

**IST 178.002 (61545) COMMUNITY ENGAGED LEARNING AND SOCIAL JUSTICE (4 credits)**  
**FALL 2017, T/TH 3:15-4:55 PM**  
**KAR 034**

---

“You are changing the world whether you like it or not”  
David LaMotte, author, activist, singer songwriter

*[This document is subject to change as the needs of the course shift and evolve.]*

**Facilitator, Co-Learner:** Rob Campbell

**Pronouns:** he, him, his

**Email:** [rcampbel@unca.edu](mailto:rcampbel@unca.edu)

**Office Phone:** 828-258-7721 (Please leave a voicemail if I don't answer)

**Cell Phone:** 706-970-9342

**Office Location:** Highsmith 223

**Office Hours:** by appointment

**In Real Life Facilitator, Co-Learner:** Joshua McClure

**Pronouns:** he, him, his

**Email:** [jmcclur1@unca.edu](mailto:jmcclur1@unca.edu)

**Office Phone:** 828-258-7721 (Please leave a voicemail if I don't answer)

**Cell Phone:** 828-333-1993

**Office Location:** Highsmith 223

**Office Hours:** by appointment

**COURSE DESCRIPTION:** Welcome! This course will focus primarily on community engaged learning through exploring several of the systemic issues that challenge the Asheville community, particularly those manifested in the lives of the students who attend the In Real Life (IRL) after school program that is run by the Asheville City School Foundation. Readings and discussions will center on best practices for learning experientially through community engagement and will also include issues related to social justice, such as reciprocity, cultural competence, power inequities and appreciation of difference. A significant portion of the class will be conducted outside of the classroom at the two IRL locations. This may be a very different kind of class than you may be used to, one that will rely heavily on the unique and diverse perspectives and backgrounds that each of us bring, the value of learning through experience both inside and outside the classroom, the belief that an inherent part of a liberal arts education entails engaging the systemic social issues that exist in the 'real world' beyond the campus and the notion that we are all co-learners, myself definitely included.

**LEARNING OUTCOMES:**

Class members will be able to:

- *Articulate* the characteristics and benefits of the liberal arts approach to higher education;
- *Apply* components of critical thinking to an issue, problem or real world experience and understand the value of approaching such from more than one perspective;
- *Articulate* an understanding of how intentional community engagement can be used as a tool for education, social justice, community building and constructive dialogue;

- *Develop* leadership skills necessary for building and maintaining a supportive, communal, and productive learning environment;
- *Collaborate* on a service-learning project and discover the many significant ways of becoming an informed, responsible, and civically engaged member of a globally linked society; and,
- *Recognize* individual and institutional power dynamics, how they create privilege and oppression, and how these affect individual lives.

## **AREAS OF INQUIRY:**

*Liberal Arts Education:* What does it mean to be a liberally educated person?

*Service-Learning:* What is service-learning? How does this type of pedagogy affect my ability to gain and apply knowledge?

*Community:* What is community? What communities do I belong to? What role do I play in these communities? How have these communities shaped my individual and social identities? What does it mean to be accountable to a community? Why is my contribution important to the wellbeing of these communities?

*Privilege:* What is privilege? How does privilege impact and shape society? How do I become more aware of my own privilege? How can my understanding of my privileges or marginalizations improve my existing relationships with myself and others?

*Diversity:* What is intercultural competence? Why is it an important set of skills to have? What strategies might I use to create authentic relationships, complete collaborative tasks/projects, manage conflict, and analyze human interactions?

*Citizenship:* What is active citizenship? How do I contribute to and influence the community? How can we implement change in a community?

## **FIRST YEAR COLLOQUIUM (IST 178):**

The First Year Colloquium (IST 178) is taken at the beginning of a student's education at UNC Asheville. It is a required course designed for all incoming freshmen and first-year students with less than 30 hours of college credit. Colloquium courses will ordinarily carry the prefixes of the departments out of which they are taught, but may not be used to fulfill major or minor requirements. Courses taken at other institutions cannot be used to satisfy these requirements.

The colloquia introduce students to education in a liberal arts environment and integrate information and intellectual approaches from different disciplines to address the nature of liberal studies. They also introduce students to the cultural events and special opportunities specific to the UNC Asheville campus, as well as encourage students to see the campus within both the civic community and the academic community. They may explore the responsibilities of the liberally educated through service learning and the opportunities for active learning available through the Undergraduate Research experience.

**SERVICE-LEARNING COMPONENT:**

This course has been approved as a Service-Learning Designated Course. This means that:

- our engagement with the community is an essential part of the course (not just something extra);
- the work we will be doing is something the community wants us to do;
- we'll work together on preparing ourselves to participate with our community partners;
- we'll regularly reflect on our community engagement experience and how it applies to the course; and,
- grades from this experience will reflect learning; therefore, active and consistent participation and progressive growth will be called for by all.

Interdependence is a key component of this course. Please remember that your actions and attitude affect the group; therefore, each of us must take responsibility for what we do and say as individuals and yet remain accountable to the larger class as a whole. The teaching and learning approach to this course (service-learning) is based on praxis--the synthesis of theory and practice. Creating and maintaining community involves the reciprocal act of giving and receiving. Also, research shows that people learn best by doing, but doing alone does not automatically result in learning. Learning comes from deep and critical reflection on what you've done. Structured time for critical reflection has been incorporated into the course, but you are also expected to reflect on your own outside of our class time. If you are having a difficult time making sense of something we did in class or something that happened at IRL, please make sure to discuss it with someone else (i.e. another class member, Joshua or me).

**COMMUNITY ENGAGED SCHOLARS:**

Service-Learning Designated Courses are part of a unique graduation distinction you might consider working towards known as the Community Engaged Scholar. Community Engaged Scholars are students who complete two Service-Learning Designated Courses with a grade of B- or above and also complete an independent public community engagement project that the community requests. More information about this honor is available on the [Key Center website](#).

**REQUIRED TEXTBOOKS / COURSE MATERIALS:**

David Lamotte. (2014). Worldchanging 101: Challenging the myth of powerlessness. Dryad Publishing, Incorporated.

Other readings will be available as handouts and/or posted to Moodle.

**CLASS ASSIGNMENTS & EVALUATION:**

As you will notice below, the grading process in this course reflects the philosophy behind academic service-learning that values individual and collective experience, reflecting on that experience and the connection between the learning that happens inside of the classroom and learning that takes place outside of it. Consequently, a heavy weight is placed on active and consistent attendance and participation by all class members. By showing up, sharing our perspectives and learning from those around us, each of us will honor our commitment not only to fellow class members but also to the students and staff in the IRL Program with whom we will be working closely. Grades are based on a 1000 point system that allows you to easily

figure out where you stand at any point in the semester by adding up the points you have earned and calculating the points needed to earn the grade which you are wanting.

---

<b>Attendance and Participation in class and at IRL</b>	<b>30%</b>	<b>300 points</b>
<b>Service-Learning Reflections</b>	<b>30%</b>	<b>300 points</b>
<b>Student Success Program Attendance and Reflection</b>	<b>10%</b>	<b>100 points</b>
<b>Outside Speakers Attendance and Reflection</b>	<b>10%</b>	<b>100 points</b>
<b>In Class Reading Comprehension Quizzes</b>	<b>10%</b>	<b>100 points</b>
<b>Final Project/Celebration of Engaged Learning</b>	<b>10%</b>	<b>100 points</b>
	<b>100%</b>	<b>1,000 points</b>

**Grades earned in this class are as follows:** A = 1000 - 950; A- = 949 - 900; B+ = 899 - 890; B = 889 - 810; B- = 809 - 800; C+ = 799 - 790; C = 789 - 710; C- = 709 - 700; D = 699 - 600; F = 599 - 0.

---

### **Attendance and Participation (30% - 300 points)**

Active participation and learning on the part of each class member, Joshua and I included, are essential to the success of this course. You are expected to be present for **EVERY** in-class meeting and, even more importantly, for **EVERY** IRL meeting. Consequently, attendance that translates into points will be taken each day. Excused absences will only be given for DOCUMENTED medical reasons, extenuating personal circumstances, or university-sponsored events. Students with excessive absences (excused or unexcused) may be asked to withdraw from the course. Any unexcused absence will count against your overall attendance and participation point total. Being tardy or leaving early will also count against your point total. Since we will be driving together on many Thursdays to IRL, it is crucial that you are on time. You do have the right to observe major, required religious holidays without having them count against the number of absences allowed. Please notify me in writing at least one week before the religious holiday.

You are also expected to be prepared, to listen, to contribute and to grow. This class is driven by your participation and positive attitude. In-class discussions and activities are designed to foster a comfortable and spirited learning environment in order to help each of us take risks and move beyond our comfort zones by transgressing boundaries that often inhibit productive dialogue and creative potential. Please be open to exploring new things and supportive of your peers, even if you may disagree with them. The total points received for participation will be based upon your input, feedback from the staff at IRL and the guidelines that we will create together as a class at the beginning of the semester.

You are also expected to take an active role in preparing to discuss the day's readings. Give yourself enough time before class to reflect on the questions you are having about the readings and come to class with notes, questions, and comments about them.

I don't mean for this attendance and participation policy to seem punitive or 'high schoolish'. Rather, I intend for it to be reflective of the value and importance that I place in each of you as fellow class members and of the unique wisdom and perspective that each of you bring.

### **Service-Learning Reflections (30% - 300 points)**

As stated earlier, reflection is a fundamental component of the philosophy that undergirds academic service learning. A variety of reflective assignments will be given throughout the semester that will help make space for exploring the readings, issues and experiences you will encounter throughout the course. These assignments will not be graded in the traditional sense. If they are on time, **meaning due at the beginning of class in the format called for in the assignment**, complete and show that you have intentionally and thoughtfully engaged them, the total number of possible points will be given. Late and complete or incomplete assignments will receive half of the total points available. No assignments will be accepted more than one day past their due date, unless there are extenuating circumstances such as an illness, a family emergency, travel for a university related event, etc.

### **Student Success Program Attendance and Reflection (10% - 100 points)**

Throughout the semester, there will be a series of seminars known as the Student Success Program that will occur outside of our regular class schedule. From topics such as stress management, how to handle your finances and navigating difficult conversations, these workshops are designed to offer support and to provide information. **You will be required to attend two of them and write a one-page typewritten summary in 12-point font about what you learned and the date you attended**, but I encourage you to go to as many as you can. Please refer to Moodle for the list of options. **In order to receive full credit, each reflection is due within one week of the date on which the seminar you attended occurred.**

### **Outside Speakers Attendance and Reflection (10% - 100 points)**

The UNC Asheville community is extremely fortunate to be able to take advantage of outstanding speakers and workshops scheduled on campus throughout the academic year. During this semester, several that are listed below happen to deal specifically with the topics of equity, advocacy and social justice - all topics that we will explore in this course. **Ken Patterson's is required. Choose one of the other two lectures to attend, as well. A one-page typewritten reflection in 12-point font that includes a brief summary of the presentation, as well as something that you found particularly interesting is due within one week in order to receive full credit.**

Ken Patterson (**required**) - date and time to be determined - RESULTS, an international non-profit that provides advocacy training focused on global poverty  
Sarah Mayorga-Gallo - 9/14, 7:00 PM, Well-known Professor of Sociology, University of Massachusetts Boston - "How Whiteness Shapes Multiracial Spaces"  
Vandana Shiva - 10/18, 7:00 PM, Renowned environmental scholar, author and activist

### **In Class Reading Comprehension Quizzes (10% - 100 points)**

Periodic and unannounced in class quizzes will be given on the assigned readings. The questions will not be picky or detailed but will cover general themes and ideas. If you have done the readings, you will do well on the quizzes. Again, they are not meant to be punitive or 'high schoolish' but to make sure that we are all coming to class prepared and ready to contribute in significant ways.

### **Final Project/Celebration of Community Engaged Learning (10% - 100 points)**

At the end of every semester, UNC Asheville celebrates the community engagement work that students, faculty and staff have been doing throughout the Asheville community and beyond. All forms of community engaged learning are represented at this tabling event, including service-learning designated courses, internships, study abroad, etc., This semester's Celebration of Community Engaged Learning is scheduled for Wednesday, November 29th, from 4-6 PM. Although we will finalize the details of the final project together as a class later in the semester, it will entail presenting the work you have been doing at IRL through a table display at this event.

### **ELECTRONIC DEVICES**

Electronic devices should be TURNED OFF or SILENCED before class begins and before arriving at IRL. If you have a concern that might require your attention during class or during your time at IRL that rises to the level of a medical issue or a dying relative, please speak to me prior to class to request special consideration. An accidental phone ring in class happens, but please do not answer it.

### **CONTROVERSIAL MATERIAL**

University education aims to expand our understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, perspectives, beliefs and backgrounds that may seem challenging. If this ever becomes a concern or an issue in this class, please talk with me about it. I feel very strongly about this class being a safe space where each of us can bring our own uniqueness, encourage others to do the same and welcome the diversity that may exist in the process.

### **ACCOMMODATING LEARNING DIFFERENCES**

UNC-Asheville values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let their professors know and make an appointment to meet with the Office of Academic Accessibility as soon as possible. You can make an appointment by calling 828.232.5050, by emailing [academicaccess@unca.edu](mailto:academicaccess@unca.edu), by clicking on <https://uncaoaa.intake.youcanbook.me/> or by dropping by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). You can also access further information here: <https://oaa.unca.edu/>.

Students who receive Letters of Accommodation are strongly encouraged to request, obtain, and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

### **DO YOU HAVE PARTICULAR NEED?**

Please let me know if there is anything that I should be aware of regarding a particular need, characteristic or concern such as early pregnancy, a sensory or hidden disability, etc., that may influence our interactions, your participation in the class or your well-being. I want to make the course as inclusive as possible and would greatly appreciate your communicating any such

issues with me. This disclosure is optional or, if you wish, only for myself or for selected individuals.

### **PREVENTING SEXUAL HARASSMENT**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. UNC Asheville's policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to any University Responsible Employee – which includes most faculty and staff -- who will report the incident; contact Dr. Jill Moffitt, UNC Asheville's Title IX Administrator, at (828) 232-5658; or report anonymously at <https://police.unca.edu/anonymous-report>. For more information regarding Title IX and resources concerning sexual harassment and its prevention please visit <https://police.unca.edu/about-title-ix>.

### **UNDERSTANDING ACADEMIC ALERTS**

Faculty at UNCA are encouraged to use the university's Academic Alert system to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted, or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the alert system because they are invested in student success and want to encourage open conversations about how students can improve their learning, and students who respond to alerts quickly are consistently more likely to earn credit for the course. Please note, professors of 100-level courses are required to submit at least one alert about each student on or before the fifth week of classes.

When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and any subsequent registration hold on their account. To clear the hold, the student must complete a short Google Response Form included in the alert e-mail. The results will be shared with their instructor and advising staff. Instructors may also request to meet with the student to discuss the alert.

Questions about the Academic Alert system can be directed to Anne Marie Roberts ([amrober1@unca.edu](mailto:amrober1@unca.edu)) in One Stop Advising and Learning Support.

### **ACADEMIC INTEGRITY**

As a community of scholars dedicated to learning and the pursuit of knowledge, UNC Asheville relies on the honesty and academic integrity of all the members of its community. Any act of plagiarism, cheating, or use of unauthorized materials or assistance is academic dishonesty. A person who knowingly assists another in academic dishonesty is likewise guilty of dishonesty. According to the instructor's view of the gravity of the offense and the instructor's syllabus policy, a student may be punished by a failing grade or a grade of zero for the assignment or test, or a failing grade in the course. The faculty member may also require that the student complete additional sanctions, such as the completion of an online course on plagiarism or resubmission of the original assignment.

In all situations where a student has been disciplined for academic dishonesty, the instructor must submit a brief statement of the case to the Senior Director of Student Success with a copy to the student. The Senior Director maintains records of academic dishonesty incidents and notifies the instructor when a student is found to have multiple offenses. Depending upon the severity and/or repetition of the offense, the Senior Director and/or instructor may recommend that the Provost impose an additional penalty, such as cancellation of graduation with honors, cancellation of scholarships, or dismissal from the university. If the Provost decides that additional penalties are warranted, the student will be notified in writing.

If a student feels that he or she has been unjustly accused of academic dishonesty, the student has ten (10) class days from the date of the instructor's written notification to the student to respond in writing. This response is to be sent to both the instructor and the Senior Director of Student Success. The instructor should then meet with the student to discuss the charges within five (5) class days. If needed, the student may then contact the Senior Director for assistance in identifying options for possible resolution. If needed, the Faculty Conciliator will be contacted to mediate and/or convene the Academic Appeals Board.

Based on the nature, the intent and the gravity of the offense, any act of cheating on a quiz or an assignment or any act of plagiarism in this course may result in a failing grade for that particular quiz or assignment.

#### **OPEN DOOR POLICY**

If at any time throughout the course of the semester, you feel unsafe, uncomfortable, overwhelmed or confused, please address these issues with me. You may contact me by email at [rcampbel@unca.edu](mailto:rcampbel@unca.edu) or by phone at 828-258-7721 to set up an appointment to meet with me outside of class to discuss any questions, comments, and/or concerns that you might have. Or, if you would rather speak with other peers or professionals outside of class about academic and/or personal issues, I am happy to connect you with those resources on campus, as well.

**Again, welcome! I am greatly looking forward to the course and to the opportunity to learn with you throughout the semester!**