dialogues>.

Participant Comments

“I’ve always thought about [sexual assault] but never really spoke with anyone about it.... This was very eye-opening.” -*Student who attended a series of dialogues on the topic of sexual assault*

“One story that stood out for me was students [of color] feeling uncomfortable being here at CU.... Talking about issues of race and racism is important.” -*Student who attended a dialogue on the topic of race and racism*

“The dialogue opened my eyes to the perspective of a permanent resident with small children [in the University Hill neighborhood].” -*Student who attended a University Hill Neighborhood dialogue*

University of Colorado, Boulder, CU Dialogues Program, “Community Dialogues,” <http://www.colorado.edu/cudialogues/community-dialogues>.

In effect, community dialogues complement the in-class progressive advocacy of classroom dialogues with extramural and residential progressive advocacy. CU Dialogues works by these yoked means to make such advocacy inescapable at CU-Boulder.

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM: DIALOGUE ACROSS DIFFERENCE COURSE

CU Dialogues uses *EDUC 2800-002: Dialogue Across Difference* as a practicum in becoming a *dialogue facilitator*. It first provides some theory of dialogue: “In this course, students will examine models of dialogic communication and theories of intergroup relations and consider how the practice of dialogue can build deeper understanding of self and others, reinvigorate democratic values and foster a more just and equitable society.” It then teaches the craft of dialogue facilitation: “Through hands-on experience participating in, observing, and leading dialogues students will learn how to facilitate dialogues among their peers in a variety of campus and community settings. The course provides practical facilitation training that equips students to be change-makers in any setting — at CU, in their home communities, or in future workplace and community environments.”⁹⁵⁴ The course, in other words, trains student to become the paid and unpaid personnel of dialogue programs such as CU Dialogues—to apprentice in the craft of progressive advocacy. CU Dialogues by this means becomes self-perpetuating, as it incorporates the recruitment and training of its own personnel into a for-credit class.

954 University of Colorado, Boulder, CU Dialogues, “Dialogue Across Difference,” <http://www.colorado.edu/cudialogues/dialogue-across-difference>.

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM: DIALOGUE GUESTS

CU Dialogues provides *dialogue guests* as living *experiential learning opportunities* for students. CU Dialogues states that there are 3-5 dialogue guests in each *classroom dialogue*, but does not specify the number in a *community dialogue*. These dialogue guests receive minimal compensation: “We provide a \$15 CU Bookstore Certificate or a Center for Community Dining Hall Meal Card as a small token of appreciation for your participation.”⁹⁵⁵ CU Dialogue’s guests are provided a form that allows them to check off their areas of expertise; this presumably provides a taxonomy of CU Dialogue’s preferred specializations.

DIALOGUE GUEST SPECIALIZATIONS

- Gender stereotyping/profiling
- Veteran experience
- discrimination/profiling based on race
- discrimination/profiling based on social economic status
- feeling like a cultural outsider, either in the US or abroad
- feeling excluded or targeted because of religion
- living in a foreign country
- transgender identity
- sexuality
- bi-cultural identity
- crossing the border into the US
- living with anorexia, bulimia, or other eating disorders
- living with mental illness
- starting your own business
- living as an undocumented person in the US or elsewhere
- homelessness
- how conforming to or resisting gender expectations influence work/life decisions
- (dis)\abilities -- being or living with someone who is differently abled

955 University of Colorado, Boulder, CU Dialogues Program, “The CU Dialogues Program is seeking community members to serve as dialogue guests in CU classes,” <http://www.colorado.edu/cudialogues/cu-dialogues-program-seeking-community-members-serve-dialogue-guests-cu-classes>.

- cultural differences related to tribal or indigenous affiliation
- stereotyping/discrimination based on body size
- age, life stages, aged based discrimination
- experiences related to education
- experiences related to politics/political activism
- civic engagement or volunteer experiences
- Other (if other, please detail below)

University of Colorado, Boulder, CU Dialogues Program, “The CU Dialogues Program is seeking community members to serve as dialogue guests in CU classes,” <http://www.colorado.edu/cudialogues/cu-dialogues-guest-participant-form>.

This list reveals much of CU Dialogues’ progressive political program.

CU ENGAGE: PROGRAMS AND INITIATIVES: CU DIALOGUES PROGRAM: FUNDING

CU Dialogues places a price-tag on the talk it provides, and it is not cheap. The Request for Dialogues form provides the details of funding: “The charge for dialogue facilitation is \$125 for a 50 or 75 minute classroom dialogue and \$125/hour for a conference/event/program dialogue. The charge for simultaneous translation, if needed, is an additional \$65/hour. The CU Dialogues Program offers a limited number of grants to cover the costs of facilitation and/or translation in cases where a department or unit is unable to fund a dialogue.”⁹⁵⁶ Since each dialogue guest receives \$15, and there are 3-5 dialogue guests, all charges above the \$45-\$75 in books and food presumably go either to the dialogue facilitator or to the administrative overhead of CU Dialogues.

CU Dialogues has also been entrepreneurial in seeking out grants from a variety of foundations. In 2015-16, CU Dialogues received a grant from the Spencer Foundation’s *New Civics Initiative*, in which “15 classroom dialogues were observed by research teams who audio/video recorded the dialogues and took field notes. This research aims to produce tools for measuring the quality of interaction across difference, including differences of race, class, religious affiliation and political ideology.”⁹⁵⁷ In 2015, CU-Boulder’s Office of Diversity, Equity and Community Engagement also “awarded Dialogues Program Co-Directors Drs. Ellen Aiken and Karen Ramirez an IMPART (Implementation of Multicultural Perspectives and Approaches in Research and Teaching) Grant to develop an undergraduate course in *Dialogue Across Difference*. ... It will blend theoretical learning about social identity, power, privilege and oppression with intergroup dialogue

956 University of Colorado, Boulder, CU Dialogues Program, “CU Dialogues Guest Participant Form,” http://www.colorado.edu/cudialogues/sites/default/files/attached-files/dialogue_request.pdf.

957 University of Colorado, Boulder, CU Dialogues Program, “News and Events,” <http://www.colorado.edu/cudialogues/current-initiatives-1>.

practices.”⁹⁵⁸ The Campus Compact of the Mountain West also awarded Aiken and Ramirez an Engaged Scholarship Grant to work with the University Hill Neighborhood Association. CU Dialogues was funded to “design a series of dialogues” between CU students and permanent residents in the Hill neighborhood community. The overarching goal of the project is to put in place durable social structures within the community that support ongoing dialogue between students living on the Hill and permanent Hill neighborhood residents. CU students will help design and facilitate the dialogues.”⁹⁵⁹

The University of Colorado’s Department of Advancement—“Advancement” has replaced “Development” as the label for “Fundraising”—also provides for dedicated gifts to CU Dialogues, via the CU Dialogues Program Fund.⁹⁶⁰ These varied sources of external funding cumulatively provide substantial support for CU Dialogues.

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: OVERVIEW

The International & National Voluntary Service Training (INVST) Community Studies Program is the largest single program within the CU Engage umbrella. INVST was founded in 1990, as a two-year undergraduate program called the International and National Voluntary Service Training (INVST) Program. Scott Myers-Lipton, who cofounded the INVST program, recalls that, “After reading some of the sociological literature, and realizing that a major focus of the discipline was on social change, I decided to pursue a doctorate in sociology at the University of Colorado (CU) at Boulder. I chose CU-Boulder because it had an activist faculty who said they would help me create a ‘Peace ROTC’ program for undergraduates.” Myers-Lipton decided on “the name INVST, which stood for International and National Voluntary Service Training, since ‘Peace ROTC’ was disliked by both liberals and conservatives.” Myers-Lipton describes INVST as “a 1- to 2-year leadership program designed to develop ‘scholar activists’ who are trained to analyze and solve community and global problems as a lifetime commitment. INVST was designed as a developmental progression, challenging students to explore social justice issues in both direct service and social advocacy settings.”⁹⁶¹

958 University of Colorado, Boulder, CU Dialogues Program, “News and Events,” <http://www.colorado.edu/cudialogues/current-initiatives-1>.

959 University of Colorado, Boulder, CU Dialogues Program, “News and Events,” <http://www.colorado.edu/cudialogues/current-initiatives-1>; Campus Compact of the Mountain West, “Engaged Scholarship Grant,” <http://www.ccmountainwest.org/engaged-scholarship-grant>.

960 University of Colorado, Boulder, Advancement, “CU Dialogues Program,” <https://giving.cu.edu/fund/cu-dialogues-program>.

961 Scott Myers-Lipton, “Policy Service-Learning: Fulfilling the Promise of Sociology,” in Kathleen Odell Korgen, Jonathan M. White, and Shelley K. White, *Sociologists in Action: Sociology, Social Change, and Social Justice* (Los Angeles, 2011), p. 112.

INVST thus was founded with “the idea of combining intergenerational activism with academics,” and has worked since then to transform “University of Colorado-Boulder students into engaged citizens and leaders who work for the benefit of humanity and the environment.”⁹⁶² The original program continues to exist as the INVST Community Leadership Program (CLP); the Community Studies Electives, Youth Council for Public Policy, and Public Achievement Program have been added since to that original core.

In our description of INVST, we will examine:

1. INVST’s Framework: Mission and Method;
2. INVST Community Leadership Program;
3. Spring Break;
4. Youth Council for Public Policy;
5. Campus Allies and Community Partners;
6. Career Resources: Social & Environmental Justice Opportunities; and
7. Financial Aid and Finances.

INVST co-sponsors the Public Achievement program,⁹⁶³ but Public Achievement is now formally an independent program, which we will discuss separately below.

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: MISSION AND METHOD

INVST provides “Leadership training for young people who are passionate about social and environmental justice.” Its mission statement states that “We believe in the possibility of a just and sustainable world. We develop community leaders who engage in compassionate action as a lifetime commitment,” while its method is to “use participatory education to empower students, ... use service-learning to expose students to the root causes of problems[,] and to offer solution-based strategies for sustainable social and environmental change.”⁹⁶⁴ INVST details that such leadership training and service-learning involves student work “as unpaid staff with local groups across Boulder and Denver. In meaningful internships, students do campaign work, volunteer recruitment, coalition building, resource development, tutoring, tabling, social media and

962 INVST Community Studies, “Our History,” <https://communitystudies.colorado.edu/sites/default/files/INVST%20History-Long%20Version.pdf>.

963 University of Colorado, Boulder, INVST Community Studies, “Public Achievement,” <https://communitystudies.colorado.edu/programs/public-achievement>.

964 University of Colorado, Boulder, INVST Community Studies, “Welcome to INVST,” <https://communitystudies.colorado.edu/>; University of Colorado, Boulder, INVST Community Studies, “History,” <https://communitystudies.colorado.edu/about-invst/history>; University of Colorado, Boulder, INVST Community Studies, “Our History,” <https://communitystudies.colorado.edu/sites/default/files/INVST%20History-Long%20Version.pdf>; University of Colorado, Boulder, INVST Community Studies, “About,” <http://www.colorado.edu/invst/about>.

sometimes workshop instruction.” While engaged in these internships, students “learn practical skills such as meeting facilitation, consensus decision-making, conflict resolution, fundraising, grant proposal writing, grassroots organizing, lobbying and public speaking.” INVST thus joins in the national civic-engagement goal to subsidize progressive non-profits by giving college credit to students who provide them free labor. INVST likewise shares the national goal of preparing students to work after graduation as progressive activists: “Our graduates are engaged in meaningful community leadership in the state of Colorado, across the United States, and all over the world. ... Our alumni work in art, community mediation, education, farming, grassroots organizing, law, alternative healing and medicine, politics, social work and some of them run socially-responsible businesses.”⁹⁶⁵

INVST’s educational means are as progressive as its educational ends. INVST’s About page includes both an *Inclusion Commitment* and a *Commitment to Anti-oppressive Education*. The *Inclusion Commitment* incorporates the latest progressive commitments to illegal immigrants and sexual identity politics: “We actively seek and support the participation of individuals and communities that reflect diversity of ability status, age, color, documentation status, ethnicity, gender, gender variance, life experience, national origin, political affiliation, race, religion, sex, sexual orientation, socio-economic status, and veteran status.”⁹⁶⁶ The *Commitment to Anti-oppressive Education* explicitly commits a putatively civic program to the tenets of radical ideology and activism: “We acknowledge the importance of examining not only how groups are oppressed but also how groups are privileged and how these two processes maintain social structures. We are dedicated to challenging dominant ideologies and systems, centering traditionally underrepresented voices, questioning the assumption that information is unbiased, and critiquing what is thought of as normal.”⁹⁶⁷

INVST also identifies its standard pedagogy as service-learning: “Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Since 1990, INVST has been weaving meaningful service together with the theory and practice of community leadership.”⁹⁶⁸ INVST defines service-learning around the three strands of *experiential immersion*, *reciprocity*, and *critical reflexivity*.

965 University of Colorado, Boulder, INVST Community Studies, “Highlights,” <https://communitystudies.colorado.edu/about-invst/highlights>.

966 University of Colorado, Boulder, INVST Community Studies, “About,” <http://www.colorado.edu/invst/about>.

967 University of Colorado, Boulder, INVST Community Studies, “About,” <http://www.colorado.edu/invst/about>.

968 University of Colorado, Boulder, INVST Community Studies, “Service-Learning for INVST Community Studies,” <https://communitystudies.colorado.edu/sites/default/files/Service-learning%20Definition.docx>.

INVST COMMUNITY STUDIES: DEFINITION OF SERVICE-LEARNING

1. *Experiential immersion:* student learning is most powerful when it is linked to real-world experiences. Encountering the complexities and the richness of real-world scenes first-hand tends to be motivating and transformative.
2. *Reciprocity:* Students can meaningfully participate in the elimination of the negative effects of political, social and environmental arrangements, while seeking to understand them. Members of the community, various organizations and institutions, and the natural environment all enrich student learning, while the students enrich *them*, through their contributions. Service-learning activities require close contact with both academic and community-based supervisors and coaches, to ensure that outcomes are mutually beneficial.
3. *Critical reflexivity:* Student learning occurs most powerfully when it combines text-based learning with real-world experiences through intentional reflection activities. Reflection, many say, is the *hyphen* in “service-learning.”

University of Colorado, Boulder, INVST Community Studies, “Service-Learning for INVST Community Studies,” <https://communitystudies.colorado.edu/sites/default/files/Service-learning%20Definition.docx>.

INVST’s definition aligns with the national service-learning movement’s definition.

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: COMMUNITY LEADERSHIP PROGRAM

The INVST Community Leadership Program (CLP) is a two-year program that trains 18 students each year in the theory and practice of “transformative service-learning for social and environmental justice.” Students are required to take two “theoretical” courses, *INVS 3302/WGST 3302 Facilitating Peaceful Community Change* and *INVS 4402 Nonviolent Social Movements*. In *Facilitating Peaceful Community Change*, “Students gain knowledge and skills that enable them to become effective facilitators of community goals. Focuses on understanding the processes of community building with multicultural emphasis. Students are encouraged to apply concepts of life experiences and to examine themselves as potential change agents. Focus on food justice, sustainability, activism and multicultural social justice.” *Facilitating Peaceful Community Change*, in other words, is a primer on the craft of progressive activism. *Nonviolent Social Movements* has a more theoretical focus: “Explores theories of democracy and development in relation to movements for nonviolent social change. Focuses on means and ends, spirituality, leadership, decision-making, civil society and decentralized power.” These two core courses together provide the craft and theory of progressive activism.

In addition to these two core courses, students are also supposed to take four “skills-training classes”—the sequence of *INVS 3931 The Community Leadership Internship, Part 1*, *INVS 3932 The Community Leadership Internship, Part 2*, *INVS 4931 Community Leadership in Action, Part 1*, and *INVS 4932 Community Leadership in Action, Part 2*.⁹⁶⁹ In the first year of this sequence, “INVST students serve at least 6 hours per week as interns with community-based organizations during their first year.” The beneficiaries of the students unpaid labor “include the Safehouse Progressive Alliance for Nonviolence (SPAN), Intercambio: Uniting Communities, Natural Capitalism Solutions, New Era Colorado, the Philanthropiece Foundation and the Community Foundation of Boulder County.”⁹⁷⁰ In the second year of this sequence, students “research, design and implement their own community service projects.” Such projects have included “Community SOL Projects by INVST students [that] have also strengthened the capacity of Boulder Food Rescue; helped start the Student Worker Alliance Program (SWAP), a free English tutoring program for immigrant workers on campus; and fought for passage of Colorado ASSET, state legislation that would help immigrant youth attend college.” In one Community SOL Project, “15 visual artists and 17 performers came together to increase awareness about sexual assault. The INVST student leaders held an event that drew a crowd of over 200. In addition, an estimated 6,000 people saw the visual art displayed during their four-week exhibit. The students practiced skills like event planning, public speaking and media relations while implementing their Community SOL Project.”⁹⁷¹

Students are also required to take part in “two month-long summer service-learning experiences.” In the first year, students take the Domestic Summer Service-Learning Experience.

THE DOMESTIC SUMMER SERVICE-LEARNING EXPERIENCE

Our DSSLE offers students a unique opportunity to travel together for one uninterrupted month and learn first-hand about environmental justice.

The DSSLE always begins with a wilderness adventure in Colorado’s Rocky Mountains, where students develop a connection with the natural world. From there, activities and destinations vary from year-to-year, because the INVST staff create a timely and innovative learning journey for CU students who are destined to become change-makers. In 2015, students spent time in Paonia, Colorado with INVST grad Jeff Schwartz and his family at Delicious Orchards, and then they learned and served at Thistle Whistle Farm, an organic farm. They also heard the industry perspective on

969 University of Colorado, Boulder, INVST Community Studies: “The INVST Community Leadership Program,” <https://communitystudies.colorado.edu/programs/the-invst-community-leadership-program>; “Community Studies Electives,” <https://communitystudies.colorado.edu/programs/community-studies-electives>; “INVST Community Leadership Program Class of 2014-2016,” https://communitystudies.colorado.edu/sites/default/files/2014_INVST_CLP_Application.pdf.

970 University of Colorado, Boulder, INVST Community Studies, Community Leadership Program,” <http://www.colorado.edu/invst/programs/clp>.

971 University of Colorado, Boulder, INVST Community Studies, “Community SOL Projects,” <http://www.colorado.edu/invst/community-partners/sol>.



energy production, visiting the Oxbow Coal Mine, and they heard about the economic benefits of extraction for certain rural communities.

Exploring energy issues contextualized their visit to the Diné (or Navajo) Nation in Northeastern Arizona. On the reservation, INVST students learned about the social and environmental impacts of the coal mining industry on indigenous people and places. They volunteered with the Black Mesa Water Coalition, a youth-led grassroots organization. They also visited a generating station in Page, Arizona where they had the opportunity to see how energy and power are produced from coal. In Northern New Mexico, students stayed at Casa Taos, a retreat center for activists, and then met the co-founder of INVST, Gaia Mika, while experiencing first-hand some more sustainable ways of living and working the earth. They also learned about water issues and fracking.

Finally, the month ended in Colorado's capitol city, where INVST students had the opportunity to engage Jessie Ulibarri, a political official, and speak with coal industry lobbyists. Throughout the month, the INVST students considered how energy and the US economy interact. Students looked for innovative solutions to complex environmental problems.

University of Colorado, Boulder, INVST Community Studies, "Summer Service-Learning Experiences," <https://communitystudies.colorado.edu/community-partners/summer-service-learning-experiences>.

In the second year, students take the International Summer Service Learning Experience.

THE INTERNATIONAL SUMMER SERVICE LEARNING EXPERIENCE

After training in intercultural communication, Orientation and extensive reading, students spend time at the United States/Mexico border where they volunteer with Annunciation House in El Paso, Texas. Annunciation House, our partner since 1993, is a shelter for refugees seeking political asylum. Students serve with recent immigrants from Central America and political refugees from all over the world. A shelter for human beings in desperate need of basic care, Annunciation House approaches guests with compassion. INVST students learn for one week about border dynamics and immigration issues, encountering individuals and families and hearing their stories, as well as meeting with legal clinics, women's rights and worker rights centers, in addition to the Border Patrol. INVST students develop a nuanced understanding of the complex situation on our border with Mexico.

In 2016, after their week on the border, INVST students will travel to Managua, Nicaragua with the School for International Training (SIT). In Nicaragua, INVST



students will learn about Fair Trade, Free Trade and economic relationships and models that connect the United States with this developing country. Students will meet with various individuals and organizations to discuss the maquiladoras (factories) in Free Trade Zones. As well, they will become informed about alternative economic models, and meet community leaders in both urban and rural Nicaragua. INVST students will explore how women are affected by globalization, and they will examine projects in Nicaraguan communities that attempt to follow a different development path.

University of Colorado, Boulder, INVST Community Studies, “Summer Service-Learning Experiences,” <https://communitystudies.colorado.edu/community-partners/summer-service-learning-experiences>.

The INVST program also offers a variety of elective courses. Notable among regularly offered courses is *INVS 1523 – Civic Engagement: Using Democracy as a Tool for Social Change*: “This course educates and inspires students for civic engagement. ... Students will develop theoretical knowledge and practical skills to participate successfully in a diverse democratic society, primarily at the state level in Colorado. They will gain first-hand experiences critically analyzing legislative issues, developing policy recommendations, and learning to advocate for change for their generation.”⁹⁷² In Spring 2016, the course was taught by Dorothy Rupert, a former Colorado State Senator noted for her career as a liberal Democrat devoted to progressive causes, and by Alison Wisneski, “the Program Coordinator for the Office of Professional Formation and Chapel at the Iliff School of Theology in Denver, CO ... [who] holds an MA in Social Change from the Iliff School of Theology, where she focused on radical LGBTQ inclusion in church- and social-based settings.”⁹⁷³ The choice of faculty for this course suggests that it provides a progressive interpretation of its content.

INVST offers other electives more rarely. One such, taught in Spring 2013, is *INVS 3402 Another City is Possible: Re-Inventing Detroit, Michigan*: “For the first time, INVST is offering an elective course about sustainable activism in the twenty-first century, using Detroit as an example of a thriving community that is recreating itself through grassroots activism. We will be exploring the life of Grace Lee Boggs, who at ninety seven is a living American hero who has spent the last five

972 University of Colorado, Boulder, CU Engage, “Opportunities for Undergraduate & Graduate Students,” <http://www.colorado.edu/cuengage/opportunities-undergraduate-graduate-students>; University of Colorado, Boulder, CU Engage, “CU Engage Announces 2016 Spring Courses,” <http://www.colorado.edu/cuengage/2015/10/30/CUEngage-announces-2016-spring-courses>.

973 Raquel Lazar, “Former Senator Dorothy Rupert,” November 3, 2008, <http://consciouswoman.org/senator-dorothy-rupert/>; University of Colorado, Boulder, INVST Community Studies, “Courses,” <https://communitystudies.colorado.edu/courses/courses>.

decades as a movement activist.” Since it was taught during the regular semester, it was not possible for *Another City is Possible* to include a trip to Detroit as part of the learning experience.⁹⁷⁴

INVST currently offers four elective courses that are open to all students at CU-Boulder, and intended to “foster civic responsibility and leadership potential ... [and] educate, equip and inspire students for careers serving humanity and the environment.” These courses are *INVS 1000: Responding to Social and Environmental Problems through Service-Learning*, *INVS 2919/EDUC 2919: Renewing Democracy in Communities and Schools*, *INVS 3302/WGST 3302: Facilitating Peaceful Community Change*, and *INVS 4402: Nonviolent Social Movements*. The last two courses on this list, *Facilitating Peaceful Community Change* and *Nonviolent Social Movements*, are the core “theoretical” courses for the INVST Community Leadership Program, and *Renewing Democracy in Communities and Schools* is one of the two courses associated with Public Achievement (see below). Responding to *Social and Environmental Problems through Service-Learning*, since it has the number “1000” as a prefix, is INVST’s introductory course, in which “By integrating theory with required community service, students explore how problems are shaped by cultural values and how alternative value paradigms affect the definition of problems in areas such as education, food justice and the environment. Students examine different approaches to solving problems and begin to envision new possibilities.” Presumably, one of the new possibilities this gateway course offers is to sign up for the INVST CLP.

The INVST CLP makes a theoretical commitment to having the students participate in designing their own education: “Together, students and staff determine curriculum design, hire and evaluate staff, and manage relationships with donors. INVST offers CU students the unique opportunity to learn by doing in a non-hierarchical organization.” CLP students are also expected throughout to “critically reflect on concepts of leadership, democracy, nonviolence, community organizing and sustainable community development, while also learning skills such as meeting facilitation, consensus decision-making, conflict resolution, fundraising, grant proposal writing, project planning and management, lobbying and public speaking.” They graduate from the program with either a Leadership Studies Minor or a Certificate in the Study and Practice of Leadership.⁹⁷⁵

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: SPRING BREAK

INVST provides additional time to conduct sustainable activities for those students unsatisfied by what is provided during classes and summer programs. In March 2015, INVST sponsored its first Sustainability Spring Break:

974 University of Colorado, Boulder, INVST Community Studies, “About INVST,” <https://communitystudies.colorado.edu/about-invst/about-invst>; “Community Studies Electives,” <https://communitystudies.colorado.edu/programs/community-studies-electives>; University of Colorado, Boulder, Ethnic Studies Advising Blog, “Great Spring Course OPEN—Re-Inventing Detroit, Michigan (INVS 3402),” <https://cuadvising.wordpress.com/2013/01/14/great-spring-course-open-re-inventing-detroit-michigan-invs-3402/>.

975 University of Colorado, Boulder, INVST Community Studies “The INVST Community Leadership Program,” <https://communitystudies.colorado.edu/programs/the-invst-community-leadership-program>; “INVST Community Leadership Program Class of 2014-2016,” https://communitystudies.colorado.edu/sites/default/files/2014_INVST_CLP_Application.pdf.

SUSTAINABILITY SPRING BREAK

We thank Roberto Nutlouis and the Black Mesa Water Coalition for hosting us and making this a memorable and meaningful experience! ... We engaged in community service, cultural exchange and sustainability studies in Pinon, AZ. ...

- We built community with like-minded students
- We found our passion in environmentalism
- We learned indigenous history
- We experienced the beauty of the U.S. Southwest
- We explored a social justice struggle first-hand

Participants had the following opportunities:

- Learning about Navajo culture, dry land subsistence farming and permaculture
- Preparing fields for the planting and harvesting of food
- Reclaiming the ways we live on the land and regard the air and water that sustain us with honor and respect

Black Mesa Water Coalition is dedicated to preserving and protecting Mother Earth and the integrity of Indigenous Peoples' cultures, with the vision of building sustainable and healthy communities. BMWC strives to empower young people while building sustainable communities. BMWC utilizes proactive strategies such as green economic development and permaculture. Led by young adults, their programs encourage a transition away from the fossil fuel economy, put in place a green economy, and ensure long-term support for a community-owned and sustainable way of life.

University of Colorado, Boulder, INVST Community Studies, "Sustainability Spring Break, March 22-28, 2015," <https://communitystudies.colorado.edu/resources/sustainability-spring-break-march-22-28-2015>.

It appears that enthusiasm for the Sustainability Spring Break could not be sustained, since it does not seem to have been repeated in 2016.

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: YOUTH COUNCIL FOR PUBLIC POLICY

Youth Council for Public Policy (YCPP) gives high-school students the opportunity "to use the democratic process as a tool for positive social change. It uniquely offers high school students from Boulder Valley and Saint Vrain school districts the chance to attend classes on the CU-Boulder campus and participate with college students, earning CU credit" In other words, it allows high



school students to take *INVS 1513 Civic Engagement: Using the Electoral Process as a Tool for Social Change* and *INVS 1523 Civic Engagement: Democracy as a Tool for Social Change*. These courses are avowedly intended to provide non-partisan civics education: “Different from INVST’s Community Leadership Program, which selects a small cluster of youth who are already devoted to working for social justice and environmental sustainability, the Youth Council offers students a chance to explore who they are socially and politically and discover their own opinions and beliefs. A non-partisan program, the Youth Council has always exposed learners to Democrats, Republicans, et cetera.” We may note that this language confirms that the INVST CLP is *not* non-partisan, despite justifying itself in civic language. Yet other language in YCPP’s self-description indicates that the YPP is as partisan—and progressive—as the CLP: “The Youth Council empowers learners to develop opinions on local political topics, and educates people as young as age 13 on the most pressing environmental and social justice concerns reflected in public policy.” The YCPP also directs this progressive partisanship into political action: “Perhaps most importantly, the program attempts to get young people excited, inspired and enthusiastic about politics, and hopes to foment a culture of political engagement and enthusiasm.”⁹⁷⁶

This aspect of YCPP suggests that the program, despite its stated ambition to be nonpartisan, is an exercise in extending advocacy for progressive causes and recruiting activists to the high-school level. CU-Boulder’s self-reporting to the Association for the Advancement of Sustainability in Higher Education (AASHE) corroborates this impression. CU-Boulder cites the YCPP, along with the INVST Community Leadership Program and the Conference on World Affairs, among the programs that support CU-Boulder’s contention that it “actively promote[s] environmental sustainability in the state of Colorado and around the world. Through a combination of student activism, academic programming, and faculty service, we reach out to the world in ways that enrich both the Boulder campus and the communities we serve around the globe.”⁹⁷⁷ CU-Boulder’s own self-assessment contradicts YCPP’s claim to provide nonpartisan education.

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: CAMPUS ALLIES AND COMMUNITY PARTNERS

INVST provides lists of Campus Allies and Community Partners. INVST lists the following groups on campus as allies.

⁹⁷⁶ University of Colorado, Boulder, INVST Community Studies, “Youth Council for Public Policy,” <https://communitystudies.colorado.edu/programs/youth-council-for-public-policy>; University of Colorado, Boulder, Office of Outreach and Engagement, “INVST’s Youth Council for Public Policy at CU-Boulder,” <http://outreach.colorado.edu/programs/details/id/165>; University of Colorado, Boulder, University Catalog 2015-2016, “INVS-1513 (3) Civic Engagement: Using the Electoral Process as a Tool for Social Change,” <http://www.colorado.edu/catalog/2015-16/courses/educ/b-educ/1513-civic-engagement-using-electoral-process-tool-social-change>; Learning Ace, “Lowe INVS 1523 Syllabus Spring 06,” <http://www.learningace.com/doc/2226490/b92170f54c631faf7271f63c618dc16e/lowe-invs-1523-syllabus-spring-06>.

⁹⁷⁷ Association for the Advancement of Sustainability in Higher Education (AASHE), Sustainability Tracking, Assessment & Rating System (STARS), “University of Colorado Boulder, EN-14: Participation in Public Policy,” <https://stars.aashe.org/institutions/university-of-colorado-at-boulder-co/report/2014-09-22/EN/public-engagement/EN-14/>.

INVST COMMUNITY STUDIES: CAMPUS ALLIES

Ethnic Studies Department, Engineers Without Borders, Environmental Studies Department, Farrand Residential Academic Program, Miramontes Arts & Sciences Program, Peace & Conflict Studies, Political Science Department, Sociology Department, Student Academic Services Center, Student Outreach & Retention Center For Equity (SORCE), The Center for Unity and Equity, The Office of Diversity, Equity and Community Engagement, The Ronald E. McNair Postbaccalaureate Achievement Program, and Women and Gender Studies Department.

University of Colorado, Boulder, INVST Community Studies, “Campus Allies,”
<https://communitystudies.colorado.edu/community-partners/campus-allies>.

INVST’s community partners, “who share our vision of a just and sustainable world,” are the beneficiaries of the unpaid labor of CU-Boulder’s civically engaged students. INVST lists several dozen of these community partners.

INVST COMMUNITY STUDIES: COMMUNITY PARTNERS

350.org, Attention Homes, Boulder Community Housing Association, Boulder Housing Coalition, Boulder Citizens Climate Lobby, Boulder Food Rescue, Bridge House, The Community Foundation Serving Boulder County, CU Environmental Center, CUE at CU (Cultural Unity & Engagement Center), Emergency Family Assistance Association (EFAA), E-Town, Fossil Free CU, GrowHaus, “I Have a Dream” Foundation, Intercambio Uniting Communities, KGNU Community Radio, Latino Task Force, LGBTQ Resource Center at CU, Motus Theater, Moving to End Sexual Assault (MESA), New Era Colorado, Northern Colorado Dreamers United, OUT Boulder, Padres y Jovenes Unidos, Philanthropiece Foundation, Project YES! (Youth Envisioning Social change), Rocky Mountain Peace & Justice Center, Safehouse Progressive Alliance for Nonviolence (SPAN), School Readiness Initiative, Student Outreach & Retention Center for Equity (SORCE) at CU, and Women’s Resource Center at CU.

University of Colorado, Boulder, INVST Community Studies, “Community Partners,”
<https://communitystudies.colorado.edu/community-partners/community-partners>.

These lists provide a useful schematic of the core nodes of the progressive complex at Boulder, both on and off campus. They also provide a good sketch of progressive intellectual priorities in the mid-2010s.

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: CAREER RESOURCES

INVST provides a long list of resources to help their students find jobs, get internships, attend conferences receive scholarships, awards, and postgraduate fellowships, proceed to graduate school, and learn more generally about Service Learning and Community Based Solutions. These also provide a map of further parts of the progressive network: the four postgraduate fellowship programs, for example, are The Urban Fellows Program (The City of New York), Emerson National Hunger Fellows Program (Congressional Hunger Center), Spiritual Ecology Youth Fellowship, and Rocky Mountain Farmers Union Fellows.

INVST has a pipeline to send its graduates to the Middlebury Institute of International Studies at Monterey, the CU-Boulder Masters of Science in Information Technology and Development, the CU Denver School of Public Administration, and the School of Public Affairs at CU Denver. The pipeline to the Middlebury Institute is particularly well endowed: “We’re excited to offer INVST alumni a guaranteed scholarship of \$14,000 for each year of your graduate program at the Middlebury Institute.” The Middlebury Institute’s self-description indeed echoes INVST’s: Middlebury “is creating the next generation of global change makers. Their graduate degrees emphasize collaborative learning, immersing you in culture and language and giving you the opportunity to acquire and apply practical, professional skills.”⁹⁷⁸

CU ENGAGE: PROGRAMS AND INITIATIVES: INVST COMMUNITY STUDIES PROGRAM: FINANCIAL AID AND FINANCES

INVST requires two expenditures above and beyond CU-Boulder’s standard tuition: \$1,500 apiece in Summer Program Activity Fees for the Domestic Summer Service-Learning Experience and the International Summer Service-Learning Experience. However, “NO ONE WILL BE TURNED AWAY FROM THE INVST COMMUNITY LEADERSHIP PROGRAM FOR LACK OF FUNDS. ... FINANCIAL AID IS AVAILABLE FOR ALL STUDENTS WHO DEMONSTRATE NEED!” INVST provides “multiple scholarship opportunities, including TWO tuition scholarships for which only INVST Community Leadership Program students are eligible,” and Summer Program Activity Fees “will be waived or decreased if you and your family are unable to pay in full.” Furthermore, “INVST Community Leadership Program students with financial need have the opportunity to earn a stipend for their required internships.”⁹⁷⁹

INVST encourages donations, whether online or by check. It has a formal Fundraising & Advisory Board, and corporate funders include Boulder Strategies LLC and Raw Rev. The University of Colorado Foundation, which coordinates donations to CU-Boulder, hosts three separate funds

978 University of Colorado, Boulder, INVST Community Studies, “Social & Environmental Justice Opportunities,” <https://communitystudies.colorado.edu/resources/social-environmental-justice-opportunities>.

979 University of Colorado, Boulder, INVST Community Studies, “Prospective Students,” <https://communitystudies.colorado.edu/resources/prospective-students>; University of Colorado, Boulder, INVST Community Studies: “Community Partners,” <https://communitystudies.colorado.edu/community-partners/community-partners>.

dedicated to INVST: *INVST Community Leadership Program – Summer, INVST Community Studies Academic Year Fund, and INVST Forever Capital Campaign Fund.*⁹⁸⁰

CU ENGAGE: PROGRAMS AND INITIATIVES: LEADERSHIP STUDIES MINOR (LSM)

CU Engage houses the Leadership Studies Minor (LSM), which is in turn connected to a large number of related leadership programs, including not only the INVST Community Leadership Program but also the Newton Chair of Leadership, CU Athletics Leadership Development Program, CU Gold (Gaining Opportunities through Leadership Development), Center of Education on Social Responsibility (CESR), Certificate in the Study and Practice of Leadership, Engineering Leadership Program, Leadership Residential Academic Programs (RAP), Leeds [School of Business] Scholars Program, Presidents Leadership Class (PLC), Air Force ROTC, Army ROTC, and Naval (Navy and Marines) ROTC.⁹⁸¹ The inclusion of the three ROTC programs suggests that the Leadership Studies Minor is not exclusively a matter of progressive advocacy.

However, the entire field of Leadership appears devoid of intellectual content, save for the courses offered by the Department of Military Science. Consider, for example, the course description of *EMEN 5050: Authentic Leadership in the Engineering Management Program*: “This course is designed to develop the student’s ability to lead-through-influence by cultivating authenticity and skillfulness. Topics covered include: authentic leadership, motivating self and others, cultivating emotional intelligence, maximizing human performance, personal mastery, creating accountability, conflict resolution, leading change, and organizational culture.”⁹⁸² A class, and a discipline, devoted to “cultivating authenticity and skillfulness” may be taken as academically null.

CU-Boulder’s Leadership program, moreover, doubles as a position reserved for emeritus CU-Boulder administrators: the Newton Chair in Leadership, which coordinates many of the individual leadership programs, so far has been monopolized by retired presidents of CU-Boulder (Hank Brown and Alexander Bracken).⁹⁸³ The Leadership program’s choice of leaders lends the unfortunate impression that the program is a sinecure.

The Leadership Studies Minor (LSM) shares in the general hollowness of Leadership studies at CU-Boulder: “The Leadership Studies Minor (LSM) enables you to develop as a leader. Whether you plan to lead a start-up, be a community organizer, found a non-profit, serve in the military, or run

980 University of Colorado, Boulder, INVST Community Studies, “Donate to INVST Community Studies,” <https://communitystudies.colorado.edu/uncategorized/donate-to-invst-community-studies>; University of Colorado Foundation, “International & National Voluntary Service Training (INVST) ,” <http://www.cufund.org/communitystudies/>.

981 University of Colorado, Boulder, Newton Chair in Leadership, “Leadership Programs,” <http://www.colorado.edu/newtonleadershipchair/leadership-programs>.

982 University of Colorado, Boulder, Engineering Management Program, “EMEN 5050: Authentic Leadership,” <http://www.colorado.edu/emp/emen-5050>.

983 University of Colorado, Boulder, Newton Chair in Leadership, “Newton Chairs,” <http://www.colorado.edu/newtonleadershipchair/about/newton-chairs>.

for office, one common ingredient is leadership. ... We seek students who are curious about what the academic research says about leadership and who want to practice leadership as a CU student.”⁹⁸⁴ In pursuit of the LSM, students are supposed to take a Foundations Course (*LEAD 1000 – Becoming a Leader*), a Capstone Course (*LEAD 4000 – Capstone*), and three electives. The Capstone course requires students to “Complete a leadership challenge project;” partner organizations include Boulder Outreach for Homeless Overflow (BOHO), Boulder Community Health, Boulder County Arts Alliance, City of Boulder, City of Boulder, Family Resource Schools, Emergency Family Assistance Association, “I Have a Dream” Foundation of Boulder County, Imagine!, Immigrant Legal Center of Boulder County, Realities for Children Boulder County, Thorne, Watson University, and Women’s Wilderness.⁹⁸⁵ LSM’s *Capstone*, in other words, also provides unpaid labor for a variety of progressive organizations. *Leadership* here, as at the national level, appears to be another term for *service-learning*.

The list of Leadership electives also registers the partial progressive takeover of the LSM. While students can take substantive courses such as *PSCI 2004 Survey of Western Political Thought*, *MILR 3052 Military Operations & Training*, and *PSCI American Foreign Policy*, a great many electives double as advocacy for progressive causes. A partial list includes *HONR 1810 Honors Diversity Seminar*, *LDSP 2410 Dynamics of Privilege and Oppression in Leadership*, *ETHN 3201 Multicultural Leadership: Theories, Practices & Principles*, *LDSP Community Leadership in Action*, *ETHN 3671 People of Color and Social Movements*, and *INVS 4931 Community Leadership in Action*. A CU-Boulder student can acquire a Leadership Studies Minor while taking electives solely drawn from the INVST program.⁹⁸⁶

Other aspects of the Leadership complex have also been co-opted by progressives. The Leadership Residential Academic Program (RAP) states that “we believe that integral to the study and practice of culturally competent, multicultural, social justice leadership is increasing students’ understanding of: power, privilege, oppression, empowerment and, therefore, the history and function of the social constructs of identity (race, ethnicity, class, gender, sexual orientation, age, and ability status) are studied.”⁹⁸⁷ Where CU-Boulder’s Leadership programs are not intellectual nullities, they are usually components of the New Civics.

CU ENGAGE: PROGRAMS AND INITIATIVES: PARTICIPATORY ACTION RESEARCH

CU Engage’s supports three different programs related to Participatory Action Research (PAR)—research intended to affect policy, generally by offering a justification for funding a favored progressive organization. These three programs are Undergraduate Participatory Action Research,

984 University of Colorado, Boulder, Leadership Studies Minor, “Be a leader,” <http://www.colorado.edu/lsm/>.

985 University of Colorado, Boulder, Leadership Studies Minor: “Coursework,” <http://www.colorado.edu/lsm/coursework/>; “Community Partners,” <http://www.colorado.edu/lsm/community-partners>.

986 University of Colorado, Boulder, Leadership Studies Minor, “Electives,” <http://www.colorado.edu/lsm/coursework/electives>.

987 University of Colorado, Boulder, Leadership Residential Academic Program, “Leadership RAP,” <https://leadershiprap.colorado.edu/leadership-rap>.

Community-Based Research for Graduate Students, and the Children, Youth and Environments (CYE) Award.

CU ENGAGE: PROGRAMS AND INITIATIVES: PARTICIPATORY ACTION RESEARCH: UNDERGRADUATE PARTICIPATORY ACTION RESEARCH (PAR)

CU-Boulder’s Undergraduate Participatory Action Research uses its research as a rationale to ask for more money from CU-Boulder. In 2014-15, the first Undergraduate PAR produced a report entitled *Students of Color are motivated agents of change: Why aren’t we joining your programs?* This community-based research consisted of analysis of “15 qualitative interviews with undergraduate Students of Color” at CU-Boulder, so as to determine how the University as a whole, and CU Engage in particular, could be more diverse and inclusive. *Students of Color’s* main conclusion was that Students of Color should get a financial subsidy so that they could participate in civic engagement and service-learning programs. CU Engage announced that the research would inform their strategic planning going forward, and called for more such PAR projects.⁹⁸⁸

The reader should note the self-perpetuating nature of this “research.” CU Engage funded this undergraduate example of participatory action research so as to find out why more students weren’t taking part in CU Engage, and came up with conclusion that CU Engage should receive more funding—not least, presumably, to engage in more such community-based research. CU Engage sponsored *research* whose results it then used to justify a request for more funds to the CU-Boulder administration—and which the CU-Boulder administration could then use to justify a request to the Colorado State Legislature for more funds for CU Engage. While PAR certainly trains students in the craft of securing government money, this is not *research* in any ordinary sense of the word.

Students of Color is composed almost entirely in the progressive language of diversity. Author Rebecca Kaplan is identified as “another team member who benefits from white privilege”; interviewed “students described safe spaces as environments where students can go and there would not be any ‘haters;’ they would not feel judged nor be fearful of being judged”; and “A Note For Those Trying to Be Allies” notes that “sometimes people who want to be allies but lack cultural responsiveness and awareness become involved in programs and spaces that were created with Students of Color in mind. This can make the space that had been safe feel frustrating for Students of Color.”⁹⁸⁹ CU Engage’s decision to incorporate this report into its strategic planning therefore translates *civic engagement* into an institutional policy of *acknowledgment of white privilege, safe spaces, and racial self-segregation*. This report illustrates particularly well how the New Civics

988 University of Colorado, Boulder, CU Engage, “Opportunities for Undergraduate & Graduate Students,” <http://www.colorado.edu/cuengage/opportunities-undergraduate-graduate-students>; University of Colorado, Boulder, News Center, “First CU Engage research project examines campus experience for students of color,” July 1, 2015, <http://www.colorado.edu/news/features/first-CU-Engage-research-project-examines-campus-experience-students-color>; *Students of Color are motivated agents of change: Why aren’t we joining your programs?*, http://www.colorado.edu/cuengage/sites/default/files/attached-files/cuengage_color.pdf, esp. pp. 3, 5, 14.

989 *Students of Color are motivated agents of change: Why aren’t we joining your programs?*, http://www.colorado.edu/cuengage/sites/default/files/attached-files/cuengage_color.pdf, pp. 9, 12, 15.

identifies America’s civic ideals with the most extreme and indefensible aspects of the modern progressive movement.

CU ENGAGE: PROGRAMS AND INITIATIVES: PARTICIPATORY ACTION RESEARCH: COMMUNITY-BASED RESEARCH FOR GRADUATE STUDENTS

CU Engage works with the Office of Outreach and Engagement to provide fellowships for second-through fifth-year graduate students via its Graduate Fellowship in Community Based Research. These fellowships are intended for 3-5⁹⁹⁰ doctoral students each year, “to train a generation of scholars in the practices and principles of community-based research.” CU Engage’s summary description states that “CBR emphasizes the rigorous pursuit of knowledge in the context of mutually beneficial university-community partnerships. CBR projects aspire to combine the resources and expertise located in communities outside of the university (sometimes called community or cultural wealth) with academic expertise.” Benefits in 2015-16 amounted to roughly “.25 Graduate RAship for Fall and Spring semesters ... including 10 hours/week living stipend, tuition reimbursement for up to 9 units, and benefits,” as well as the option to apply for up to \$1,000 toward project expenses.⁹⁹¹

The first 6 fellows⁹⁹² engaged in the following projects⁹⁹³ during the 2015-16 academic year:

GRADUATE FELLOWSHIP IN COMMUNITY BASED RESEARCH: PROJECTS, 2015-2016

Name	Department	Project	Community Partners
Ashley Collier	Civil Engineering	Taking Neighborhood Health to Heart Indoor Air Quality Pilot	Taking Neighborhood Health to Heart (Denver)

990 One webpage says 3-5 students; another says 4-5. University of Colorado, Boulder, CU Engage, “Graduate Fellowship in Community Based Research,” <http://www.colorado.edu/cuengage/graduate-fellowship-community-based-research-0>; University of Colorado, Boulder, CU Engage, “CU-Boulder Doctoral Students Invited to Apply for Graduate Fellowship in Community-Based Research,” February 25, 2016, <http://www.colorado.edu/cuengage/2016/02/25/CU-Boulder-doctoral-students-invited-apply-graduate-fellowship-community-based-research>.

991 University of Colorado, Boulder, CU Engage, “Opportunities for Undergraduate & Graduate Students,” <http://www.colorado.edu/cuengage/opportunities-undergraduate-graduate-students>; University of Colorado, Boulder, CU Engage, “Graduate Fellowship in Community Based Research,” <http://www.colorado.edu/cuengage/graduate-fellowship-community-based-research-0>; University of Colorado, Boulder, CU Engage, “CU-Boulder Doctoral Students Invited to Apply for Graduate Fellowship in Community-Based Research,” February 25, 2016, <http://www.colorado.edu/cuengage/2016/02/25/CU-Boulder-doctoral-students-invited-apply-graduate-fellowship-community-based-research>.

992 The guidelines state that the program is intended for up to 5 students; where the funding for the 6th student came from is unclear.

993 University of Colorado, Boulder, CU Engage, “CU Engage announces the inaugural cohort of Community Based Research Graduate Fellows,” August 5, 2015, <http://www.colorado.edu/cuengage/2015/08/05/CU-Engage-announces-inaugural-cohort-community-based-research-graduate-fellows>.

GRADUATE FELLOWSHIP IN COMMUNITY BASED RESEARCH: PROJECTS, 2015-2016

Name	Department	Project	Community Partners
Quana Madison	Education	Refugee Education Advocacy Project	Place Bridge Academy, Goodwill Industries, Colorado African Organization
Christopher Schaeftbauer	Computer Science	Participatory development of technology addressing community food insecurity	Boulder Food Rescue
Julia Daniel	Education	Community-Based Police Accountability Research	Black Lives Matter 5280
Katherine Clifford	Geography	Social dimensions of dust and dust-on-snow	Ecological Resilience Network
Leah Anne Teeters	Education	Developing an evaluation framework for community-based research partnerships	Local Food Movement

CU Engage's funding priorities for graduate student research exclusively supported progressive causes and organizations.

CU ENGAGE: PROGRAMS AND INITIATIVES: PARTICIPATORY ACTION RESEARCH: CHILDREN, YOUTH AND ENVIRONMENTS AWARD

CU Engage also gives an annual Children, Youth and Environments (CYE) Award of up to \$4,500; faculty, staff, and students are eligible to apply for funding for “a place-based Participatory Action Research (PAR) project focused on young people aged 18 or younger. PAR in this context refers to participatory approaches that work with young people, in partnership, to carry out research and action. It specifically excludes traditional extractive studies that gather information about young people without their direct involvement.” CU Engage further stipulated that “Preference will be

given to projects that engage young people growing up in low-income neighborhoods and/or other circumstances of disadvantage.”⁹⁹⁴

In 2015, the CYE Award went to Victoria Derr, Senior Instructor, Program in Environmental Design, for *Children’s Perceptions of Resilience: A Boulder-Mexico City Exchange*.⁹⁹⁵ Derr is also a program coordinator for Growing Up Boulder, a program partly run by CU-Boulder’s Office for Outreach and Engagement—another component of CU-Boulder’s civic engagement complex. CU Engage once more funded a staff member in a closely allied program: here as elsewhere, CU Engage’s funding priorities are insensitive to the appearance of conflict of interest.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT

In our discussion of Public Achievement, we will detail:

1. Overview;
2. Courses;
3. Curriculum;
4. Current Projects;
5. Achievements; and
6. Critical Civic Inquiry Summer Institute.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT: OVERVIEW

CU-Boulder established the Public Achievement (PA) program in January 2008, in cooperation with the Boulder Valley School District. Public Achievement currently operates “at Angevine Middle School and Centaurus High School in Lafayette, as well as Creekside Elementary School and Columbine Elementary School in Boulder, where more than 250 K-12 students and 80 CU undergraduates will collectively participate in the program.” Public Achievement, which models itself upon Harry Boyte’s Public Achievement program at the Sabo Center for Democracy and Citizenship, “seeks to promote K-12 student retention, academic excellence, and access to post-secondary education through year-long, service-learning programs. CU-Boulder undergraduates

994 University of Colorado, Boulder, CU Engage, “Opportunities for Undergraduate & Graduate Students,” <http://www.colorado.edu/cuengage/opportunities-undergraduate-graduate-students>; . University of Colorado, Boulder, CU Engage, “CU Engage Announces Call for Applications to the Children, Youth and Environments Award,” <http://www.colorado.edu/cuengage/2016/03/04/CU-Engage-announces-call-applications-children-youth-and-environments-award>. The CYE Award is “Sponsored by CU Engage in partnership with the former Children, Youth Environments Center for Environmental Design.” The CYE Center moved to the University of Cincinnati on January 1, 2016. It isn’t clear who now sponsors the CYE Award’. University of Colorado, Boulder, CU Engage, “Children, Youth and Environments Award,” <http://outreachawards.colorado.edu/funding-opportunities#eye-participatory-research-award>; Community Engagement, Design and Research (CEDaR) Resource Center, “Children, Youth and Environment (CYE) Center,” <http://www.colorado.edu/cye/children-youth-and-environment-eye-center>.

995 Office for Engagement and Outreach, *CU-Boulder Outreach and Community Engagement Awards 2015-2016*, http://outreachawards.colorado.edu/pdf/2015-2016_outreach_awards_booklet.pdf, p. 23.

serve as PA coaches and thereby work alongside underserved K-12 students in Boulder County schools.” In these service-learning programs, “PA students collaborate with CU-Boulder student “coaches” to design, implement, and undertake community-based projects that address social issues that express their values and beliefs. In addition to its youth leadership and civic engagement goals for K-12 students, PA provides CU-Boulder undergraduates with a meaningful and structured opportunity to develop facilitation and instruction skills and apply political theory to democratic projects in school-based settings.”

As in all Public Achievement programs, CU-Boulder’s Public Achievement uses unpaid college students to organize unpaid high-school students to engage in further progressive activism. Public Achievement provides synergy by thus melding complementary unpaid labor forces. Public Achievement also provides vocational training for students who wish to make a career of mixing teaching with progressive activism: “several INVS/EDUC 2919 students have been accepted to CU’s teaching licensure program, admitted to the INVST Community Leadership Program, invited to serve as Teach For America and Peace Corps members, accepted to graduate programs in relevant fields, and obtained full-time or summer employment with youth leadership organizations in response to their involvement in the program.”

Public Achievement is run jointly by several organizations in CU-Boulder and the surrounding communities, among them “INVST Community Studies, the Institute for Ethical & Civic Engagement, the School of Education, the Boulder Valley School District and the “I Have a Dream” Foundation of Boulder County.”⁹⁹⁶

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT: COURSES

Public Achievement offers two practicum courses as the means for students to engage in progressive activism in school: *INVS 2919/EDUC 2919: Renewing Democracy in Communities and Schools* and *INVS 4999: Teaching Social Justice*.⁹⁹⁷ *Renewing Democracy* combines a weekly seminar on campus and a weekly meeting off campus at an elementary or high school. In this class, “students are invited to consider the interplay between democracy, education, and social change, and specifically reflect on the responsibility society and schools have to promote democracy and equality.” Furthermore, “In addition to exploring empowering or critical democratic theory, students are introduced to adolescent and childhood development, youth-focused civic engagement, multiculturalism, classroom management, and facilitation techniques during the fall semester.” *Renewing Democracy* also receives funding from an allied component of the New Civics in the

996 University of Colorado, Boulder, Public Achievement, “About,” <http://www.colorado.edu/publicachievement/about>; University of Colorado, Boulder, INVST Community Studies, “Public Achievement,” <https://communitystudies.colorado.edu/programs/public-achievement>.

997 University of Colorado, Boulder, Public Achievement, “Courses,” <http://www.colorado.edu/publicachievement/courses-o>.

Federal Government: "INVS/EDUC 2919 students may receive a \$1,175 AmeriCorps Education Award in exchange for their participation in two semesters of the course."⁹⁹⁸

Teaching Social Justice is another practicum, "designed to explore participatory and service-learning pedagogical practices." In this course, "INVS4999 students investigate progressive pedagogical and community organizing strategies to encourage higher levels of creativity and analysis among their peers." They do so by serving "as 'mentors to INVS/EDUC 2919 students, program advisors, and program ambassadors, and are thereby responsible for not only advancing the mission of Public Achievement, but also for building the infrastructure necessary to ensure civic engagement is a common experience on campus and in the Boulder County community." They are also supposed to advocate for related progressive causes: "Focusing on issues of social justice and environmental sustainability, teaching assistants learn how to encourage higher levels of creativity and analysis among students."⁹⁹⁹

Neither course includes material on how to teach K-12 students, save for *Renewing Democracy's* nod to "classroom management" and *Teaching Social Justice's* phrase that it seeks "to encourage higher levels of creativity and analysis among students." *Teaching Social Justice* ties the class to "advancing the mission of Public Achievement"—thereby defining the goal of the class explicitly to perpetuating a neo-Alinskyite organization.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT: CURRICULUM

Public Achievement includes in its Resources Page¹⁰⁰⁰ a link to the University of Denver's *Public Achievement Curriculum*. The *Curriculum* fleshes out the substance of what CU-Boulder's Public Achievement program teaches in the K-12 schools. Here the reader learns explicitly that "Unique from other youth civic engagement programs, PA moves past apolitical forms of service learning and emphasizes the role youth possess in public work and democracy. PA participants learn to create change through concrete, team-driven projects."¹⁰⁰¹

These political goals for the PA Coach (the college student) are:

998 University of Colorado, Boulder, Public Achievement, "INVS 2919/EDUC 2919: Renewing Democracy in Communities and Schools," <http://www.colorado.edu/publicachievement/2015/06/03/invseduc-2919-renewing-democracy-communities-schools>.

999 University of Colorado, Boulder, Public Achievement, "INVS INVS 4999: Teaching Social Justice," <http://www.colorado.edu/publicachievement/2015/06/03/invs-4999-teaching-social-justice>; University of Colorado, Boulder, INVST Community Studies, "Courses," <https://communitystudies.colorado.edu/courses/courses#overlay-context=courses>.

1000 University of Colorado, Boulder, Public Achievement, "Resources," <http://www.colorado.edu/publicachievement/resources>.

1001 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 4

GOALS AND OUTCOMES FOR PA COACHES

1. Be able to identify the steps in and apply the community organizing model in your PA group including the ability to:
 - Identify community/social justice issues and their root causes.
 - Dialogue with and learn from others about an issue through understanding self-interest.
 - Conduct one2ones, power mapping, community asset mapping, community-based research and more.
 - Develop and participate in public action(s).
2. Apply facilitation skills in your PA group by:
 - Developing lesson plans
 - Leading students in discussions and developing probing questions
 - Organizing democratic decision-making through open discussion and structured voting
 - Comfortably speaking in public
 - Leading reflection and apply feedback
3. Critically reflect on your own social and cultural identities including:
 - Describing intersectionality in relation to your own identities
 - Understanding the changing influence of identities on experiences of privilege and oppression in various settings
4. Identify the inequalities and injustices related to the issue(s) chosen by the K-12 participants in your PA group.

These goals will be measured using the following outcomes:

1. Enhanced understanding of social justice
2. Increased interpersonal and problem solving skills relevant to community organizing
3. Enhanced civic identity
4. A stronger commitment to civic action
5. An ability to connect your experience to your academic learning
6. An ability to connect your experience to career and/or long term goals

University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 7.



The *Curriculum* provides a parallel list of goals for PA Participants (the high school or elementary students), where academic engagement and college readiness substitute for academic learning and career and/or long term goals.¹⁰⁰²

The *Curriculum* then specifies the nature of the desired political actions by supplying a list of Issue Briefs, as a starting point for possible topics in a Public Achievement class. These topics include Arts Education, Body Image, Bullying, Coping, Discrimination, Domestic Abuse, Dropout, Environmental, Gangs, Healthcare, Homelessness, Hunger, Immigration, Incarceration, Poverty, Queer/Straight Alliance, Substance Use, and Teen Pregnancy.¹⁰⁰³ Here as elsewhere, the topic choice reinforces the curriculum’s focus on the modern progressive agenda.

The meat of the *Curriculum*, however, is a detailed guide to community organization, focusing upon the community’s youth. The *Curriculum* directs the PA Coach

1. to engage in team building: “while team building can be fun, its purpose is to build relationships that are meaningful and authentic to the process of PA”¹⁰⁰⁴
2. to research the issue to be tackled: “Students begin to identify public issues that interest them. Coaches conduct a “World as it is, World as it should be” exercise with students to see what types of issues are important to students in their community and/or school. Students should begin to explore their community and note which issues they are most passionate about.”¹⁰⁰⁵
3. to select an issue and begin to research the nature of the community to be organized: “In this section, coaches will introduce power mapping to students, so students understand how we think about power in community organizing, how we build power, why we use a power map and why it is effective. Students will also begin mapping the assets in their community regarding their issue. The asset map should help students begin to identify and contact potential community partners with the help of coaches.”

Although not explicitly stated, these “community partners” presumably are local progressive organizations, whose agenda the students will serve as they seek out “support” for their “class project.”¹⁰⁰⁶

1002 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, pp. 7-8.

1003 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. v.

1004 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 42.

1005 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 58.

1006 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 72.

4. to help students to identify “root causes” of their chosen issue, and identify relevant “stakeholders”: “Coaches should guide students in thinking about how they might develop projects that address root causes rather than simple “band aid” or topical approaches that don’t change underlying systems of inequality. ... Students should identify who is impacted by their issue, who has power regarding their issue, etc.”¹⁰⁰⁷
5. to get students to plan for action: “Coaches should draw students back to the mission of PA in order to encourage growth. Students should begin forming their own mission statements and goals for their projects with help from their coaches. These planning activities will help students to identify potential projects, narrow the scope and think about what would address root causes and be sustainable.”¹⁰⁰⁸
6. have students choose a project “and complete an action plan that outlines how they intend to implement their project. Groups should prepare to present school officials with a proposal in order to gain approval for their projects. Where possible, students should practice their public skills by requesting a meeting with the appropriate school authority who can approve their proposal.”

Public Achievement will also provide seed money for this progressive agitation: “Students will also submit this proposal, along with the PA Mini-Grant funding application, to the PA Program Coordinator with assistance from coaches and team leads.”¹⁰⁰⁹

7. have students are to put the project into action—by the end of April, so there will be time for reflection before the end of the school year.¹⁰¹⁰ This reflection is meant to allow students to learn from their experience how to organize the community more effectively in the future, and to help them continue their agitation even when the class is over. “The relationships that students develop with their college coaches along with these community partners helps encourage their continued engagement with the issue selected long after the program is completed. ... provide students with a resources sheet that shares upcoming events, opportunities, [and] contact information for community partners ... so that student may discover ways in which they can stay involved in the issue and projects they worked on.”¹⁰¹¹

1007 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 93.

1008 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 106.

1009 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 118.

1010 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 135.

1011 University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 137.

Year-end celebrations and a year-end visit to share experiences at the college campus will help “to ensure that others understand their process and could replicate or build upon their work – the first step in making their work sustainable.”¹⁰¹²

8. Finally, the PA Coach ensures that “Students will not only assess their work, but will also share their successes and challenges along with their ideas for keeping the project going in the future.”¹⁰¹³

The use of this curriculum strongly suggests that Public Achievement at CU-Boulder is as much an exercise in neo-Alinskyite community organization as is Public Achievement nationwide.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT: CURRENT PROJECTS

Public Achievement currently operates at Creekside Elementary School, Columbine Elementary School, Angevine Middle School, and Centaurus Middle School. The schools, students, community partner, and issues are summarized in the follow table:

PUBLIC ACHIEVEMENT CURRENT PROJECTS

School	Students	Community Partner	Issues
Creekside Elementary School	20 3-5th graders	Family Resource Schools	<ul style="list-style-type: none"> • Cigarette Smoking and Second-Hand Smoke • Animal Abuse
Columbine Elementary School	80 third grade Dreamers	I Have a Dream Foundation	<ul style="list-style-type: none"> • Immigration • Bullying • Substance Abuse • Movement During the School Day • School Discipline & The School to Prison Pipeline • Animal Abuse
Angevine Middle School	Seventh graders	Advancement Via Individual Determination (AVID)	<ul style="list-style-type: none"> • Immigration • Student Poverty and Homelessness

¹⁰¹² University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 142.

¹⁰¹³ University of Denver, *Public Achievement Curriculum*, http://www.du.edu/ccesl/media/documents/2014-2015_pa_curriculum.pdf, p. 145.

Centaurus Middle School	150 9-12 th graders	Advancement Via Individual Determination (AVID)	<p>9th Grade A.V.I.D</p> <ul style="list-style-type: none"> • Single Parent Challenges • Suicide Prevention • People In Need • School Garden • Police Brutality • Racism and Stereotypes <p>10th Grade A.V.I.D</p> <ul style="list-style-type: none"> • Immigration • Human Trafficking • School to Prison Pipeline <p>11th Grade A.V.I.D</p> <ul style="list-style-type: none"> • Mental Health Awareness • School Resource Center (Student Poverty and Homelessness) <p>12th Grade A.V.I.D</p> <ul style="list-style-type: none"> • Global Education • School Garden • Mental Health Awareness • Poverty
University of Colorado, Boulder, Public Achievement, “Current Projects,” http://www.colorado.edu/publicachievement/current-projects .			

The catalogue of projects further corroborates Public Achievement’s strong tendency to support progressive causes.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT: ACHIEVEMENTS

Public Achievement (PA) celebrates a variety of its past achievements. All the events that have a political inflection forward the progressive agenda. Those that do not have an explicit political end serve instead to induct students into the practice and mindset of community organization. The skills necessary to clean up a trail are the skills necessary to advocate for illegal immigrants.¹⁰¹⁴ PA’s achievements include:

- January 20, 2014: “Lafayette Youth Advisory Committee, CU Public Achievement team up for 9th annual event. Hundreds marched for social awareness under sunny skies in Old Town Lafayette on Monday as residents turned out in record numbers for the annual Martin Luther King, Jr. March for Peace. The student-led procession, in its ninth year, hit Public Road on Monday afternoon with the now familiar chorus of, “What do we want? Peace! When do we want it? Now!” The March for Peace itself was “Originally conceived by service-learning

¹⁰¹⁴ University of Colorado, Boulder, Public Achievement, “News,” <http://www.colorado.edu/publicachievement/news>.

students at Escuela Bilingüe Pioneer in November 2004.” It continues to thrive by means of incentives: “The first 250 individuals to arrive will receive a free event t-shirt.”¹⁰¹⁵

- March 31, 2014: “Lafayette students helping plan the 10th annual Cesar Chavez march are adding a second, concurrent march to encourage more participation. On Friday, community members will pay tribute to the legacy of civil rights leader with the “Seeds of Justice” marches and a rally. The event is planned by the Lafayette Youth Advisory Committee, Latino Advisory Board and the University of Colorado’s Public Achievement program.” At the march, “Chanting the United Farm Workers motto “Si, se puede,” about 100 students, parents, teachers and community members marched Friday afternoon down South Boulder Road, loudly and visibly displaying their support for the legacy of Cesar Chavez.” Public Achievement folded several subordinate projects into the festivities: “Public Achievement elementary, middle and high school students also will host activities based on their projects on social issues, including distributing reusable grocery bags and painting people’s “texting thumbs” to remind them not to text and drive.” Cesar Chavez, long an opponent to illegal immigration,¹⁰¹⁶ is commemorated by a performance of “Do You Know Who I Am?” is a Motus Theater production that weaves together the stories of five undocumented young adults living in Boulder County.”¹⁰¹⁷
- April 4, 2014: “Lafayette’s Centaurus Students Help Build Sculpture out of Surrendered Guns. ... Seniors at Centaurus High School in Lafayette decided to research gun violence for their political action class not long after the December 2012 Sandy Hook shootings.”¹⁰¹⁸

1015 University of Colorado, Boulder, Public Achievement, “Hundreds pace Public Road during Lafayette’s MLK march,” January 20, 2014, <http://www.colorado.edu/publicachievement/2014/01/20/hundreds-pace-public-road-during-lafayettes-mlk-march>; Doug Pike, “Hundreds pace Public Road during Lafayette’s MLK march,” *Colorado Hometown Weekly*, January 20, 2014, http://www.coloradohometownweekly.com/ci_24952117/hundreds-pace-public-road-during-lafayettes-mlk-march; University of Colorado, Boulder, News Center, “CU-Boulder student leaders to co-host 9th annual MLK celebration,” January 16, 2014, <http://www.colorado.edu/news/features/CU-Boulder-student-leaders-co-host-9th-annual-mlk-celebration>.

1016 David Iaconangelo, “Cesar Chavez Legacy: From ‘Wet Lines’ To An ‘Illegals Campaign,’ A Dark Side In Latino Icon’s Opposition To Undocumented Immigrants,” *Latin Times*, March 30, 2015, <http://www.latintimes.com/cesar-chavez-legacy-wet-lines-illegals-campaign-dark-side-latino-icons-opposition-162528>.

1017 University of Colorado, Boulder, Public Achievement, “Lafayette Youth Plan Event to Celebrate Cesar Chavez,” March 31, 2014, <http://www.colorado.edu/publicachievement/2014/03/31/lafayette-youth-plan-event-celebrate-cesar-chavez>; Amy Bounds, “Lafayette youth plan event to celebrate Cesar Chavez,” *Daily Camera News*, March 31, 2014, http://www.dailycamera.com/News/ci_25459222/Lafayette-youth-plan-event-to-celebrate; Joe Rubino, “Lafayette marks Cesar Chavez Day with ‘Seeds of Justice’ march, rally,” April 4, 2014, http://www.dailycamera.com/News/ci_25499724/Lafayette-marks-Cesar-Chavez-Day-with.

1018 University of Colorado, Boulder, Public Achievement, “Lafayette’s Centaurus Students Help Build Sculpture out of Surrendered Guns,” April 4, 2014, <http://www.colorado.edu/publicachievement/2014/04/04/lafayettes-centaurus-students-help-build-sculpture-out-surrendered-guns>; Elizabeth Hernandez, “Lafayette’s Centaurus Students Help Build Sculpture out of Surrendered Guns,” *Daily Camera*, April 4, 2014, http://www.dailycamera.com/boulder-county-schools/ci_25499022/centaurus-students-help-build-sculpture-out-surrendered-guns.

- April 17, 2014: “Centaurus Students Aim to Raise Poverty Awareness.”¹⁰¹⁹
- April 22, 2014: “Spring Cleanup Efforts Expand in Lafayette.”¹⁰²⁰
- January 16-19, 2015: “CU community, students, involved in peace march ... Monday’s [MLK] march marked a decade of civic involvement from undergraduate leaders in the University of Colorado Boulder’s Public Achievement (PA) program.” Chanting once again was a feature of the march: “In Lafayette, the marchers chanted, “Who’s got the power? We’ve got the power! What kind of power? People power!” and “What do we want? Peace! When do we want it? Now!” as they made their way from Baseline Road to South Boulder Road’s LaMont Does Park.” Public Achievement again provided the manpower for the march: “Student groups, including the Lafayette Youth Advisory Committee, the University of Colorado at Boulder’s Public Achievement program and various clubs at Centaurus High, planned and organized the event and turned out in force to march.”¹⁰²¹
- April 3, 2015: “Lafayette’s ‘Seeds of Justice’ celebration honors Cesar Chavez. ... In addition to celebrating the contributions of Cesar Chavez and other civil rights leaders, the event was designed to provide a platform for student leaders to generate awareness about the prevalence of social issues including animal abuse, bullying, domestic violence, teen depression and suicide, according to a news release.”¹⁰²²
- April 21, 2015: “Poverty awareness event Friday in Lafayette.”¹⁰²³
- May 3, 2015: “Paying it Forward in the Public Achievement Program .” When Balkarn Singh Shahi looks back on his high school experience, one activity stands out – the University of Colorado Boulder’s Public Achievement program. As a student at Centaurus High School

1019 University of Colorado, Boulder, Public Achievement, “Centaurus Students Aim to Raise Poverty Awareness” April 17, 2014, <http://www.colorado.edu/publicachievement/2014/04/17/centaurus-students-aim-raise-poverty-awareness>; Doug Pike, “Centaurus students to host poverty-awareness program tonight,” *Colorado Hometown Weekly News*, April 25, 2014, http://www.coloradohometownweekly.com/News/ci_25615429/Centaurus-students-to-host-povertyawareness-program.

1020 University of Colorado, Boulder, Public Achievement, “Spring Cleanup Efforts Expand in Lafayette” April 22, 2014, <http://www.colorado.edu/publicachievement/2014/04/22/spring-cleanup-efforts-expand-lafayette>.

1021 University of Colorado, Boulder, Public Achievement, “CU community, students, involved in peace march,” January 16, 2015, <http://www.colorado.edu/publicachievement/2015/01/16/cu-community-students-involved-peace-march>; University of Colorado, Boulder, News Center, “CU community, students, involved in peace march,” January 16, 2015, <http://www.colorado.edu/news/features/cu-community-students-involved-peace-march>; Amy Bounds, “‘Biggest march yet’: Lafayette’s MLK commemoration marks 10th anniversary,” *Daily Camera*, January 19, 2015, http://www.dailycamera.com/lafayette-news/ci_27351302/biggest-march-yet-lafayettes-mlk-commemoration-marks-10th.

1022 University of Colorado, Boulder, Public Achievement, “Lafayette’s ‘Seeds of Justice’ celebration honors Cesar Chavez,” April 3, 2015, <http://www.colorado.edu/publicachievement/2015/04/03/lafayettes-seeds-justice-celebration-honors-cesar-chavez>; “Lafayette’s ‘Seeds of Justice’ celebration honors Cesar Chavez,” *Colorado Hometown Weekly*, April 3, 2015, http://www.coloradohometownweekly.com/news/lafayette/ci_27845002/lafayettes-seeds-justice-celebration-honors-cesar-chavez.

1023 University of Colorado, Boulder, Public Achievement, “Poverty awareness event Friday in Lafayette,” April 21, 2015, <http://www.colorado.edu/publicachievement/2015/04/21/poverty-awareness-event-friday-lafayette>; “Poverty awareness event Friday in Lafayette,” *Colorado Hometown Weekly*, April 21, 2015, http://www.coloradohometownweekly.com/news/ci_27958023/poverty-awareness-event-friday-in-lafayette.

participating in the program, Shahi and peers responded to national public shootings by spearheading a public campaign to prevent gun violence with support from the faith-based community, the City of Lafayette, the Boulder County Sheriff's Office, and other influential organizations. ... Now a sophomore at CU-Boulder, Shahi could not resist the opportunity to give back to the Public Achievement program, which pairs CU-Boulder students as coaches with groups of underrepresented K-12 students seeking solutions to their identified salient social issues. Shahi has been a Public Achievement coach, and this year he served as a teaching assistant for the corresponding civic engagement course and new class of coaches."¹⁰²⁴

- July 8, 2015: "Lafayette Peer Empowerment Project aims to prep teens for their own success. ... A group of low-income Lafayette teens are finding their voice this summer. The Lafayette Peer Empowerment Project and has started a discussion with 49 seventh- through 10th-grade students to hear what they think are their obstacles in the education system and to finding a career. ... Centaurus High School seniors and University of Colorado-Boulder undergraduates serve as mentors and program facilitators for the program developed by CU faculty and teachers from Angevine Centaurus teachers and administrators. ... "The [Lafayette City] council will use this report for city funding," [program director Elaina] Verveer said."¹⁰²⁵

The publicity attendant on these events is another success of the program: to be mentioned by the *Daily Camera* and the *Colorado Hometown Weekly* fulfils an important goal of the program.

This list of achievements reveals that a significant portion of "spontaneous" progressive political activity in the Boulder region is actually organized by Public Achievement. This is a fact of considerable political importance. But for the purposes of this report, we wish to underline that this partisan political agitation is subsidized by CU-Boulder, and justified as an exercise in civics education.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUBLIC ACHIEVEMENT: CRITICAL CIVIC INQUIRY SUMMER INSTITUTE

The Critical Civic Inquiry Summer Institute (CCISI) extends Public Achievement's community-organizing efforts among high school students into the summer vacation, under the name of "participatory action research." The CCISI "provides an opportunity for a select group of 8-12 students to develop advanced community organizing, research, and leadership skills. ... The Summer Institute is consistent with the School of Education's priorities of performing outreach and research that emphasizes the promotion of 'democracy, diversity, and social justice.'" College student participants are recruited "from traditionally underrepresented groups, including first

1024 University of Colorado, Boulder, Public Achievement, "Paying it Forward in the Public Achievement Program," May 3, 2015, <http://www.colorado.edu/publicachievement/2015/05/03/paying-it-forward-public-achievement-program>; University of Colorado, Boulder, Office of Outreach and Engagement, "Paying it Forward in the Public Achievement Program," <http://outreach.colorado.edu/highlights/view/id/98>.

1025 Jared Funk-Breay, "Lafayette Peer Empowerment Project aims to prep teens for their own success," *Colorado Hometown Weekly*, July 8, 2015, http://www.coloradohometownweekly.com/news/ci_28447352/lafayette-peer-empowerment-project-aims-to-prep-teens-for-their-own-success.

generation college students, students of color, and students from low-income families, but are open to working students of any background.” This program focuses community organization on the schools themselves: “Through the documentation of our own practices as researchers, we try to influence the field of higher education in how to organize college access programs with an empowering, culturally responsive focus.”¹⁰²⁶ In other words, just as the New Civics aims to divert university resources to its own purposes, so the CCISI aims to divert high school resources.

CU ENGAGE: PROGRAMS AND INITIATIVES: PUKSTA SCHOLARS PROGRAM

CU ENGAGE: PROGRAMS AND INITIATIVES: PUKSTA SCHOLARS PROGRAM: OVERVIEW

The Puksta Scholars Program administers grants from the Puksta Foundation, which funds scholarships to undergraduates at several different Colorado universities.

THE PUKSTA FOUNDATION AND ITS SCHOLARS PROGRAM

Founded in 2001, the Puksta Foundation provides scholarships, mentorship, and experiential community engagement training for undergraduate Colorado students. Each year, a new cohort of scholars who exhibit a strong commitment to service and civic responsibility are selected to join the Puksta Scholar Program. Scholars participate in a rigorous and rewarding four-year program designed to equip students with the knowledge, skills, and experiences necessary to become catalysts for lasting positive change in the community.

Scholars receive a scholarship renewable for up to four years. Each scholar is asked to identify an issue or need in the community and develop a social change project to address the root cause of that issue. Scholars are responsible for implementing their projects and developing long-term sustainability plans. The Foundation provides mentorship, training, team building, and financial resources to assist students with their social change projects.

There are currently 55 Puksta Scholars in five distinct programs at Universities throughout Colorado.

Puksta Foundation, “About Us,” http://pukstafoundation.org/?page_id=348.

CU-Boulder notes that Puksta Scholars at their university have initiated projects that “included working with Engineers without Borders to develop a water collection system for a village in Nepal, creating a new youth organization—Impact the Youth – to mentor underserved youth towards going

¹⁰²⁶ University of Colorado, Boulder, CU Engage, “Programs and Initiatives,” <http://www.colorado.edu/cuengage/programs-and-initiatives>; University of Colorado, Boulder, Office of Outreach and Engagement, “Critical Civic Inquiry Summer Institute,” <http://outreach.colorado.edu/programs/details/id/487>.

to college, developing strategies to close the digital divide in Lafayette and organizing a Women In Leadership Conference.”

Puksta scholars receive \$4,500 a year. Thus funded, they are supposed to create a *civic engagement project*. The Puksta Foundation draws on the Pew Charitable Trusts for its avowedly nonpartisan definition of *civic engagement*: “Civic engagement is individual and collective actions designed to identify and address issues of public concern. Civic Engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy.”¹⁰²⁷

CU ENGAGE: PROGRAMS AND INITIATIVES: PUKSTA SCHOLARS PROGRAM: PROGRESSIVE DIVERSION

Whatever the original intention of Harry and Eva Puksta when they set up the Puksta Foundation, the work of the Puksta Scholars Program has been diverted toward progressive ends. The application for the Fellowship includes Supplemental Questions, which delineate that diversion.

PUKSTA APPLICATION: SOCIAL JUSTICE ISSUES AND ESSAY QUESTIONS

1. Justice Issue Area(s): Please select from the list below the justice area(s) or other community issue(s) you are interested in being actively involved with as a Puksta Scholar. The following is a list of suggested areas, or you may identify your own. ...

Affordable Housing; Community Organizing; Criminal Justice; Disabilities; Discrimination; Economic Development; Education; Environment; Food, Nutrition, and Hunger; Health Care; Homelessness; Human / Civil Rights; Immigration; Labor; Music, Theatre, and the Arts; Peace; Political Process; Poverty; Racism; Refugees and Migration; Religion and Culture; Senior Services; Sexism; Sexuality, Gender, and LGBTIQA; Violence; Youth ...

2. Other justice issue area(s) or community issue area(s) of interest not previously selected.
3. One form of motivation used in community organizing is testimonio, or personal testimonial narratives. Tell us a story that explains your motivation for participating in your community. What is your personal connection to the justice issue area(s) that you identified? (300 word limit)

¹⁰²⁷ University of Colorado, Boulder, Puksta Scholars Program, “Welcome to the CU-Boulder Puksta Scholars’ Website,” <http://www.colorado.edu/puksta/>; University of Colorado, Boulder, Puksta Scholars Program, “About,” <http://www.colorado.edu/puksta/about>.

4. An essential part of the Puksta Scholars program is translating ideas into action. Please narrow your broad social justice issue into a statement of a problem and proposed project that would address this problem. Make sure to include a discussion of the root causes of the problem as well as the anticipated impact of your project. (300 word limit)
5. What are your academic interests? How might your participation in Puksta Scholars enhance your academic and even professional interests and how might your academic interests enhance your Puksta Scholar work? Please note that many Puksta scholars pursue projects that are seemingly disconnected from their majors (e.g. a pre-med student is working on immigration reform). Successful applicants are able to relate their project and academic interests by discussing such things as target populations, content, skills, knowledge sets, or orientations towards social justice. (300 word limit)
6. The Puksta Scholars Program is an inclusive and intentionally diverse community, broadly defined. Please describe one experience or project where you worked with people across lines of difference. That is, when have you worked with individuals, groups, or organizations that are comprised of social identities different from you? What did you learn about diversity, your social identity, and privilege from this experience and/or project? (300 word limit)

University of Colorado, Boulder, Puksta Scholars Program, “Puksta Application: Social Justice Issues and Essay Questions,” <http://www.colorado.edu/puksta/how-apply/puksta-application-social-justice-issues-and-essay-questions>; University of Colorado, Boulder, Be Boulder, “Puksta Scholars Program,” <https://colorado.academicworks.com/opportunities/387>.

The progressive results may be measured in part by the descriptions of the various Puksta Retreats. At the Fall 2015 Retreat for CU-Boulder Puksta Scholars, “new and returning scholars spent the day at NCAR to reunite, team build, and most importantly talk and plan their projects to bring about social change.”¹⁰²⁸ Later that month, at the Puksta Foundation’s 2015 Fall Inter-collegiate Retreat, attendees “formed working groups to share resources and explore collaboration in five broad issue areas: education, poverty / prisons / homelessness, public health, gender and LGBTQ, and immigration.” There they received an Alinskyite community organizing PowerPoint, *Power-Mapping for Social Justice; or, Strategic Planning for Long-Term Civic Leadership. Advancing the Common Good Through Community Organizing*. This PowerPoint was composed by Stephen Hartnett, Chair of the Department of Communication at CU Denver; Roudy Hildreth, Associate

¹⁰²⁸ University of Colorado, Boulder, Puksta Scholars Program, “Puksta Fall Retreat,” August 29, 2015, <http://www.colorado.edu/puksta/2015/08/29/puksta-fall-retreat>.

Director of CU Engage at CU-Boulder; and Balkarn Shahi, Puksta Scholar.¹⁰²⁹ At the 2016 Winter Inter-collegiate Retreat, “scholars were inspired by Zach Mercurio’s session ‘Living and Leading with Authentic Purpose’ and pushed to think critically about privilege and oppression in Dara Burwell’s ‘Anti-Oppression and Equity Workshop’.” Among the speakers were “a panel of outstanding activists who discussed ‘Overcoming Barriers in Translating Passion into Action.’ ... Cody Wiggs, DU Puksta 2011, Empowering Education Executive Director, Aminta Menjivar, DU Puksta 2014, Libby Birky, So All May Eat Inc. - SAME Cafe Co-Founder, and Alex Landau, UCD Puksta 2015, Colorado Progressive Commission.”¹⁰³⁰

The interests of the Puksta Scholars further demonstrates the progressive takeover of the Puksta Scholars Program. The current Puksta Scholars interests are listed briefly on the Puksta Scholars Program’s website:

PUKSTA SCHOLARS, CU-BOULDER, 2015-2016

- **Danait Aregay:** Danait is working to help the African Community Center with their media and outreach strategies.
- **Aria Dellapiane:** Aria is a new scholar for the 2015-2016 academic year. She is a sophomore majoring in Environmental Design. Her Puksta work will focus on combating sexual assault on campus.
- **Jamal Gamal:** Jamal is working to create a documentary film that explores contemporary issues and challenges in public education.
- **Chris Klene:** Chris is creating a report that analyzes issues of health equity with Boulder County Public Health. This report will be released to the general public and relevant agencies in Boulder County.
- **Nicollette Laroco:** Nicollette is working with Society of Environmental Engineers and several community partners to establish structures and opportunities for engineering students to become civically engaged and help community partners in the design and execution of projects that require engineering expertise.
- **Leonardo Munoz:** Leonardo works with the City of Boulder’s Family Resource Schools program. He has developed and is now teaching after-school classes at Columbine Elementary School that focus on songs and stories of Mexico.

1029 University of Colorado, Boulder, Puksta Scholars Program, “Puksta Foundation Inter-collegiate Retreat,” September 19, 2015, <http://www.colorado.edu/puksta/2015/09/19/puksta-foundation-inter-collegiate-retreat>; Stephen John Harnett, Roudy Hildreth, and Balkarn Shahi, *Power-Mapping for Social Justice; or, Strategic Planning for Long-Term Civic Leadership. Advancing the Common Good Through Community Organizing*, http://www.colorado.edu/puksta/sites/default/files/attached-files/revise-power-mapping_for_social_justice.pdf.

1030 University of Colorado, Boulder, Puksta Scholars Program, “CU Puksta Scholars Energized at 2016 Winter Puksta Foundation Inter-Collegiate Retreat,” January 27, 2016, <http://www.colorado.edu/puksta/2016/01/27/cu-puksta-scholars-energized-2016-winter-puksta-foundation-inter-collegiate-retreat>.

- **Dara Oloyede:** Dara has developed a health and nutrition course for low income students Creekside Elementary School.
- **Alondra Palomino:** Alondra is a new scholar for the 2015-2016 academic year. She is a sophomore majoring in Integrative Physiology. Her Puksta work will focus on immigration.
- **Emma Piller:** Emma is a new scholar for the 2015-2016 academic year. She is an incoming freshman and English Major from Lafayette. Her Puksta work will address immigration.
- **Maria Ronauli:** Maria is working to help the African Community Center with their media and outreach strategies.
- **Balkarn Shahi:** Balkarn is developing strategies to close the digital divide in Lafayette.
- **Angelica Swanson:** Angelica is a new scholar for the 2015-2016 academic year. She is an incoming freshman from Thornton. She plans to double major in Chemistry and Theatre. Her Puksta work will focus on issues of education and diverse learning styles.
- **Selyne Tibbetts-Pagan:** Selyne is developing strategies to close the digital divide in Lafayette.
- **Vincent Torres:** Vincent mentors youth in his home town of Commerce City towards accessing higher education.
- **Dylan Whitman:** Dylan works with the I Have a Dream Foundation to establish an alumni network and expand services to additional low-income youth.

University of Colorado, Boulder, Puksta Scholars Program, “Current Scholars,”
[http://www.colorado.edu/puksta/current-scholars.](http://www.colorado.edu/puksta/current-scholars)

Two longer accounts of previous Puksta Scholars provide a more in-depth account of the progressive nature of Puksta scholarship.

TWO PUKSTA SCHOLARS

KATIE RAITZ

Katie Raitz, 20, is a junior at CU-Boulder pursuing a bachelor’s degree in ethnic and women and gender studies with an emphasis on education. As a Puksta Scholar, she organizes youth in her community to create peer-to-peer sexual health classes and teaching materials, through the organization Sex Eq (formerly



called Relation Education By Teens For Teens). She plans to continue her work with Sex Eq while at Watson, where she'll be exploring models for sustaining and growing the organization. Katie is passionate about empowering young people to advocate for their community's sexual rights because she understands that people alienated from their bodies are disenfranchised. To challenge and transform the disempowering way sex education is often taught, Sex Eq utilizes a peer-to-peer teaching model to reestablish young people as the experts of their own experiences.

Additionally, while at Watson, Katie will be working on her campus to help advocate for the majority of CU students who voted to divest from the fossil fuel industry. As a member of Arts and Sciences student government, Katie embraces her duty to support the student voice, and will therefore be mobilizing students and administrators on her campus to achieve the goal of a sustainable and locally invested CU.

Katie is passionate about empowering young people to advocate for their community's sexual rights. She founded and leads Sex Eq, an initiative to re-think sex ed in the state of Colorado. ...

Sex Eq. is a grassroots peer-to-peer sexual equity education organization that mobilizes youth in Colorado Springs and Lafayette, Colorado to create their own month-long curriculum based on values of inclusion, equity and sexual/ emotional health. Sex Eq. offers folks whose identities are absent from traditional sex education classes an opportunity to learn about sexuality from trusted and knowledgeable peers, in safe, community-oriented settings.

Watson University, "Katie Raitz," <http://www.watsonuniversity.org/portfolio/katie-raitz/>; University of Colorado, Boulder, Puksta Scholars Program, "Puksta Scholars 2013-14," http://www.colorado.edu/AcademicAffairs/UE/pukstaweb/scholars/katie_raitz.html.

CHELSEA CANADA

As part of the Puksta Scholars program, I had to work on a civic engagement project throughout my freshman year. After having worked on voter registration in high school, I wanted to focus on the same issue at CU-Boulder. A U.S. Women's History class that I took my first semester reminded me of women's suffrage and how hard the women before us worked to grant other women the opportunity to vote. I didn't want their struggle and hard work to be in vain, so I vowed to both register women to vote and empower them to reflect on the stories of suffragettes.

To do this, I started offering free dance classes that were followed by facilitated dialogue surrounding women's suffrage, and then voter registration, I started

creating the mark I wanted to have on campus: to empower women in creative ways. But this was just the start. The next two years, I approached my push for women's empowerment differently.

Storytelling is a crucial component of empowerment. When I am inspired by powerful women, I want to know their story. I look to see where they came from and what obstacles they overcame. The idea of the exchange of stories started last year when I decided to interview women leaders in the community and created videos of the stories of these women from all different sectors. My hope is that young women could reflect on the stories of these women within their own community to drive them to make change.

The momentum from the past three years have led up to the development of the most recent event that is a part of my project. On Oct. 5, the Women In Leadership Conference: Breaking the Glass Ceiling will take place from 12 to 4:30 p.m. in the CU-Boulder Rec Center. This is a unique opportunity to forge relationships with local women leaders.

The event, which is sponsored by Teach For America and the University of Colorado Boulder's Student Government and Puksta Scholars Program, will commence with a public talk by Ambassador Melanne Verveer, the executive director of the Institute for Women, Peace and Security at Georgetown University and the first U.S. ambassador-at-large for Global Women's Issues.

Immediately following the address, guests will engage in solutions-based dialogue and networking. Local trailblazers will be paired with CU-Boulder students as a means to build community, forge connections, and inspire the next generation of women leaders. This will act as a space for an exchange of stories. I will be gathering other women's stories during this event and hope to compile a short documentary about women empowerment specific to the Boulder community by the end of the year.

Chelsea Canada, "Women in leadership: breaking the glass ceiling," *The Denver Post*, October 1, 2014, http://www.denverpost.com/ci_26642429/women-leadership-breaking-glass-ceiling.

The progressive activism of Katie Raitz and Chelsea Canada may be taken as typical of the "civic" activities of Puksta Scholars at CU-Boulder.

CU ENGAGE: PROGRAMS AND INITIATIVES: STUDENT WORKER ALLIANCE PROGRAM

The Student Worker Alliance Program (SWAP) allows students to volunteer to teach English to CU-Boulder employees, either in individual tutoring sessions or in small classes. As the program title is phrased in old Marxist vocabulary, so its mission statement uses new progressive vocabulary: "The



Student Worker Alliance Program (SWAP) is a grassroots, student-run, and dynamic program that is committed to cross-cultural engagement, mutual empowerment, skills acquisition, and solidarity in addressing inequality. SWAP seeks to convene systematically divided campus sectors to share a common learning and cultural experience.¹⁰³¹ The program steers money toward program coordinators' salaries, and steers the jobs toward progressives: "All CU-Boulder undergraduates who demonstrate a commitment to, or interest in, social justice, civic engagement, and/or pluralism, are encouraged to apply."¹⁰³²

It is remarkable, and telling, that even something so straightforward as volunteering to teach English as a second language has acquired the New Civics' progressive vocabulary and activist commitment.

CU ENGAGE: STAFF

A list of the staff at CU Engage¹⁰³³ and its subordinate units of CU Dialogues,¹⁰³⁴ INVST Community Studies,¹⁰³⁵ Public Achievement,¹⁰³⁶ Critical Civic Inquiry Summer Institute,¹⁰³⁷ Puksta Scholars Program,¹⁰³⁸ Leadership Studies Minor,¹⁰³⁹ and the Peace Corps,¹⁰⁴⁰ reveals that several staff members wear several hats. Roudy Hildreth, for example, works for CU Engage, Public Achievement, and the Puksta Scholars Program, while Ben Kirshner is associated with CU Engage, the Critical Civic Inquiry Summer Institute, and the Leadership Studies Minor. An examination of their biographies reveals a general tilt toward progressive interests: Jacob Williams in INVST, for example, "is committed to breaking down the gender binary, [and] creating livable spaces in public education,"¹⁰⁴¹ while Jennifer Ciplet came to her job at CU Engage after a career in which she "directed environmental justice, human rights, experiential education and policy advocacy work with international

1031 University of Colorado, Boulder, CU Engage, "Programs and Initiatives," <http://www.colorado.edu/cuengage/programs-and-initiatives>; University of Colorado, Boulder, "The Student Worker Alliance Program (SWAP)," <http://www.colorado.edu/studentgroups/swap/>.

1032 University of Colorado, Boulder, President's Leadership Class, "SWAP Coordinator Application 2016-2017," <http://presidentsleadershipclass.org/images/uploads/general/SWAPCoordinatorApplication2016.pdf>.

1033 University of Colorado, Boulder, CU Engage, "Who We Are," <http://www.colorado.edu/cuengage/about-us/who-we-are>.

1034 University of Colorado, Boulder, CU Dialogues, "Contact Us," <http://www.colorado.edu/cudialogues/contact-us>.

1035 University of Colorado, Boulder, INVST Community Studies, "Who We Are," <https://communitystudies.colorado.edu/about-invst/who-we-are>.

1036 University of Colorado, Boulder, Public Achievement, "Staff," <http://www.colorado.edu/publicachievement/staff>.

1037 University of Colorado, Boulder, Office of Outreach and Engagement, "Critical Civic Inquiry Summer Institute," <http://outreach.colorado.edu/programs/details/id/487>.

1038 University of Colorado, Boulder, Puksta Scholars Program, "Puksta Program Facilitators," <http://www.colorado.edu/puksta/puksta-program-facilitators>.

1039 University of Colorado, Boulder, Leadership Studies Minor, "Contact Us," <http://www.colorado.edu/lsm/contact-us>.

1040 University of Colorado, Boulder, Peace Corps, "About Us," <http://www.colorado.edu/peacecorps/about-us-o>.

1041 University of Colorado, Boulder, INVST Community Studies, "Who We Are," <https://communitystudies.colorado.edu/about-invst/who-we-are>.

non-profit organizations focused in the U.S. and Latin America.”¹⁰⁴² While CU Engage’s staff members doubtless have the highest professional standards, we may note that their personal predilections may lead them to interpret *civic engagement* in a progressive direction. Their predilections are in any case a register of the success of the national New Civics movement’s ambition to staff the universities’ civic engagement programs with progressives.

The CU Engage staff’s educational background and research interests also reveal how civic engagement, at CU-Boulder and elsewhere, works 1) to produce graduates who then go on to careers in civic engagement programs; 2) to create academics whose research is on civic engagement itself, and who redefine that research as itself an exercise in and an after-action report upon civic engagement.

The first category—people whose degrees in civic engagement and affiliated specialties has steered them to careers in civic engagement—includes the following staff members:

- **Charla Agnoletti** (Program Director, Public Achievement) “was a Public Achievement coach and a Puksta Scholar during her undergrad at the University of Denver and went on to work as a Language Arts teacher and Restorative Justice Coordinator in Denver Public Schools until joining the CU Engage staff in fall of 2015. Charla has a Masters in Education in Curriculum and Instruction with a focus in Critical Civic Inquiry and Urban Pedagogy.”¹⁰⁴³
- **Jennifer Ciplet** (Manager of Communications and International Partnerships, CU Engage) “holds a M.A. degree in Social Justice in Intercultural Relations from the School for International Training in Brattleboro, VT.”¹⁰⁴⁴
- **Becca Kaplan** (INVST Community Studies, Instructor) “graduated from the INVST CLP [in 2007].”¹⁰⁴⁵
- **Ben Kirshner** (Faculty Director, CU Engage) was motivated by “His experiences working with young people at a community center in San Francisco’s Mission District ... to study educational equity and the design of learning environments ... at Stanford’s Graduate School of Education.”¹⁰⁴⁶
- **Jacob McWilliams** (INVST Community Studies, Instructor) “earned his Ph.D. in education at Indiana University; his dissertation explored the challenges and joys of teaching elementary school kids about gender diversity.”¹⁰⁴⁷

1042 University of Colorado, Boulder, CU Engage, “Jennifer Ciplet,” <http://www.colorado.edu/cuengage/jennifer-ciplet>.

1043 University of Colorado, Boulder, CU Engage, “Charla Agnoletti,” <http://www.colorado.edu/cuengage/charla-agnoletti>.

1044 University of Colorado, Boulder, CU Engage, “Jennifer Ciplet,” <http://www.colorado.edu/cuengage/jennifer-ciplet>.

1045 University of Colorado, Boulder, INVST Community Studies, “Who We Are,” <https://communitystudies.colorado.edu/about-invst/who-we-are>.

1046 University of Colorado, Boulder, CU Engage, “Ben Kirshner,” <http://www.colorado.edu/cuengage/ben-kirshner>.

1047 University of Colorado, Boulder, INVST Community Studies, “Who We Are,” <https://communitystudies.colorado.edu/about-invst/who-we-are>.

- **Trevor Moore** (Public Achievement Coordinator, Public Achievement) “served as a coach, teaching assistant, and program coordinator for CU-Boulder’s Public Achievement program. He is currently completing a second full-time AmeriCorps term of service via the “I Have a Dream” Foundation of Boulder County, which serves as a partner site for Public Achievement.”¹⁰⁴⁸
- **Melissa Rubin** (Administrative Assistant, CU Engage) “graduated from CU and the INVST Community Leadership Program [in 2006]. As the Administrative Assistant with INVST Community Studies, she often pulls from her experience as a student in the CLP to guide her work.”¹⁰⁴⁹
- **Sabrina Sideris** (Program Director, INVST Community Studies) “has a Masters Degree in Peace Education from the United Nations-mandated University for Peace in Costa Rica, and she is currently pursuing a Doctoral Degree in Higher Education and Diversity at the University of Denver.”¹⁰⁵⁰
- **Haley Sladek Squires** (INVST Community Studies, Instructor) “is an INVST Community Leadership Program alumna, Class of 2009.”¹⁰⁵¹
- **Alison Wisnecki** (INVST Community Studies, Instructor) “holds an MA in Social Change from the Iliff School of Theology, where she focused on radical LGBTQ inclusion in church- and social-based settings.”¹⁰⁵²

The second category—people whose research is on civic engagement itself, and who redefine that research as itself an exercise in and an after-action report upon civic engagement —includes the following staff members:

- **Ellen Aiken** (Program Co-Director, CU Dialogues), who has shifted her research from “immigration, cross-cultural interaction and the American West” to “the use of dialogue to build understanding across cultural differences in community settings.”¹⁰⁵³
- **Roudy Hildreth** (Associate Director, CU Engage) “is co-author of *Becoming Citizens: Deepening the Craft of Youth Civic Engagement* (Routledge, 2009) and co-editor of *Civic Youth Work: Co-creating Democratic Youth Spaces* (Lyceum 2012). Roudy has also published numerous scholarly articles and book chapters on topics areas such as

1048 University of Colorado, Boulder, CU Engage, “Trevor Moore,” <http://www.colorado.edu/cuengage/trevor-moore>.

1049 University of Colorado, Boulder, CU Engage, “Melissa Rubin,” <http://www.colorado.edu/cuengage/melissa-rubin>.

1050 University of Colorado, Boulder, CU Engage, “Sabrina Sideris,” <http://www.colorado.edu/cuengage/sabrina-sideris>.

1051 University of Colorado, Boulder, INVST Community Studies, “Who We Are,” <https://communitystudies.colorado.edu/about-invst/who-we-are>.

1052 University of Colorado, Boulder, INVST Community Studies, “Who We Are,” <https://communitystudies.colorado.edu/about-invst/who-we-are>.

1053 University of Colorado, Boulder, CU Engage, “Ellen Aiken,” <http://www.colorado.edu/cuengage/ellen-aiken>.

community-based pedagogy, democratic theory, the political philosophy of John Dewey, youth civic engagement, and qualitative research.”¹⁰⁵⁴

- **Ben Kirshner** (Faculty Director, CU Engage), whose “current research examines youth organizing, participatory action research, and new forms of digital media as contexts for learning and social justice change. He recently published *Youth Activism in an Era of Education Inequality* (2015, NYU Press). His new project, in collaboration with colleagues at UC Denver and funded by the Spencer Foundation, involves the study of young people’s policy arguments in public settings.”¹⁰⁵⁵
- **Jen Pacheco** (Graduate Research Assistant, CU Engage) “is a PhD student in the Learning Sciences and Human Development Program at the University of Colorado Boulder. She is dedicated to addressing educational inequities and working with communities on health disparities.”¹⁰⁵⁶

(The Learning Sciences and Human Development Program, where CU Engage Faculty Director Ben Kirshner is also a professor, appears to be a community organizing unit within CU-Boulder’s School of Education: “The CU-Boulder Learning Sciences and Human Development program is on the leading edge of the field in its theoretical and practical explorations of issues of social and spatial justice, culture, and diversity in learning. We are also leaders in theorizing and building partnerships with schools, districts, and state agencies, as well as youth and community organizations.”¹⁰⁵⁷)

- **Karen Ramirez** (Program Co-Director, CU Dialogues), who has shifted her research from “narrative mappings of place in 19th/20th C. western American literature and how these narrative mappings dialogically intersect with contemporary public memory of western places” to drawing “on her foundation in dialogism and narrative study to develop, theorize and study dialogue experiences as a form of engaged learning about cross-cultural perspectives.”¹⁰⁵⁸

Collectively, the career paths of the CU Engage staff demonstrate that civic engagement education provides a good preparation for a career in the field of civic engagement education administration. Their collective research interests likewise demonstrate the self-referential intellectual nullity of the “academic inquiry” organized around civic engagement.

1054 University of Colorado, Boulder, CU Engage, “Roudy Hildreth,” <http://www.colorado.edu/cuengage/roudy-hildreth>.

1055 University of Colorado, Boulder, CU Engage, “Ben Kirshner,” <http://www.colorado.edu/cuengage/ben-kirshner>.

1056 University of Colorado, Boulder, CU Engage, “Jen Pacheco,” <http://www.colorado.edu/cuengage/jen-pacheco>.

1057 University of Colorado, Boulder, School of Education, “Learning Sciences and Human Development,” <http://www.colorado.edu/education/graduate-programs/learning-sciences-and-human-development>.

1058 University of Colorado, Boulder, CU Engage, “Karen Ramirez,” <http://www.colorado.edu/cuengage/karen-ramirez>.

Service-Learning

SERVICE-LEARNING: OVERVIEW

Service learning classes are marbled throughout CU-Boulder’s departments and administrative programs, and are so widespread that there is no longer a coordinating institutional base, or a global rationale. The Program for Writing and Rhetoric briefly defines service learning as “a form of experiential education that integrates academic instruction with educationally meaningful community-centered work that is appropriate to curricular goals in order to enrich and enhance the learning experience, teach civic engagement, and meet community-defined needs.”¹⁰⁵⁹ In so doing, it follows the definition of service-learning that has applied since the foundation of the field.

We list below examples of service learning at CU-Boulder not previously described in our description of CU Engage. These examples are categorized alphabetically, by department, school, and program, and include:

1. Art History
2. Business
3. Education
4. Engineering
5. English
6. Environment
7. International English Center
8. Law
9. Linguistics
10. The Program for Writing and Rhetoric
11. Spanish
12. Study Abroad
13. Volunteer Resource Center/Alternative Breaks Center
14. Women’s Studies

¹⁰⁵⁹ University of Colorado at Boulder, Program for Writing and Rhetoric, Service-Learning. http://www.colorado.edu/pwr/service_learning.html. Also see the definition in Robyn E. Sandekian, “Course-Based Service Learning within the CU-Boulder College of Engineering and Applied Science, February 2007, <http://www.colorado.edu/engineering/sites/default/files/CourseBasedSL.pdf>.”

These examples are not intended to be comprehensive, but rather to illustrate the extension of service-learning classes into all the academic nooks and crannies of CU-Boulder. They are also intended to illustrate precisely how service-learning affects instruction in each of these types of education.

We describe service learning at CU-Boulder’s Residential Academic Programs (RAPs) in a separate section below.

SERVICE-LEARNING: ART AND ART HISTORY

The Department of Art and Art History supports ArtsBridge, “a community service learning project that engages public school students in hands-on arts education within the framework of the classroom. High performing undergraduate and graduate art students provide exemplary models of arts teaching while focusing on integrating arts across the curricula.” Local partners include the Boulder Valley School District, St. Vrain School District, and the Denver Public School District.¹⁰⁶⁰

SERVICE-LEARNING: BUSINESS

The Center for Education on Social Responsibility (CESR) in the Leeds School of Business is the component of the CU-Boulder Business School dedicated to “undergraduate business students wishing to focus on social responsibility and sustainability.” Students may participate in “outreach and extracurricular initiatives,” which include the annual Conscious Capitalism Conference and “an annual Corporate Social Responsibility (CSR) Career Trek to San Francisco where students meet sustainability leaders at well-known companies.”¹⁰⁶¹

CESR’s Socially Responsible Enterprise (SRE) Certificate program requires Experiential Learning “working in a field of social responsibility of particular interest”: options include interning for a profit or non-profit organization, and a study-abroad service learning program. *CESR 4005 Business Solutions for the Developing World: Learning Through Service* and *MGMT 4140: Project Management can both apply toward Experiential Learning*.¹⁰⁶²

SERVICE-LEARNING: EDUCATION

CU Engage is hosted in the School of Education (SoE), and a great deal of service learning in the sub-units of CU Engage (notably INVST Community Studies and Public Achievement) properly should be ascribed to the School of Education. The School of Education also includes Outreach

1060 University of Colorado, Boulder, Department of Art & Art History, “Programs,” <http://cuart.colorado.edu/programs/>; University of Colorado, Boulder, Outreach and Engagement, “ArtsBridge,” <http://outreach.colorado.edu/programs/details/id/111>.

1061 University of Colorado, Boulder, Outreach and Engagement, “CESR (Center for Education on Social Responsibility) in the Leeds School of Business,” <http://outreach.colorado.edu/programs/details/id/191>.

1062 University of Colorado, Boulder, Outreach and Engagement, “CESR’s Socially Responsible Enterprise (SRE) Certificate,” <http://outreach.colorado.edu/programs/details/id/192>; University of Colorado, Boulder, Leeds School of Business, “Certificate in Socially Responsible Enterprise,” http://www.colorado.edu/business/sites/default/files/attached-files/sre_certificate_brochure_mar_2015.pdf.

among its institutional commitments, and Outreach has “service goals.”¹⁰⁶³ Outreach especially includes Community Engagement, with several initiatives that involve student teaching in K-12 classrooms.¹⁰⁶⁴ These broader initiatives align with service learning and civic engagement—but when Education students intern in K-12 classrooms, their work is also vocational training. We have therefore omitted discussion of these programs, as ambiguous cases.

SERVICE-LEARNING: ENGINEERING

The School of Engineering & Applied Science has a large program devoted to service learning, housed within the Active Learning Program, which coordinates *discovery learning* (research apprenticeships with faculty, graduate students, government agencies, and private companies), *professional learning* (regular internships with companies or “cooperative” programs run by CU-Boulder), and *service learning*—which “allows you to learn while applying your skills to help others through service to the college, the community, or the world.” The School of Engineering lists among its service learning partners The Institute for Ethical and Civic Engagement (the predecessor to CU Engage), the INVST Community Studies Program, and the Peace Corps.¹⁰⁶⁵ In addition, it includes the following programs:

Colorado Space Grant: Students teach space-related science and engineering classes to K-12 students.¹⁰⁶⁶

CU Environmental Center: Students work for the CU Environmental Center. No engineering focus to this service-learning seems to be required.¹⁰⁶⁷

Earn-Learn Apprenticeship Program: CU-Boulders subsidizes students working within the university, on assignments such as “assisting faculty members with teaching courses, developing new courses or new curriculum, and making improvements to a lab or providing expertise to local K-12 schools.”¹⁰⁶⁸

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- 1063 University of Colorado, Boulder, School of Education, “Outreach,” <http://www.colorado.edu/education/outreach>.
- 1064 University of Colorado, Boulder, School of Education, “Community Engagement,” <http://www.colorado.edu/education/outreach/community-engagement>.
- 1065 University of Colorado, Boulder, School of Engineering & Applied Science, “Active Learning Program,” <http://www.colorado.edu/engineering/activelearning>; University of Colorado, Boulder, School of Engineering & Applied Science, “Discovery Learning,” <http://www.colorado.edu/engineering/activelearning/discovery>; University of Colorado, Boulder, School of Engineering & Applied Science, “Professional Learning,” <http://www.colorado.edu/engineering/activelearning/professional>; University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>.
- 1066 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; Colorado Space Grant Consortium, “COSGC Outreach,” http://spacegrant.colorado.edu/COSGC_Projects/outreach/index.html.
- 1067 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, Environmental Center, “Welcome CU Environmental Center,” <http://www.colorado.edu/ecenter/>.
- 1068 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, School of Engineering & Applied Science, “Earn-Learn Apprenticeship Program,” <http://www.colorado.edu/engineering/node/236813>.

Engineering Ambassador Program: Students engage in recruitment, advisement, and mentoring for prospective engineering students and fellow engineering students.¹⁰⁶⁹

Engineers Without Borders – CU Chapter: Students in the College of Engineering & Applied Science work to provide better water systems for rural Peruvians.¹⁰⁷⁰

ITL K-12 Engineering Education Program (TEAMS Program): Students teach engineering to “underrepresented students” and their teachers in K-12 classrooms, summer camps, and summer workshops, partly as a form of recruitment outreach. The TEAMS Program supports this larger program: Each year 10 graduate engineering students in the Integrated Teaching & Learning Program and Laboratory receive a fellowship with tuition, medical benefits, and a partial stipend; in return they teach engineering part-time in local K-12 classrooms.¹⁰⁷¹

Mortenson Center in Engineering for Developing Communities: Students do research, outreach, and service activities that forward the Mortenson Center’s goal “to provide sustainable and appropriate solutions to the endemic problems faced by the people on our planet who are most in need. ... sustainable, scalable, evidence-based and multidisciplinary solutions to international development problems.”¹⁰⁷²

Professional Engineering Society, CU Chapter, Participation: Students work for the CU Chapter of a professional engineering society, including work as an officer of the chapter. Societies include the professional (American Institute of Aeronautics and Astronautics, American Institute of Chemical Engineers, American Society of Civil Engineers, American Society of Mechanical Engineers, Architectural Engineering Institute, Associated General Contractors, Association for Computing Machinery, Biomedical Engineering Society, Illuminating Engineering Society, Society of Automotive Engineers, Society for Industrial and Applied Mathematics, Society of Environmental Engineers, Society of Physics Students, Society of Venture Engineer), the identitarian (American Indian Science and Engineering Society, National Society of Black Engineers, Society of Hispanic

1069 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, School of Engineering & Applied Science, “Engineering Ambassador Program,” <http://www.colorado.edu/engineering/students/first-year/engineering-ambassador-program>.

1070 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, School of Engineering & Applied Science, “Engineers Without Borders – CU,” <http://www.colorado.edu/engineering/ewb>; University of Colorado, Boulder, College of Engineering & Applied Science, “Engineers Without Borders-CU,” <http://www.colorado.edu/engineering/ewb/peru>.

1071 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; ; University of Colorado, Boulder, Integrated Teaching & Learning Program and Laboratory, “K-12 Engineering,” https://itll.colorado.edu/index.php/k-12_engineering/; University of Colorado, Boulder, Integrated Teaching & Learning Program and Laboratory, “NSF GK-12 Fellows Program,” https://itll.colorado.edu/k-12_engineering/nsf_gk_12_fellows_program/fellowships/.

1072 University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, Mortenson Center in Engineering for Developing Communities, “[Home,]” <http://www.colorado.edu/mcedc/>; University of Colorado, Boulder, Mortenson Center in Engineering for Developing Communities, “About Us,” <http://www.colorado.edu/mcedc/about-us>.

Professional Engineers, Society of Mexican American Engineers and Scientists, Society of Women Engineers), and the fraternal (Theta Tau).¹⁰⁷³

University of Colorado Engineering Council: Students participate in the School of Engineering’s student government.¹⁰⁷⁴

Volunteer Resource Center/Alternative Breaks Program: See the separate section below.¹⁰⁷⁵

The School of Engineering’s Department of Civil, Environmental and Architectural Engineering, which houses the Mortenson Center in Engineering for Developing Communities, also supports service learning partnerships¹⁰⁷⁶ with Engineers Without Borders (mentioned above), Bridges to Prosperity (which builds pedestrian footbridges in rural Bolivia),¹⁰⁷⁷ and the Habitat for Humanity CU Campus Chapter (which helps build sustainable, affordable houses in Flatirons near Boulder, and abroad).¹⁰⁷⁸

Several articles co-authored by Angela Bielefeldt, a professor of engineering at CU-Boulder, provide insight into the actual rationales and purposes of service-learning in Engineering. Bielefeldt and Joshua Pearce articulate the benefits of engineering service learning in progressive vocabulary: “For the future, the entire world population needs ways to achieve economic, social, and environmental objectives simultaneously. There is thus a need for just sustainability, which is ‘the egalitarian conception of sustainable development’ ... This new form of sustainable development prioritizes justice and equity, while maintaining the importance of the environment and the global life support system.” They also note how an entire academic apparatus has grown up to give service learning the appearance of academic respectability, and to provide tips for how to implement service learning programs as research: “The creation of the *International Journal for Service Learning in Engineering: Humanitarian Engineering and Social Entrepreneurship (IJSLE)* in 2006 provided opportunities for students to contribute directly to sustainable development and have their work published in a peer-reviewed journal and disseminated internationally.”¹⁰⁷⁹

¹⁰⁷³ University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, School of Engineering & Applied Science, “Student Organizations,” <http://www.colorado.edu/engineering/node/201>.

¹⁰⁷⁴ University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, School of Engineering & Applied Science, “University of Colorado Engineering Council,” <http://www.colorado.edu/engineering/ucec>.

¹⁰⁷⁵ University of Colorado, Boulder, School of Engineering & Applied Science, “Service Learning,” <http://www.colorado.edu/engineering/activelearning/service>; University of Colorado, Boulder, Outreach and Engagement, “Alternative Breaks,” <http://outreach.colorado.edu/programs/details/id/312>; University of Colorado, Boulder, Volunteer Resource Center, “Posters,” <http://www.colorado.edu/volunteer/posters>.

¹⁰⁷⁶ University of Colorado, Boulder, Civil, Environmental and Architectural Engineering, “Learning Through Service,” <http://www.colorado.edu/ceae/enrichment/service-learning>.

¹⁰⁷⁷ University of Colorado, Boulder, CU Bridges to Prosperity, [“About Us,”] <http://www.colorado.edu/cub2p/>.

¹⁰⁷⁸ Habitat for Humanity CU Campus Chapter, [“Home,”] <https://cuhabitat.wordpress.com/>.

¹⁰⁷⁹ Angela R. Bielefeldt and Joshua M. Pearce, “Service Learning in Engineering,” in T. H. Colledge, ed., *Convergence: Philosophies and Pedagogies for Developing the Next Generation of Humanitarian Engineers and Social Entrepreneurs (International Journal for Service learning in engineering, 2012)*, pp. 24-52, http://digitalcommons.mtu.edu/cgi/viewcontent.cgi?article=1053&context=materials_fp, pp. 38-40, 43-44.

In a different article, co-authored with Kurtis G. Paterson and Christopher W. Swan, Bielefeldt again emphasizes that the success of service learning is measured in good part by changes in attitudes and identity: “There are significant increases in perceptions of an obligation and personal empowerment to make changes in society. Students and faculty engaged in the SLICE program experienced increased sensitivity to the social, cultural, and environmental consequences of engineering decision making.” Its success should also be measured by an increase in recruiting, retention, and diversity. However, “There is virtually no quantitative assessment of the benefits of PBSL experiences to professional trajectory.”¹⁰⁸⁰ The measure of success for engineering service learning, in other words, is the effectiveness of sustainability advocacy and the recruitment of “diverse” engineering students. It is not intended to produce better engineers, and there is no evidence that it does.

SERVICE-LEARNING: ENGLISH

The English Department offers *ENGL-3940 Service Learning Practicum*, whose content is unspecified.¹⁰⁸¹

SERVICE-LEARNING: ENVIRONMENT

The Community Engagement, Design and Research (CEDaR) Center, the Environmental Studies Program, and the Program in Environmental Design all facilitate student internships for course credit with overlapping lists of local environmental organizations and projects.¹⁰⁸² The Program in Environmental Design hosts courses explicitly designated as service learning: “During the final two years of study, students may earn opportunities to engage in service learning in the community or in design-build, they may study abroad, or they may have opportunities for more individualized research.”¹⁰⁸³

In spring 2010, “CYE doctoral student, Corrie Williams developed and taught an undergraduate Environmental Design (ENVD) service-learning course, Integrating Community Preferences in

1080 Angela R. Bielefeldt, Kurtis G. Paterson, and Christopher W. Swan, “Measuring the Impacts of Project-Based Service Learning,” pp. 1-14, http://www.mtu.edu/d80/research/PBSL/Findings_files/Measuring%20the%20Impacts%20of%20PBSL.pdf, pp. 10-11.

1081 University of Colorado, Boulder, University Catalog 2016-1017, “ENGL-3940 (1-3) Service Learning Practicum,” <http://www.colorado.edu/catalog/2016-17/courses/arsc/b-engl/3940-service-learning-practicum>.

1082 University of Colorado, Boulder, Community Engagement, Design and Research (CEDaR) Center, “Internships,” <http://www.colorado.edu/cye/internships>; University of Colorado, Boulder, Environmental Studies Program, “Internships,” <http://www.colorado.edu/envs/undergraduate-students/internships>; University of Colorado, Boulder, Program in Environmental Design, “Internships,” <http://www.colorado.edu/envd/student-services/advising-center/internships>.

1083 University of Colorado, Boulder, University Catalog 2015-2016, “Environmental Design,” <http://www.colorado.edu/catalog/2015-16/content/environmental-design>.

Environmental Design.”¹⁰⁸⁴ Rob Pyatt, Senior Instructor of Environmental Design, has received a Scholarship in Action Award from Campus Compact of the American West for his work on the Native American Sustainable Housing Initiative; Pyatt’s “employment of service learning pedagogy concretely impacts students’ comprehension of course material, enhances students’ awareness and understanding of current social issues, and addresses a pressing, community-identified need or challenge.”¹⁰⁸⁵

SERVICE-LEARNING: INTERNATIONAL ENGLISH CENTER

The International English Center (IEC) offers intensive English language courses to foreign students, paired with introductions to American culture. *Volunteering* is a service-learning course.¹⁰⁸⁶

SERVICE-LEARNING: LAW

The Law School currently offers *LAWS-8011 Seminar: Humanizing Contracts: Service Learning*, which combines contract law and service learning.¹⁰⁸⁷ As recently as 2014-2015, *LAWS-7545 (2) Poverty, Health and Law Practicum* was identified as a “service learning course.” Its successor course may still be a service-learning course in fact, although it is no longer described as one.¹⁰⁸⁸

The Law School’s Constitutional Literacy in Colorado High Schools project provides both service-learning and more traditional education in civic literacy via its two components, the Marshall-Brennan Constitutional Literacy Project and the Colorado Law Constitution Day Project.¹⁰⁸⁹

The Marshall-Brennan Constitutional Literacy Project of the Byron R. White Center for the Study of American Constitutional Law has law students undertake service learning as Teaching Fellows who “are placed with civics and government teachers in underserved schools to spend a semester or a year teaching about the Constitution,” and also coach high school students for the Colorado Marshall-

1084 University of Colorado, Boulder, Community Engagement, Design and Research (CEDaR) Center, “Community Preferences at The Family Learning center,” <http://www.colorado.edu/cye/2010/community-preferences-family-learning-center>.

1085 University of Colorado, Boulder, Community Engagement, Design and Research (CEDaR) Center, “CEDaR Faculty Affiliate Rob Pyatt Receives Campus Compact Scholarship in Action Award,” <http://www.colorado.edu/cye/2014/07/07/cedar-faculty-affiliate-rob-pyatt-recvies-campus-compact-scholarship-action-award>.

1086 University of Colorado, Boulder, International English Center, “Elective Course,” <http://iec.colorado.edu/intensive-english/elective-courses>.

1087 University of Colorado, Boulder, Spanish and Portuguese, “Service Learning Opportunities,” <http://www.colorado.edu/spanish/undergraduate/service-learning/service-learning-opportunities>.

1088 University of Colorado, Boulder, Outreach and Engagement, “Colorado Health Equity Project,” <http://outreach.colorado.edu/programs/details/id/678>; University of Colorado, Boulder, University Catalog 2014-2015, “LAW-7545 (2) Poverty, Health and Law Practicum,” <http://www.colorado.edu/catalog/2014-15/courses/laws/b-laws/7545-poverty-health-and-law-practicum>; University of Colorado, Boulder, University Catalog 2016-2017, “LAW-7555 (25) Poverty, Health and Law Practicum,” <http://www.colorado.edu/catalog/2016-17/courses/laws/b-laws/7555-poverty-health-and-law-practicum>; The Colorado Health Equity Project, Three Year Strategic Plan 2013-2016, <http://chep.colorado.edu/wp-content/uploads/2014/07/Strategic-Plan.pdf>, p. 9.

1089 University of Colorado, Boulder, Outreach and Engagement “Constitutional Literacy in Colorado High Schools,” <http://outreach.colorado.edu/programs/details/id/461>.

Brennan Moot Court Competition, with the chance to advance to compete in the National Marshall-Brennan Moot Court Competition in Washington, D.C.¹⁰⁹⁰ In the 2015-16 academic year, the Project placed law students in “Mapleton School District (Academy, North Valley, Mapleton Early College), Longmont High School, Strive PREP Excel (Denver), and Rangeview High School (Aurora).”¹⁰⁹¹

The associated Colorado Law Constitution Day Project has law student volunteers visit high school classrooms for one day and teach a lesson on the First Amendment.¹⁰⁹² This does not seem to be labeled as either service learning or civic engagement, and appears, almost uniquely within CU-Boulder, to be an exercise in fostering traditional civic literacy. In the 2015-16 academic year, the Project placed law students in high schools in locations including Avon, Colorado Springs, Eagle, Ft. Collins Glenwood Springs, Grand County, and Wray.¹⁰⁹³

It would not hurt to have Constitution Day lessons on other Amendments—above all the Second (the right to bear arms), the Ninth (protecting rights not enumerated in the Constitution) and the Tenth (limiting federal powers to those specifically delegated to it)—or to provide a lesson plan on First Amendment guarantees to the free exercise of religion. But these changes would improve what appears to be an already admirable program.

We have stretched the scope of our report to include the Law School, which is not a component of CU-Boulder’s undergraduate education. We do this because the Law School includes one of the few programs at CU-Boulder devoted to traditional civic literacy, and we thought it would over-argue our case to omit mention of it.

SERVICE-LEARNING: LINGUISTICS

The Linguistics Department offers the *LING-1900 Service Learning Practicum: Adult Literacy*. This course “is an outreach program that works with at-risk readers in the Colorado Front Range community to provide resources and support to improve literacy skills. ... LING 1900 participants visit one of our community partners on a weekly basis to volunteer as a ‘reading buddy’ for children or adults within the Boulder area.” In addition, “CU students enrolled in LING 1000 (Language in US Society) have the opportunity to earn an extra credit hour while helping these at-risk readers, many from immigrant families where English is not spoken as the native language.”

1090 University of Colorado, Boulder, Colorado Law, “Constitutional Law,” <http://www.colorado.edu/law/academics/areas-study/constitutional-law>; University of Colorado, Boulder, Colorado Law, “Marshall-Brennan Project,” <http://www.colorado.edu/law/research/byron-white-center/marshall-brennan-project>.

1091 University of Colorado, Boulder, Outreach and Engagement “Constitutional Literacy in Colorado High Schools,” <http://outreach.colorado.edu/programs/details/id/461>.

1092 University of Colorado, Boulder, Colorado Law, “Colorado Law Constitution Day Project,” <http://www.colorado.edu/law/research/byron-white-center/constitution>.

1093 University of Colorado, Boulder, Outreach and Engagement “Constitutional Literacy in Colorado High Schools,” <http://outreach.colorado.edu/programs/details/id/461>.

Community partners include Boulder Reads!, the Student-Worker Alliance Program (SWAP), Family Learning Center (FLC), Columbine Elementary School, and Whittier International School.¹⁰⁹⁴

SERVICE-LEARNING: THE PROGRAM FOR WRITING AND RHETORIC

The Program for Writing and Rhetoric (PWR) oversees all writing instruction in the College of Arts and Sciences.¹⁰⁹⁵ The Program contains a major service-learning component called The Writing Initiative for Service and Engagement (WISE): “Students in WISE course sections research and produce written, spoken, digital, and/or multimedia projects about, with, and/or for university and non-profit agencies that deal with pressing social issues such as literacy, poverty, food security, and environmental justice.” WISE classes “combine traditional academic research and readings with community-based work to enrich the educational experience and encourage students to understand real world applications of rhetorical situations and theories.”

WISE provides a long list of courses “that have contained a service learning/civic engagement component,” including *First-Year Writing and Rhetoric; Grant Writing; Business Writing; Professional Writing; Environmental Writing; Rhetorics of Sustainability; Travel Writing; Civic Engagement and New Media; Conversations on the Law; Cross-Cultural Writing for International Students; Food and Culture; Multi-Cultural Rhetorics; On the Border: U.S. and Mexico; Field Studies in Civic Engagement; Then and Now: The West; and Composing a Civic Life*.¹⁰⁹⁶

Program Director Veronica House’s pamphlet on the WISE Project emphasizes that “Service-learning activities are designed in collaboration with community representatives, serve genuine community needs, and are reciprocal in nature.” The section on course design asks “How can the instructor create assignments that connect students’ burgeoning knowledge with community partners’ depth of local knowledge to generate new knowledge together, particularly to benefit disenfranchised members of the community to work toward social justice?” The list of community partners provided are a list of progressive nonprofits, focused on Health/Sexuality, Animals/Environment, Youth, Poverty/Family Assistance/Immigration, Intellectual and Physical Disabilities, and Politics (the progressive New Era Colorado is the organization listed under Politics). House also provides two pages of Resources for Promoting Sustainability Through Service Learning.¹⁰⁹⁷

A recent press release illustrates the Program for Writing and Rhetoric’s priorities.

1094 University of Colorado, Boulder, University Catalog 2016-1017, “LING-1900 (1) Service Learning Practicum: Adult Literacy,” <http://www.colorado.edu/catalog/2016-17/courses/arsc/b-ling/1900-service-learning-practicum-adult-literacy>; University of Colorado, Boulder, Department of Linguistics, “Ling 1900 Literacy Practicum,” <http://www.colorado.edu/linguistics/ling1900/partners.html>.

1095 University of Colorado, Boulder, The Program for Writing & Rhetoric, “Welcome,” <http://www.colorado.edu/pwr/>.

1096 University of Colorado, Boulder, The Program for Writing & Rhetoric, “Service-Learning,” http://www.colorado.edu/pwr/service_learning.html.

1097 University of Colorado at Boulder, Program for Writing and Rhetoric: Veronica House “What is Service Learning?,” http://www.colorado.edu/pwr/Documents/PWR_WISE_booklet_updated813.pdf, pp. 2-3, 9, 12-13.

CU-BOULDER NEWS RELEASE: “DOZENS OF CU STUDENTS TO DISPLAY SERVICE LEARNING PROJECTS ON APRIL 25”

Each semester about 350 CU-Boulder students participate in community-based writing courses through the Program for Writing and Rhetoric, contributing well over 5,000 hours of their time to local community and nonprofit organizations ... In [Senior Instructor Sally] Green’s service learning class, “Writing on Science and Society,” her students tutor Boulder at-risk high school students in math and science for a total of 15 hours throughout the semester. ...Students who take Program for Writing and Rhetoric service-learning courses learn about a number of issues including sustainability, food, education, the elderly, poverty and hunger while gaining practical experience in grant writing and document design. They also work with an array of organizations: schools and afterschool programs, community gardens, homeless shelters, organic farms, food banks and Boulder Parks and Recreation.

“Through the coursework, we want students to gain an understanding of a social issue, community dynamics, problem solving and written advocacy,” Green said.

University of Colorado at Boulder, Outreach and Engagement, “Dozens of CU Students to Display Service Learning Projects on April 25,” <http://outreach.colorado.edu/news-and-events/view-press-release/id/44>.

Among the WISE courses, *Writing 3020 - “On the Border: Mexico and the U.S.”* has been given a separate listing by CU-Boulder’s Office of Outreach and Engagement as an example of a Service Learning Course that is Civically Engaged; it presumably illustrates well what WISE does. Students who take *Writing 3020 - “On the Border: Mexico and the U.S.”* learn advocacy in favor of illegal immigrants—the class discussion guidelines specify that students should “Avoid the term ‘illegals’ or ‘illegal immigrants’ when talking about individuals. The term ‘undocumented’ is more respectful.”—and “complete a minimum of 16 hours of service learning work with the local Mexican immigrant community. Students can choose to volunteer with one of five organizations: Youth Services Initiative (Boulder Parks and Open Space), the Family Learning Center, Arapahoe Ridge Campus, SWAP or University Hill Elementary School.”¹⁰⁹⁸

In brief, WISE channels yet more unpaid labor to progressive organizations, loosely justified by the rationale that students will learn composition skills and “rhetorical awareness.” Sally Green’s mention of grant writing and “written advocacy” signal what appears to be the main point of

1098 University of Colorado, Boulder, Outreach and Engagement, “Program for Writing & Rhetoric: Writing 3020 - “On the Border: Mexico and the U.S.”,” <http://outreach.colorado.edu/programs/details/id/362>; Tracy Ferrell, *Writing 3020 - “On the Border: Mexico and the U.S.”*, “Discussion Guidelines,” <http://www.colorado.edu/pwr/courses/ferrell/discussion%20guidelines.html>; Tracy Ferrell, “Service Learning Contract,” <http://www.colorado.edu/pwr/courses/ferrell/contract.html>.

service-learning in WISE: to practice how to write fundraising appeals and persuasive advocacy for progressive nonprofits.

SERVICE-LEARNING: SPANISH

The Spanish Department includes Service Learning in *SPAN 1020 Beginning Spanish 2*, *SPAN 2110 Second Year Spanish 1*, *SPAN 2120 Second Year Spanish 2*, *SPAN 2150 Intensive Second Year Spanish*, *SPAN 3000 Advanced Spanish Language Skills*, and all courses *SPAN 3001* and above—advanced language, culture, and literature classes. This service apparently focuses upon tutoring K-12 students whose first language is Spanish, but the remit is broad: “Students who participate in the Service Learning program (SL) will engage in 22 hours of volunteer work during the semester (usually 2 hours of service per week for 11 weeks). Their duties vary from homework help, tutoring in reading, writing, computers, math, arts, and music, to organization of field trips, games, sports and recreation.” Service learning in *SPAN 1020*, *2110*, *2120*, and *2150* “will substitute for one-half of the participation grade,” while in *SPAN 3000* students may substitute participation in the Service Learning program for 3 quiz scores.”¹⁰⁹⁹ The Spanish Department’s partner organizations largely include local schools and associated literacy organizations aimed at Spanish-speakers, but also include the Immigrant Legal Center of Boulder County and Moving to End Sexual Assault (MESA).¹¹⁰⁰

Progressivism informs the entire project of making it easier for immigrants and their children to continue to use a foreign language, rather than expecting that they learn English as soon as possible. The very use of Spanish in service learning has the uncivic result of retarding assimilation.

SERVICE-LEARNING: STUDY ABROAD

CU-Boulder’s Study Abroad Program directs students to Service-Learning Study Abroad programs around the world. A significant number of these programs involve providing unpaid labor for progressive organizations abroad. CU-Boulder students studying in London, for example, attend a program run by CAPA: The Global Education Network. Service learning there involves work for the Global Civic Engagement Institute, which “teaches about community activism through observation and participation in important local, national, and trans-national agencies. ...The program combines the discussion of theory in the classroom with research and practical experiences outside the classroom so that students develop the skills needed for active and engaged citizenship.

1099 University of Colorado, Boulder, Spanish and Portuguese, “Service Learning,” <http://www.colorado.edu/spanish/undergraduate/service-learning/service-learning>.

1100 University of Colorado, Boulder, Spanish and Portuguese, “Service Learning Opportunities,” <http://www.colorado.edu/spanish/undergraduate/service-learning/service-learning-opportunities>.

Additionally, as students connect ideas with action, they can explore potential pathways to a career in the civic or political sphere and related areas.”¹¹⁰¹

Study Abroad Service Learning allows CU-Boulder students to acquire training in progressive community anywhere in the world.

SERVICE-LEARNING: VOLUNTEER RESOURCE CENTER/ALTERNATIVE BREAKS PROGRAM

CU-Boulder’s Alternative Breaks Program is an affiliate of the national Alternative Breaks program, described above—an exercise in transforming students into progressive activists.

The Volunteer Resource Center describes its Alternative Breaks programs—Spring Break, Summer Break, Weekend Breaks—as “service learning.”¹¹⁰² These are not done for course credit, but are purely volunteer activities. In these programs, the Volunteer Resource Center “sends teams of college students to engage in community-based service projects during academic breaks.” In Spring 2016, 30 site leaders led 149 participants to 13 locations, to perform 6,240 hours of service. They worked on Immigration, Indigenous Rights, LGBT Advocacy, Rebuilding Homes, Reproductive Justice, Youth Science Education, Mustang Rescue, E-Waste Recycling, Disability Advocacy, Environmental Conservation, HIV/AIDS, Homelessness and Poverty, and Human Trafficking.¹¹⁰³

Since Alternative Breaks presents itself as a vacation, students are expected to pay for the experience themselves, although the Volunteer Resource Center solicits scholarships for students unable to pay for their transformation into progressive activists. CU Student Government funds these scholarships; it is unclear how much more of the Volunteer Resource Center’s normal operation is subsidized by CU-Boulder.¹¹⁰⁴

SERVICE-LEARNING: WOMEN’S STUDIES

The Department of Women and Gender Studies offers the *WMST-3919 Service Learning Practicum*.¹¹⁰⁵ The content of this course is not specified.

1101 University of Colorado, Boulder, Office of International Education, “Service-Learning Study Abroad programs Guide,” https://studyabroad.colorado.edu/index.cfm?FuseAction=Abroad.ViewDocument&File_ID=0405737C724F060171710D7C71051C730E010014050806006E040100757606710E7701077374770202; University of Colorado, Boulder, Office of International Education, “CAPA England: London,” https://studyabroad.colorado.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=739; CAPA, “Study Abroad in London, England,” https://www.capa.org/london?qt-london_page_qt=3#qt-london_page_qt; CAPA, “Global Civic Engagement Institute,” <https://www.capa.org/global-civic-engagement-institute>.

1102 University of Colorado, Boulder, <http://outreach.colorado.edu/press-releases/view/id/5>.

1103 University of Colorado, Boulder, Outreach and Engagement, “Alternative Breaks,” <http://outreach.colorado.edu/programs/details/id/312>; University of Colorado, Boulder, Volunteer Resource Center, “About CU Alternative Breaks,” <http://www.colorado.edu/volunteer/ab/about>; University of Colorado, Boulder, Volunteer Resource Center, “Posters,” <http://www.colorado.edu/volunteer/posters>.

1104 University of Colorado, Boulder, Volunteer Resource Center, “Trip Scholarships,” <http://www.colorado.edu/volunteer/ab/scholarships>.

1105 University of Colorado, Boulder, University Catalog 2016-1017, “WMST-3919 (1-3) Service Learning Practicum,” <http://www.colorado.edu/catalog/2015-16/courses/arsc/b-wmst/3919-service-learning-practicum>.



Residential Academic Programs (RAPs)

RESIDENTIAL ACADEMIC PROGRAMS: OVERVIEW

CU-Boulder hosts a number of Residential Academic Programs (RAPs), in which “Students live together in the same residence hall, share academic experiences by participating in seminar classes taught in the residence halls, have access to faculty offices within the residence halls, and engage in residence hall activities that reinforce the academic theme. The program is coordinated by a faculty director, and is generally focused on first-year students.” RAPs are supposed to have an “Enhanced academic curriculum,” and the Baker RAP may stand for all the RAPs in its character: “The combination of small classes, a group of students who take many of the same classes together and frequent field trips and special lectures creates a small-college atmosphere while offering the advantages of studying at a major research university.”¹¹⁰⁶ The different RAPs have different focuses, to appeal to different sorts of students; many of them have associated service-learning courses.

We discuss the RAPs separately because they demonstrate the ambition of the New Civics to extend itself to all parts of student life—to make the New Civics inescapable. They also show how financial and academic incentives can be used to forward the New Civics. The RAPs provide a better education for students, by way of smaller classes—and the New Civics inserts into that understandable allure their own educational program. The New Civics’ ambition to take over the entire university will be achieved by imitating its ‘advocates’ tactics to insert service-learning into CU-Boulder’s RAPs.

In this section, we discuss the Communication and Society, Farrand, Global Studies, Leadership, Sewall, and Sustainability and Social Innovation RAPs.

RESIDENTIAL ACADEMIC PROGRAMS: COMMUNICATION AND SOCIETY

The Communication and Society RAP offers students “opportunities to participate in co-curricular activities that stress civic engagement. The many opportunities for outreach and collaboration with the Boulder community provide an excellent venue for learning by doing.”¹¹⁰⁷ A 2011 example of such outreach was *JOUR 1871-720: Media, Self and Society*: “Using a model of service-learning, you’ll have the opportunity to partner with local community organizations to engage with a broader community and learn to tell the stories of others.” The course description further explained that “Working with and providing service to people who are different from our own background helps

1106 University of Colorado, Boulder, Housing & Dining Services, “Residential Academic Programs (RAPs),” <https://housing.colorado.edu/residences/residential-academic-communities/residential-academic-programs>; University of Colorado, Boulder, University Catalog 2015-2016, “Residential Academic Programs (RAPs),” <http://www.colorado.edu/catalog/2015-16/artssciences/raps>.

1107 University of Colorado, Boulder, University Catalog 2015-2016, “Residential Academic Programs (RAPs),” <http://www.colorado.edu/catalog/2015-16/artssciences/raps>.

each of us get clear about the causes we believe in, the how and whys of inequality, and how to tell the story of difference fairly and accurately based on personal observations and encounters’.”

No list of community partners was provided.¹¹⁰⁸

RESIDENTIAL ACADEMIC PROGRAMS: FARRAND

Farrand RAP focuses on the humanities and cultural studies: “Farrand offers several service-learning classes each semester. Service learning gives students the chance to apply what they study in their classes to real-life situations, such as a homeless shelter, a humane society or a tutoring program. These classes include Gandhian Philosophy; Nutrition, Health and Performance; and Global Women Writers.”¹¹⁰⁹ The Farrand RAP generally “has received national recognition for its co-curricular/service learning courses delivered via a one-credit service learning practicum attached to each service learning course. On average, eight service-learning courses are offered each year. Instructors receive a \$1000 stipend for the additional work required to set-up this practicum. Farrand’s service learning courses have been recognized for promoting multicultural understanding via various local and international projects.”¹¹¹⁰

Farrand offers *FARR-1000 Farrand Service-Learning Practicum: Special Topics*,¹¹¹¹ and (as indicated) a variety of more specialized service learning classes. *FARR-2002 Literature of Lifewriting* involves a service learning component where students partner with The Memory Box Project and “pair with local seniors to create a personal narrative or ‘memory story.’” The Memory Box Project, not incidentally, also hosts the Activist Archive Digital Storytelling Project: “The Activist Archive was the service learning project of Dr. Kayann Short’s INVS 3000 course, *Innovative Approaches to Contemporary Issues through Service*. For this project, students worked with long-time community leaders to create digital stories about an experience that influenced their commitment to social change.” In particular, “Students not only learned about important campaigns like Rocky Flats Nuclear Disarmament, The Dinner Party, and Peace Brigades International, but also were inspired by these activists’ life-long dedication to social justice.”¹¹¹²

Somewhat farther back, in 2000 Professor Kayann Short used the service-learning component of her Farrand course on *Women and Society* to acquire free student labor for a feminist advocacy

1108 University of Colorado, Boulder, Communication & Society Residential Academic Program, *Jour 1871-720: Media, Self and Society*, <http://commrap.colorado.edu/wp-content/uploads/2011/01/JOUR-1871-720.pdf>.

1109 University of Colorado, Boulder, University Catalog 2015-2016, “Residential Academic Programs (RAPs),” <http://www.colorado.edu/catalog/2015-16/artsscience/raps>.

1110 University of Colorado, Boulder, Academic Review and Planning Advisory Committee, *Final Report for the Residential Academic Programs*, March 12, 2015, http://arp.colorado.edu/past-final-reports/2014_RAPS_ARPAC_Final_Report_.pdf, p. 4.

1111 University of Colorado, Boulder, University Catalog 2016-2017, “FARR-1000 (1) Farrand Service-Learning Practicum: Special Topics,” <http://www.colorado.edu/catalog/2016-17/courses/arsc/b-farr/1000-farrand-service-learning-practicum-special-topics>.

1112 The Memory Box Project, [“Home,”] <http://www.colorado.edu/memorybox/>.

event: “Why Shop? Week is a service-learning practicum developed by students in the Farrand Academic Program at the University of Colorado-Boulder. Each fall, first- and second-year students in my Women and Society course organize a community event and media campaign to raise awareness regarding the link between consumption practices and the transnational exploitation of women’s labor and resources.” Short specified the activist ambitions of this event: “By examining how consumerism affects women specifically, Why Shop? Week initiates an international call to action for women’s rights within a global framework.” Short also established that even “optional” service-learning embraces most students: “Although the practicum for my class is optional, most of the 20 students enrolled in the class choose to participate.” Short finally noted that “students remark on how the project helps them turn knowledge into activism,” and in her own voice judged that “The project [Why Shop? Week] helps students confront their own positions in a system that depends upon interlocking inequities and subordination, while gaining practical organizing skills that help them challenge such injustices.”¹¹¹³

RESIDENTIAL ACADEMIC PROGRAMS: GLOBAL STUDIES

The Global Studies RAP “explores global interdependencies through a diverse selection of interdisciplinary courses and unique co-curricular activities,” and includes “cocurricular activities, service learning opportunities and short term study abroad programs.” The program “sponsors an annual service learning trip to Peru each May,” and “has been able to provide scholarship support to the 15-20 most promising students wishing to cap their year in the RAP with the service learning experience.”¹¹¹⁴

RESIDENTIAL ACADEMIC PROGRAMS: LEADERSHIP

The Leadership RAP allows students to enroll in either the Ethnic Living and Learning Community (ELLC) Leadership Studies Program or the Chancellor’s Leadership Studies Program (CLSP), both of which lead toward a Certificate in the Study and Practice of Leadership.¹¹¹⁵ The certificate requires two successive enrollments in *LDSP 2910—Field Practicum*, which “offers supervised campus and off-campus experiences tied to course work in the Leadership RAP or the INVST

1113 Kayann Short, “Global Feminism and Activism in a Women’s Studies Practicum,” in Nancy A. Naples and Karen Bojar, eds., *Teaching Feminist Activism: Strategies from the Field* (New York, 2002), pp. 123-24, 136; Why Shop? Week November 19-25, 2000, <http://spot.colorado.edu/~shortk/about.html> .

1114 University of Colorado, Boulder, University Catalog 2015-2016, “Residential Academic Programs (RAPs),” <http://www.colorado.edu/catalog/2015-16/artssciences/raps>; University of Colorado, Boulder, Housing & Dining Services, “Global Studies RAP,” <https://housing.colorado.edu/residences/residential-academic-communities/residential-academic-programs/global-studies-rap>; University of Colorado, Boulder, Academic Review and Planning Advisory Committee, *Final Report for the Residential Academic Programs*, March 12, 2015, http://arp.colorado.edu/past-final-reports/2014_RAPS_ARPAC_Final_Report_.pdf, p. 4.

1115 University of Colorado, Boulder, University Catalog 2015-2016, “Residential Academic Programs (RAPs),” <http://www.colorado.edu/catalog/2015-16/artssciences/raps>.

program.” It also requires an internship.¹¹¹⁶ The internship location possibilities are supposed to be tailored to the student’s own interests; however, the Internship does allow students to write the course paper on questions such as “How does class, race, gender and or sexuality shape or influence the leadership process or practice in the organization?” and “What social justice issues exist within the organization? How are social justice issues addressed in the organization?”¹¹¹⁷

RESIDENTIAL ACADEMIC PROGRAMS: SEWALL

The Sewall RAP is for students interested in history and culture; the rationale includes preparation for “Citizenship in the 21st century,” which “requires the ability to engage complex connections between the present and past, between local places and our global society, and between the arts and sciences.” Sewall students are required to take *SEWL 2020: Civic Engagement*, a one-credit course that “Explores the concept of citizenship through readings, discussion, and service learning. Working with Sewall faculty mentors, students discuss citizenship and related topics and learn concretely about aspects of the larger community by choosing a local community organization, becoming actively involved in its programs, and presenting their work at a culminating symposium.”¹¹¹⁸

RESIDENTIAL ACADEMIC PROGRAMS: SUSTAINABILITY AND SOCIAL INNOVATION

The Sustainability and Social Innovation RAP aims to provide students “service learning opportunities.”¹¹¹⁹ The exact nature of these opportunities is left undefined.

1116 University of Colorado, Boulder, University Catalog 2013-14, “LDSP-2910 (1-3) Field Practicum 1,” <http://www.colorado.edu/catalog/2013-14/courses/arsc/b-ldsp/2910-field-practicum-1>; University of Colorado, Boulder, Leadership Residential Academic Program, “Leadership RAP’s Four-Year Program Description,” <https://leadershiprap.colorado.edu/certificate-study-practice-leadership/four-year-program-description>.

1117 University of Colorado, Boulder, Leadership Residential Academic Program, “Internships,” <https://leadershiprap.colorado.edu/certificate-study-practice-leadership/internships>; University of Colorado, Boulder, Leadership Residential Academic Program, “Leadership RAP Internship objectives,” <https://leadershiprap.colorado.edu/sites/default/files/Leadership%20RAP%20Internship%20objectives.docx>.

1118 University of Colorado, Boulder, University Catalog 2015-2016, “Residential Academic Programs (RAPs),” <http://www.colorado.edu/catalog/2015-16/artsscience/raps>; University of Colorado, Boulder, Sewall Residential Academic Program, “About Sewall RAP,” <http://www.colorado.edu/srap/about>; University of Colorado, Boulder, University Catalog 2016-2017, “SEWL-2020 (1) Civic Engagement,” <http://www.colorado.edu/catalog/2016-17/courses/arsc/b-sewl/2020-civic-engagement>.

1119 University of Colorado, Boulder, Sustainability & Social Innovation RAP, “History of SSI RAP (formerly SEEDS): SEED@CU,” <https://ssirap.colorado.edu/seeds-social-entrepreneurship-for-equitable-development-sustainability/>.

Outreach and Engagement

CU-Boulder’s Office of Outreach and Engagement concerns itself with all interactions between CU-Boulder and the outside world; among them are those programs labeled as “Civic Engagement.” Outreach and Engagement does not run these programs; however, it does identify them, and serves as an institutional imprimatur for what is defined as civic engagement—which it also characterizes as “service and learning programs.”¹¹²⁰

We omit mention of several programs discussed above.¹¹²¹ We also omit mention of 12 further programs which 1) do not apparently provide opportunities for student participation; 2) no longer appear to be in operation, although they are still listed on the Outreach website; and 3) no longer are located at CU-Boulder, although they are still listed on the Outreach website. Some of the programs we do describe may actually be defunct as sites for service learning; e.g., Center for Asian Studies K-12 Outreach. The Office of Outreach and Engagement does not appear to have updated its website recently.

Below, we will briefly describe 16 miscellaneous projects that CU-Boulder describes as civic. They usually serve progressive ends.

Acequia Assistance Project: The Getches-Wilkinson Center for Natural Resources, Energy, and the Environment, located within the University of Colorado Law School, provides legal assistance to acequias—a cooperative irrigation system used in portions of rural Colorado and New Mexico. “Law students are drafting a Legal Handbook for Colorado Acequias, assisting acequias that wish to incorporate or amend their by-laws to enable them to protect their rights, and assisting acequias and irrigators to document their water rights and establish their priority rights to water under Colorado law.” The prospectus for the Project described it as providing “a unique experiential and service learning opportunity for law students.”¹¹²²

1120 University of Colorado, Boulder, Outreach and Engagement, “Civic Engagement,” <http://outreach.colorado.edu/programs/civic-engagement>.

1121 Alternative Breaks; CESR (Center for Education on Social Responsibility) in the Leeds School of Business; CESR’s Socially Responsible Enterprise (SRE) Certificate; Engineers Without Borders – Peru; INVST Community Leadership Program; Program for Writing & Rhetoric: Writing 3020 - “On the Border: Mexico and the U.S.”; Program for Writing & Rhetoric: Writing Initiative for Service and Engagement (WISE Project); Public Achievement; Puksta Scholars; Student Worker Alliance Program (SWAP); Study Abroad; TEAMS Program; and The Literacy Practicum.

1122 University of Colorado, Boulder, Outreach and Engagement, “Acequia Assistance Project,” <http://outreach.colorado.edu/programs/details/id/622>; University of Colorado, Boulder, Colorado Law, “Acequia Assistance Project,” <http://www.colorado.edu/law/research/getches-wilkinson-center/about-center/acequia-assistance-project>; University of Colorado, Boulder, Outreach Awards, “The Acequia Project: Assisting Low-Income Farmers in the San Luis Valley,” http://outreachawards.colorado.edu/pdf/examples/2013-2014_Acequia_Project.pdf.

AVID Tutoring: Students in the School of Education enrolled in *EDUC 4050 Knowing and Learning in Mathematics and Science* tutor middle and high school students in the Advancement Via Individual Determination (AVID) organization. AVID is a partner organization with Public Achievement; and the professor who teaches *Knowing and Learning*, Victoria Hand, organizes the course around “a framework that focuses on “engagement” and “justice” as the central concerns of education.”¹¹²³

BOLD Center: Students in the College of Engineering and Applied Science’s Broadening Opportunity through Leadership and Diversity (BOLD) Center, which “is committed to graduating an innovative and competitive engineering work force that is diverse in gender, ethnicity and socio-economic representation,” volunteer to participate in recruitment and outreach events for the BOLD Center.¹¹²⁴

Boulder County Latino History Project: Students in the School of Education work as interns for the Boulder County Latino History Project.¹¹²⁵

Center for Asian Studies K-12 Outreach: Undergraduate students enroll in a service learning course that allows them to teach on Asian subjects to local K-12 students.¹¹²⁶

Colorado Health Equity Project: CU-Boulder law and public health students contribute to a broader project “to improve the health of low-income patients,” by health care, political advocacy, and lawsuits. Students may volunteer, but CHEP appears to be associated with *LAWS-7555 (4) Poverty, Health and Law Practicum*—in a previous incarnation in 2014-2015, as *LAWS-7545 (2) Poverty, Health and Law Practicum*, this was identified as a “service learning course.”¹¹²⁷

1123 University of Colorado, Boulder, University Catalog 2014-2015, “EDUC-4050 (3) Knowing and Learning in Mathematics and Science,” <http://www.colorado.edu/catalog/2014-15/courses/educ/b-educ/4050-knowing-and-learning-mathematics-and-science>; University of Colorado, Boulder, Outreach and Engagement, “AVID Tutoring,” <http://outreach.colorado.edu/programs/details/id/179>; Victoria Hand, *Knowing and Learning in Mathematics Course Syllabus*, <http://www.colorado.edu/education/sites/default/files/attached-files/151%20EDUC%204050%20Hand.pdf>.

1124 University of Colorado, Boulder, Outreach and Engagement, “BOLD Center,” <http://outreach.colorado.edu/programs/details/id/228>.

1125 University of Colorado, Boulder, Outreach and Engagement, “Boulder County Latino History Project,” <http://outreach.colorado.edu/programs/details/id/586>; University of Colorado, Boulder, School of Education, “Boulder County Latino History Project Transforms Curriculum and Instruction in Schools,” December 11, 2014, <http://www.colorado.edu/education/2014/12/11/boulder-county-latino-history-project-transforms-curriculum-and-instruction-schools>.

1126 University of Colorado, Boulder, Outreach and Engagement, “Center for Asian Studies K-12 Outreach,” <http://outreach.colorado.edu/programs/details/id/201>.

1127 University of Colorado, Boulder, Outreach and Engagement, “Colorado Health Equity Project,” <http://outreach.colorado.edu/programs/details/id/678>; University of Colorado, Boulder, University Catalog 2014-2015, “LAWS-7545 (2) Poverty, Health and Law Practicum,” <http://www.colorado.edu/catalog/2014-15/courses/laws/b-laws/7545-poverty-health-and-law-practicum>; University of Colorado, Boulder, University Catalog 2016-2017, “LAWS-7555 (25) Poverty, Health and Law Practicum,” <http://www.colorado.edu/catalog/2016-17/courses/laws/b-laws/7555-poverty-health-and-law-practicum>; The Colorado Health Equity Project, *Three Year Strategic Plan 2013-2016*, <http://chep.colorado.edu/wp-content/uploads/2014/07/Strategic-Plan.pdf>, p. 9.

Communication And Social Engagement (CASE) for Sustainability: The Communication Department coordinates student internships with “local organizational partners with sustainability efforts.” Student interns do unpaid public relations for environmental organizations, but they can “apply for paid fellowships” and “internships may also count toward course credit for Communication majors.” Current internships are with organizations that include BoulderPath Sustainability, Boulder Open Space and Mountain Parks Education and Outreach, Colorado Green Building Build, Eco-Cycle Inc., International Mountain Bicycling Association, and MM Local.¹¹²⁸

Critical Civic Inquiry: Community organization among high-school students. Undergraduates do community organization in the CCC Summer Institute, and graduate students help execute the CCC “research” project.¹¹²⁹

CU Builds the Geometry Park: The Program in Environmental Design and the Center for STEM learning organized students to help design a Geometry Park in Romero Park, Lafayette, which was installed in spring 2016. The Program in Environmental Design has several Studio and Practicum courses (2120, 2130, 3100, 3300); the students probably were enrolled in one of these courses.¹¹³⁰

CU Going Local: Students support the “local and sustainable food on campus and in the Boulder community” by advocacy and gardening. Students do not appear to receive course credit or subsidy.¹¹³¹

CU GOLD – Gaining Opportunities through Leadership Development: The Center for Student Involvement (CSI) provides leadership programs through CU GOLD. The Core Leadership Program requires participation in a Community Service Project. CU-Boulder subsidizes this free program, but students do not receive course credit.¹¹³²

Growing Up Boulder: Growing Up Boulder is run jointly by the Office for University Outreach, the City of Boulder, the Boulder Valley School District, and “youth-serving organizations.” It is the community organization hub aimed at mobilizing K-12 students, largely around environmental

1128 University of Colorado, Boulder, Outreach and Engagement, “Communication And Social Engagement (CASE) for Sustainability,” <http://outreach.colorado.edu/programs/details/id/264>; CASE for Sustainability, “Internships,” <https://caseforsustainability.wordpress.com/get-involved/internships/>.

1129 University of Colorado, Boulder, Outreach and Engagement, “Critical Civic Inquiry,” <http://outreach.colorado.edu/programs/details/id/244>; University of Colorado, Boulder, CU Engage, “Programs and Initiatives,” <http://www.colorado.edu/cuengage/programs-and-initiatives>; University of Colorado, Boulder, Office of Outreach and Engagement, “Critical Civic Inquiry Summer Institute,” <http://outreach.colorado.edu/programs/details/id/487>; Ben Kirshner, *Youth Activism in an Era of Education Inequality* (New York and London: New York University Press), p. 199.

1130 University of Colorado, Boulder, Outreach and Engagement, “CU Builds the Geometry Park,” <http://outreach.colorado.edu/programs/details/id/691>; Anthony Hahn, “Geometry Park exhibit in Lafayette’s Romero Park takes shape,” March 10, 2016, *Colorado Hometown Weekly*, http://www.coloradohometownweekly.com/news/lafayette/ci_29622804/geometry-park-exhibit-lafayettes-romero-park-takes-shape; University of Colorado, Boulder, Program in Environmental Design, “Course Sequence,” <http://www.colorado.edu/envd/program-information/curriculum/course-sequence>.

1131 University of Colorado, Boulder, Outreach and Engagement, “CU Going Local,” <http://outreach.colorado.edu/programs/details/id/86>.

1132 University of Colorado, Boulder, Outreach and Engagement, “CU GOLD – Gaining Opportunities Through Leadership Development,” <http://outreach.colorado.edu/programs/details/id/380>; University of Colorado, Boulder, Center for Student Involvement (CSI), “Core Leadership Program,” <http://www.colorado.edu/involvement/training/clp>.

(“sustainability”) issues, but also to advocate “diversity“. Students in the Program of Environmental Design and the Community Engagement, Design and Research (CEDaR) Resource Center can intern at Growing up Boulder, as a form of service-learning.¹¹³³

Leeds School of Business Professional Mentorship Program: Students at the Leeds School of Business interact with mentors in the business world.¹¹³⁴ This does not appear to be taken over by progressives, but neither does it appear civic in nature.

Performers Without Borders: Theatre students advocate progressive causes: “safe and clean energy,” “energy justice,” “empowerment,” and so on. They do not appear to receive subsidy or course credit.¹¹³⁵

Students for Education, Medicine & Service (SEMS): Students learn how to respond in medical emergencies—cardiopulmonary resuscitation (CPR), first aid, basic life support—and are trained about alcohol abuse. They do not appear to receive course credit, although the sessions are free.¹¹³⁶

Sustainable Practices Program: The Environmental Center’s Sustainable Practices Program offers non-credit on-line management training for “sustainable” businesses and environmental nonprofits: “Currently enrolled CU-Boulder students receive a 50% discount.”¹¹³⁷

1133 University of Colorado, Boulder, Outreach and Engagement, “Growing Up Boulder,” <http://outreach.colorado.edu/programs/details/id/123>; Growing Up Boulder, “[Home Page,]” <http://www.growingupboulder.org/>; University of Colorado, Boulder, Program in Environmental Design, “Growing Up Boulder,” <http://www.colorado.edu/envd/program-information/community-engagement/growing-boulder>; University of Colorado, Boulder, Community Engagement, Design and Research (CEDaR) Resource Center, “Growing Up Boulder,” <http://www.colorado.edu/cye/current-projects/growing-boulder>.

1134 University of Colorado, Boulder, Outreach and Engagement, “Leeds School of Business Professional Mentorship Program,” <http://outreach.colorado.edu/programs/details/id/189>.

1135 University of Colorado, Boulder, Outreach and Engagement, “Performers Without Borders,” <http://outreach.colorado.edu/programs/details/id/265>.

1136 University of Colorado, Boulder, Outreach and Engagement, “Students for Education, Medicine & Service (SEMS),” <http://outreach.colorado.edu/programs/details/id/631>.

1137 University of Colorado, Boulder, Outreach and Engagement, “Sustainable Practices Program,” <http://outreach.colorado.edu/programs/details/id/239>; Sustainable Practices Program, “University of Colorado Online Sustainability Program,” <http://www.colorado.edu/sustainablepractices/>.