

## ANT 408 COMMUNITY ENGAGEMENT

University of Northern Colorado

SPRING, 2009

Hawthorne

Instructor: Dr. Barbara Hawthorne  
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Office: Candelaria 83  
Office Hours: MW: 12:00 - 1:00 & MTWR: 3:30 - 4:30  
Class Time: TR: 2:00 - 3:15 TR  
Class Room: Candelaria 2035

**COURSE DESCRIPTION:** An interactive and collaborative community action course aimed at engaging community with students in a service learning project.

**COURSE OBJECTIVES:** The requirements in Arts and Humanities, History, the Social and Behavioral Sciences, and the Natural and Life Sciences are intended to help you to:

- understand the historical frameworks of and interactions between diverse disciplines.
- understand and apply research techniques from different disciplines.
- learn how to collect, organize, and interpret data using current technology.
- assess the validity of diverse sources of information.

### **REQUIRED READINGS:**

- Freire, Paulo (2004). *Pedagogy of Indignation*. Boulder, CO: Paradigm Books.  
ISBN: 1-59451-051-2
- Knight, Keith, Mat Schwarzman, and Many Others (2006). *Beginner's Guide to Community-Based Arts*. Oakland, CA: New Village Press.  
ISBN: 10: 0-9766054-3-0

### **BLACKBOARD:** [http://www.unco.edu/blackboard/student\\_help.htm](http://www.unco.edu/blackboard/student_help.htm)

Blackboard is a Web-based course-management system designed to allow students and faculty to use online materials and activities to complement face-to-face teaching. Blackboard enables instructors to provide students with course materials, discussion boards, virtual chat, online quizzes, an academic resource center, and more. The degree to which Blackboard is used in ANT 100 is as a supplementary learning tool including required readings not available through textbooks.

Effective Tuesday, August 15, when you login to Blackboard, your "Username" will remain the same (the first 8 characters of your bear mail//URSA login); however, your password will change to your bearmail/URSA password. If you have never logged into your bearmail account, please go to

<https://www.unco.edu/applications/websterLite/index.aspx> to set up your password.

If you forgot your password, please go to <https://ursa.unco.edu/cp/ipx/services/pswdLogon.jsp> to change your password.

If you have difficulties, please contact the Technical Support Center, 970 351-4357 or 1-800-545-2331.

### **ADA Statement:**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at UNC: 351-2289.

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**COURSE RESPONSIBILITIES:****ATTENDANCE, PREPAREDNESS, AND PARTICIPATION**

As an instructor, I place **HIGH** priority on class **attendance**, preparedness, and participation. Since this course is in large part an exploration of issues that involve human experiences outside the classroom, you are expected to contribute your thoughts, perspectives, questions, and participation for our collective consideration. This means that **ATTENDANCE** at, **PREPARATION** for, and **PARTICIPATION** in each class meeting and project off-campus is essential for a productive class. Missing class or community session(s) **WILL AFFECT YOUR GRADE!** Please make appointments (i.e. doctor) at a time that does not conflict with class time. Appointments during class time will not be considered "excused," and expresses that this course is not your priority.

**RESPECT**

Out of respect for your fellow students, your instructor, and for yourself, please be **ON TIME** to class and community.. **CELL PHONES, GAMES, IPODS, TEXT MESSAGES, DOING HOMEWORK,** are highly disrespectful and interfere with class discussions, and therefore, are not allowed in the classroom. In addition, leaving the classroom for cell calls, bathroom breaks, and/or buying snacks is disrespectful and rude (Your colleagues and I are not a TV or movie screen!). I also place importance upon being respectful of differences in perspectives, opinions, and ideas. One of the objectives of this class is to acquire a better understanding and **APPRECIATION** for human **DIVERSITY** (what if we were all alike?). In order to accomplish this goal, each of us needs to "think" before we speak, and be respectful in our presentations---this will be especially significant in class or group discussions.

**HONESTY**

All plagiarism will result in an F for that assignment. Plagiarism includes all instances of copying text (or images) from another source without proper citation, paraphrasing other authors without proper citations; and/or using the arguments of other authors without proper citations. It is also a form of plagiarism, even when a source is quoted and identified, if the student substitutes the work of another for her/his own ideas (a good rule of thumb is, no quote should be more than two lines long). The majority of all student work in this course must be the work and words of the students.

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**COURSE REQUIREMENTS:**

Hawthorne

**READINGS**

You are expected to have completed the readings **in time for (PRIOR to)** the appropriate class discussions. Such preparation will enable you to understand the material presented in class and to comfortably participate in class and small group discussions and exercises. Please bring to class your thoughts and questions for each article.

**ASSIGNMENTS:**

This course requires designing, developing, and assessing a community project. This project will include various activities to assess a student's understanding of course materials; specifically based upon an inductive learning process of service within the community. Particularly important, is group collaboration, cooperation and participation.

Most work for this course will be outside the classroom, and involve participation in the community; however, it will also require self and group assessment, problem-solving, project development and presentation.

Any questions regarding assignments may be directed via email, during office hours, or by appointment with the instructor. **I ALWAYS WELCOME QUESTIONS** and make every attempt to be available to students in a timely manner.

**A NOTE ON PAPERS**

All papers in this course must be typewritten, double-spaced, and spell-checked, using a font size no larger than 12 with margins appropriate (1 inch) for research papers. **PLEASE PROOF-READ** papers before handing them in. I encourage "creativity" and differences in perspectives. You will NOT be graded on your personal perspectives, but on how well you back them up. Papers will be returned for revising if they do not comply.

**POLICY REGARDING LATE ASSIGNMENTS:**

LATE ASSIGNMENTS will not be accepted without prior approval from the instructor.

**GRADING EVALUATION:**

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
60 - 69% = D  
Below 60% = F

**GRADING PROCEDURE: approximations**

Class Project & attendance 75%  
Reading and papers 25%

COURSE OUTLINE: ID 308-008HawthorneWEEK 1: COMMUNITY ENGAGEMENT: SERVICE LEARNING, AN INTRODUCTION

- What is Service Learning?
  - Definition
  - Aim: student and community collaboration
- What is Community?
  - Definition
  - What are the benefits for learning outside the classroom?
  - What are the liabilities of working outside the classroom?
  - What are the benefits for the community?
    - "Voice" and "Visibility"
    - "Relationships"
- Examples/Case Studies of Community Projects
- Prospectus
  - Ideas of Community Needs or Desires
  - Self evaluations
  - Issues of Time for participation
- **READING ASSIGNMENT:** Knight et al Beginner's Guide to Community-Based Arts Chapter 1
- **IN-CLASS EXERCISE:** Self Evaluation/Masks
- **ASSIGNMENT:** Reaction Paper: Three (3) prospects of community events. Explain needs, desires, assets & liabilities.

WEEK 2: COMMUNITY PROJECT

- Class Discussion re: potential of selections for project: Decision
- Plans/Survey for Research of Community Group
  - Characteristics: "Map of Community"
  - Stereotypes/"isms" associated with Community Group
  - Identity "needs/desires" of community
- Research Methods/Ethics
- Learning to "LISTEN"
- "What if Truth?"
- **READING ASSIGNMENT:** Knight et al Beginner's Guide to Community-Based Arts Chapter 2
- **IN-CLASS ASSIGNMENT:** Letter of Introduction and Purpose with follow-up plans
- **IN-CLASS ASSIGNMENT:** Participant Evaluations as to roles in project: "*Spokes Theory*"
- **ASSIGNMENT:** Ethnography of familiar environment

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**WEEK 3:**

- **READING ASSIGNMENT:**
  - **IN-CLASS ASSIGNMENT:**
  - **ASSIGNMENT:**
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**WEEK 4**

- **READING ASSIGNMENT:**
  - **IN-CLASS ASSIGNMENT:**
  - **ASSIGNMENT:**
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**WEEK 5**

- **READING ASSIGNMENT:**
- **IN-CLASS ASSIGNMENT:**
- **ASSIGNMENT:**

**WEEK 6**

- **READING ASSIGNMENT:**
  - **IN-CLASS ASSIGNMENT:**
  - **ASSIGNMENT:**
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**WEEK 7**

- **READING ASSIGNMENT:**
  - **IN-CLASS ASSIGNMENT:**
  - **ASSIGNMENT:**
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**WEEK 8**

- **READING ASSIGNMENT:**
- **IN-CLASS ASSIGNMENT:**
- **ASSIGNMENT:**

WEEK 9

- READING ASSIGNMENT:
  - IN-CLASS ASSIGNMENT:
  - ASSIGNMENT:
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WEEK 10

- READING ASSIGNMENT:
  - IN-CLASS ASSIGNMENT:
  - ASSIGNMENT:
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WEEK 11

- READING ASSIGNMENT:
- IN-CLASS ASSIGNMENT:
- ASSIGNMENT:

**WEEK 12**

- READING ASSIGNMENT:
  - IN-CLASS ASSIGNMENT:
  - ASSIGNMENT:
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**WEEK 13**

- READING ASSIGNMENT:
  - IN-CLASS ASSIGNMENT:
  - ASSIGNMENT:
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**WEEK 14**

- READING ASSIGNMENT:
- IN-CLASS ASSIGNMENT:
- ASSIGNMENT:

**WEEK 15**

- READING ASSIGNMENT:
  - IN-CLASS ASSIGNMENT:
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**FINALS WEEK**

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