# ANT 408 - Workshop
## Community Storytelling: Writing for Change

**Spring 2017**
**Wednesdays 2:30-5:30**
**This course will be a hybrid of in class and asynchronous times where we are in the field instead of meeting as a class and that will be discussed the first day of classes, but attendance at such times is mandatory.  Please plan accordingly.**

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**Office Hours:** Tuesdays and Thursdays 1:00 PM to 3:00 PM, Wednesdays from 1:30-2:30, or by appointment.
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## Course Description:
This course is offered in partnership with the Office of Student Engagement, Campus Compact and the Facing Project.  The course will actively engage UNC students as agents of change within the Greeley community by utilizing storytelling and oral narratives.  Students will critically reflect on these stories and partner with the Facing Project to publish the stories on a webpage designed by the class over the course of the semester as well as compile a book that they will publish and host a book reading to launch the book.  Students will work collaboratively in small teams and as a class in order to edit, design, illustrate, fundraise, and promote the final product.

## Course Learning Objectives:
Objectives for this course are focused on participants' exploration of culture through the lenses of trust, risk, change, and civic health.  By the end of the semester, students taking this course will have developed the following:

*Knowledge*
- Identify the role oral narrative and storytelling in understanding culture.
- Develop an understanding of "change" as it applies to civic health and identity.
- Interpret critical pedagogy as an approach grounded in a social and educational vision of justice and equality.
- Integrate diverse perspectives from a first person perspective.

*Skills*

- Discuss how stories are captured in a way to maintain authenticity of voice for the community partner.
- Discuss the role that trust, ethics, voice and creativity play in writing narratives.
- An ability to position oneself as a change agent through praxis; theory and practice resulting in informed action

*Outcomes*

- Students will learn how to develop lasting relationships within the community that are reciprocal and transformative.
- Gain an appreciation and respect of other cultures and communities that differ from one's own. Understand how to best communicate across cultural groups for a single outcome.
- Create, fund and promote a program that engages both the university culture and the community of Greeley at large.
- Learn project management skills that will allow students to benefit not only from the team they are directly involved with, but with the other teams in the class. Moving forward the students from this class will be able to apply these skills in the workplace wherever that may take them.

**Texts:**

Civic Health Index Report

Reid, R. (2015). Ferguson, Baltimore, and the search for civic health metrics. *Public Management, 97*(8), 12-15.

Some events in community life serve as harbingers of change, predictively signaling significant future challenges for communities. The recent deaths of residents and random shooting of police officers, related civil unrest, and policing controversies in Ferguson, Baltimore, North Charleston, and New York reflect disruptive and disturbing events that could occur in communities across the country. A diagnosis of what contributes to achieving civic wellness, how to include more people in the American dream, and how to encourage a connection and belonging to one's community is vital now in communities. Civic health is a popular topic today. Civic health metrics broadly imply the measurement of community well-being or the degree of well-being that is being achieved. Civic health is not always associated with prosperity or well-functioning communities. If people as a management profession cannot motivate ourselves to demonstrate that reality, they put the profession, the trust of residents, and communities at great risk.

Pavlova, M. K., Korner, A., Silbereisen, R. K. (2015). Perceived social support, perceived community functioning, and civic participation across the life span: Evidence from the former East Germany. *Research in Human Development, 12,* 100-117.

Are social contexts as important to civic participation in adulthood as they are in adolescence? And does their significance for civic participation vary across adulthood? Using data from a cross-sectional sample of German adults aged 18 to 75 who were surveyed in 2013 by mail, the authors investigated the relationships of perceived family support, perceived support from friends, place attachment, social cohesion, and organizational collective efficacy with three indicators of civic participation. The authors split the sample into four age groups: 18 to 29 ($n_1$ = 442), 30 to 44 ($n_2$ = 596), 45 to 59 ($n_3$ = 1,095), and 60 to 75 ($n_4$ = 931). Perceived support from family was negatively associated with the breadth (i.e., the number of domains) of civic participation in the youngest group and with future intentions for civic participation in three age groups. Perceived support from friends had positive relationships with the intensity (i.e., frequency) of civic participation and with future intentions at age 30 to 44. Place attachment and organizational collective efficacy were positively related to all indicators of civic

participation, and some of these associations held across age groups. In contrast, social cohesion had no significant effects. The authors discuss implications for fostering civic participation across adulthood.

Cicognani, E., Mazzoni, D., Albanesi, C., Zani, B. (2015). Sense of community and empowerment among young people: Understanding pathways from civic participation to social well-being. *Voluntas, 26,* 24-44.

Civic participation in community life and within community organizations is generally considered as associated with positive outcomes for youth development and well-being. However, supportive empirical evidence on such benefits is still limited, as well as on the processes that may explain such positive outcomes. In this paper, we examined the impact of young people's participation in different community and youth organizations on Social well-being, and the mediating role of Sense of community (SoC) and Empowerment. The sample comprised 835 adolescents and young adults, aged 16–26 years old ($M$ = 20.8). 414 participants were males (49.6 %) and 421 participants were females (50.4 %). Results confirm that organizational membership of volunteer, youth, and religious associations significantly enhances Social well-being, both directly and through the mediation of SoC and Empowerment. Membership of leisure and recreational associations only marginally and indirectly affects Social well-being through the mediation of Empowerment.

**Possible Further Readings:**
Clemente, Á., Higgins, M., & Merino-López, Y. (2009). Yolanda's Portrait: A Story of Triqui Linguistic Resistance Mediated by English and Ethnographic Coevalness in Oaxaca, Mexico. *Working Papers on Culture, Education and Human Development, 5*(2).   (PDF on BB/course materials and online)

Light, P., & Reynolds, C. (2011). *Driving Social Change: How to Solve the World's Toughest Problems*. New Jersey: John Wiley.

**Course Grading:**

This course is offered for a letter grade only and cannot be taken on a pass/fail basis.  At the end of the semester, grades will be assigned based on total points earned:

| Letter Grade | Percentage of total possible points | Evaluation |
| --- | --- | --- |
| A | 90 – 100% | Outstanding/Superior |
| B | 80 – 89% | Above Average |
| C | 70 – 79% | Good Average Quality |
| D | 60 – 69% | Passing |
| F | 59% or below | Fail |

**Other Course Information:**

**Changes to the Course Syllabus:** The instructor reserves the right to modify the syllabus to best accommodate student learning and make schedule adjustments for speakers and events. Such changes, while not anticipated, will be announced in class and posted to students' UNC Bearmail accounts.

**Email Communication:** As previously noted, all students are required to utilize their UNC Bearmail accounts and check email regularly to ensure they receive any postings from the course instructor. On the first day of class, students may provide supplemental email addresses to which the instructor may post messages also sent to students' UNC Bearmail accounts. In all instances, the UNC Bearmail accounts are the official source for email communication in this course.

**Disability Support Services:** Students who believe they may need accommodations in this class are encouraged to contact the UNC Disability Access Center at (970) 351-2289 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Policies and Procedures for All Students/Students Rights and Responsibilities:** *The Policies and Procedures for All Students*, as contained in the UNC Catalog, and Students Rights and Responsibilities, a document available from the Dean of Students office, will be followed for this course. Students should ensure their familiarity with both the UNC Catalog and the Students Rights and Responsibilities document.

**Policy on Late Assignments:** Assignments are due per the dates noted in the syllabus. For every day an assignment is late, the points may be dropped one full letter grade.

**Plagiarism:** Plagiarism is the act of attempting to pass another's words or ideas off as one's own. It is also using another's words or ideas and not giving the original author credit for them. Plagiarism ranges from using a single word, in the case of a word or phrase an author has "coined," to claiming ownership of an entire document written by someone else. It can also apply to works written by one author that have been substantially reworked or edited by another. This definition and other important policy information is available by accessing the Student Code of Conduct. Students who violate Student Code of Conduct are subject to disciplinary action.

**Format  (Points will be assigned for each of these activities)**
The course is composed of several interrelated elements/components across different formats related to leadership, education, technology and social change. For each component you will are required to write a self-reflective, critical journal. Be ready to step outside your comfort zone!

***On Campus Class Participation: Critically Understanding Change***
Students will attend and participate in all scheduled on campus class sessions. In addition to class meetings you will be required to meet in your social change teams to plan and prepare for activities between class sessions.

In the on campus class sessions we will critically review and discuss readings and examine their application or relevance for engaging underrepresented students and youth. Part of the class time will also be given to planning for working with HS students both locally and with international students online.

***Off Campus Sessions:***
These will involve collaborating with community partners, interview participants, university departments such as the Office of Student Engagement.

***Online Exchanges:***  Students will utilize Base Camp as well as the Toolkit provided from the Facing Project.

***Design and Publishing:***
Students will constructively work with youth and in teams on the creative and artistic design of the book. Students will also be responsible for helping to compile the electronic manuscript, edit student written texts and images and generally support the publication.

***Public and Virtual Book Tours: Bringing it all together***
UNC students will work with the participants, community and university partners and as a class to organize a face to face book reading event. This will involve designing the agenda, program, inviting students to read, families and communities to attend and then hosting the actual events by serving as moderator/facilitator.  Ideally, this will take place in weeks 14 and 15 of the course.

**Guidelines for Journal Entries**
As you answer these guiding questions keep in mind the overarching goals of this course to explore leadership through the lenses of trust, risk, change, and thinking critically outside the box.

- How did your knowledge and understanding of the class readings and theories (social change and critical pedagogy) relate to this experience?
- What did you learn from engaging in this activity? About yourself? About others? About language? Culture? Change? Document and describe at least one empirical example.
- What do you think worked particularly well in this context? Explain why you think this?
- What do you think might be improved? How might this happen? Strategies?

**Tentative Schedule**- Subject to Modification

|  | TOPICS | READINGS | ASSIGNMENTS |
|---|---|---|---|
| Week 1 | Introduction to course & goals. Work ethic and expectations | | Student Survey Student Strengths Introduction to the Facing Project |
| Week 2 | Establish a map of what the project entails and look at project management tools needed. | | Establish the five groups of: <br> - Edit/layout <br> - Illustration and photos <br> - Fundraising <br> - Promotion <br> - Website |
| Week 3 | "The Science of the Intimiate" | Vincent Crapanzano and the use of first person voice. Reading TBD | |
| Week 4 | **R**ecognize Analysis | *Research in Human Development* | |
| Week 5 | **I**nvestigate Analysis | | |
| Week 6 | | *Public Management* | |
| Week 7 | **O**rganize Analysis | | |
| Week 8 | | *Place-Building Theory: A Framework for Assessing and advancing Community Engagement in Higher Education* | |
| Week 9 | **T**ransform Analysis | | |
| Spring Break | SPRING BREAK (Mar 18) | | |
| Week 10 | Editing the book | | |
| Week 11 | Editing the book | | |
| Week 12 | Facilitating a public forum | | |
| Week 13 | Planning for Forums | | |
| Week 14 | PUBLIC FORUM PROJECT: Book reading | | |
| Week 15 | PUBLIC FORUM PROJECT: Book reading | | |
| Week 15 | FINAL EXAM WEEK (May 6) | | |