Critical Approaches to Service-Learning: APPLES Alternative Spring Break Course
Health Behavior & Health Education 610
Wednesdays 2 to 2:50pm, Hillel Classroom

There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, "Morning, boys, how's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, "What the hell is water?"

If at this moment, you're worried that I plan to present myself here as the wise old fish explaining what water is to you younger fish, please don't be. I am not the wise old fish. The immediate point of the fish story is that the most obvious, ubiquitous, important realities are often the ones that are the hardest to see and talk about. Stated as an English sentence, of course, this is just a banal platitude -- but the fact is that, in the day-to-day trenches of adult existence, banal platitudes can have life-or-death importance.

~David Foster Wallace, This is Water

Instructors
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Staff
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Recitation and Service Leaders
Civil Rights: Jacob Frumkin & Layla Quran
Relief & Rebuilding: Grace Harvey & Sarah Maclean
Latino Issues: Kelly Hennessey & Aanya Udyavar
Rural Poverty: Lacy Schmidt & Frank Wu
Urban Poverty: Jenny Martin & Meredith Richard

COURSE OVERVIEW
Students in this course will encounter issues, theories and experiences relevant to social action, coalition building and social change. The content of this course will be examined through confronting the possibilities and limitations of service and service-learning. The content and approaches of this course represents a wide variety of disciplines, with an emphasis on drawing from the field of public health. This course will connect theory to practice and thought to action.

HBHE 699 is a two-hour pass/fail course. Students in this course meet weekly for a one-hour lecture and for a one-hour recitation. Students are organized into five recitation sessions, each with a unique focus: 1) Civil Rights, 2) Relief and Rebuilding, 3) Latino Issues, 4) Rural Poverty and 5) Urban Poverty. Forty hours of service will be completed by each recitation group during spring break by volunteering with selected organizations.
This course fulfills the Experiential Education requirement. This course cannot be repeated.

This is a course associated with the APPLES Service-Learning Program’s Alternative Break Program. APPLES is a student-led, staff-supported program that builds sustainable, service-learning partnerships among students, faculty and communities in North Carolina and beyond. By engaging all partners in an enriched, community-based curriculum, APPLES experiential programs foster socially aware and civically involved students. All students will participate in the APPLES Alternative Break and will volunteer 40 hours of service according to their assigned recitation topic.

Learning Goals: Through this course students will:
1. Examine social, economic, and political factors shaping communities
2. Demonstrate an understanding of the possibilities and limitations of service and service-learning
3. Apply perspectives of service-learning and critical analysis to a social advocacy project

EXPECTATIONS

Attendance and Participation
Students are expected to attend and participate in all lecture and recitation sessions. More than one unexcused absence from either lecture or recitation session will result in failing the class. Attendance will be taken by sign in sheet at every lecture and recitation period. Completion and passing evaluation of all writing and service-learning assignments is required to successfully pass this course.

Reading Assignments
All readings will be posted to the course site on Sakai. Students are expected to come to both the lecture and recitation sessions having read all required assignments and prepared to discuss those readings.

Writing Assignments
This course requires around 25 pages of writing from students, ranging from reading responses to critical reflections on service-learning. All writing assignments will be evaluated and feedback given according to the writing rubric. Writing assignments will be given either an exceptional, commendable or unacceptable evaluation according to the rubric. Work that is deemed unacceptable will be required to be redone. If at the end of the term students have any outstanding work that is unacceptable they will not pass the class. Students will receive a “strike” if an assignment is turned in late without prior notification or a rewrite of an assignment is requested. Receiving three strikes results in failing the course.

The writing assignments are:
1. Political Biography
2. Reading Responses
3. Social Change Statement of Belief
5. Action Plan

Advocacy Project:
The culminating product for this course is the advocacy project. The advocacy project proposals will be presented on Pitch Day after spring break and a presentation will be given documenting work completed on Presentation Day. Student will receive feedback on their presentations from the instructor, community partners, faculty and staff.

CLASSROOM CONDUCT
We are going to be talking about many different challenging ideas and questions in which there are few right answers and many different interpretations. You are encouraged to challenge ideas while respecting other people. Laptops are not permitted in class except under exceptional circumstances which must be approved in advance.

COURSE ORGANIZATION
The class will be structured with these guiding questions.
1. Who am I?
2. What are we here to do? Why?
3. How are needs determined? What needs to be done?
4. How can I do what needs to be done?
5. How will I know I reached my goals?

COURSE SCHEDULE
Week 1: January th: Stories of Service  (Who are we? What are we here to do?)
Lecture Objectives: Clarify the approach and philosophy of the course. Explain the requirements and logistics of the course. Introduce two stories of service and examine implications of these stories.
No Recitation Introduce specific experience history, begin introduction of community partners and goals for coming weeks
Readings due this week / Assignments: None

Week 2: January th: Politics, Privilege, and Identity  (Who are we?)
Lecture Objectives: Introduce theories of privilege and difference. Discuss implications of privilege and power for community. Introduce political biography assignment.
Recitation Objectives: Introduce specific experience history, begin introduction of community partners and goals for coming week.
Readings due this week / Assignments:
1. Due: Reading Response 1 (Friday th @ 5)
2. Privilege, Oppression, and Difference: Allan Johnson (Chapter 2 of Privilege Power and Difference)
3. Zizek: First as Tragedy then as Farce

Week 3: January th: Critical Perspectives on Service & Service-Learning
(What are we here to do? Why?)
Lecture Objectives: Discuss the implications of doing service as being an inherently political act. Define and discuss charity versus justice service. Discuss “Why service-learning is bad”
Recitation Objectives: Leaders share their political biographies. Continued discussion of experience issue.
Readings due this week / Assignments
1. Due: Reading Response 2 (Friday 27th @ 5)
2. Due: Political Biographies (Monday 30th @ 11:55pm)
3. Starfish Hurling and Community Service: Keith Morton
4. Campus and Community at Providence College: Keith Morton
5. Why Service Learning is Bad: Jown Ewby

Week 4: February th: Asset Mapping: Building Communities from the Inside Out
(How are needs determined? What needs to be done?)
Lecture Objectives: Begin introduction to philosophy and approach of community asset mapping.
Recitation Objectives: Participants present their individual political narratives and talk about shared expectations and goals for the experience.
Readings due this week / Assignments
1. Recitation Assignment: Outside research on aspect of host community
2. Experience Specific Readings Assigned

Week 5: February th: Working with difference: Cultural Competence vs. Humility
(Who are they? Who are we?)
Lecture Objectives: Introduce ideas of cultural competence vs. cultural humility. Discuss implications of both concepts on how service and service-learning are preformed in communities. Discuss how asset-mapping relates to these concepts.
Recitation Objectives:
1. Recitation assignment: Outside research on aspect of host community
2. Experience Specific Readings Assigned
Readings due this week / Assignments
1.

Week 6: February th: Advocacy Strategy and Theory
(How can I do what needs to be done?)
Lecture Objectives: Define and discuss theories and approaches of social change. Discuss the differences between service with and without a social change approach.
Recitation Objectives: Begin working on Social Change Project talking about brainstorming allies, obstacles and approaches for Social Change Project
Readings due this week / Assignments
1. Due: Reading Response 3 (Feb 17th @ 5pm)
2. Mid-Semester Check in and Evaluation

Week 7 February th: Default Settings and Service-Learning
(Who are we? What are we here to do?)
Lecture Objectives: Discuss self/other heuristics and implications for social change and being in community with trip participants and host community.
Recitation Objective: Final preparations and logistics for trip. Continue work on social change project
Readings due this week / Assignments
1. Due: Reading Response 4 (Feb @ 5pm)
2. Due: Strategy Chart and Timeline (Group Project)
3. David Foster Wallace: This is water
4. Critical Response Essays Assigned and Discussed
5. Statement of Beliefs Essay Assigned and Discussed

SPRING BREAK March X\textsuperscript{nd} to March Xth
Recitation Objectives: Have daily reflection session where group processes experiences, works on critical reflection ideas, works on statement of belief ideas, discusses feedback they received when proposing social change project to constituents of community.
Assignments
1. Critical Incident Journal (Due to team leaders)

Week 8: March th: Storytelling & Reflection
Lecture Objectives: Students will share experiences from alternative spring break with each other.
Recitation Objective:

Week 9: March: Pitch Day
Lecture Objectives: Students present ideas for social change project to team of evaluators. Students present on ideas for coalitions, obstacles, and steps that can be undertaken as well as possible future directions. Feedback is given by other students and team of evaluators.
Recitation Objectives: Work on action plan for implementation of social change project.
Readings due this week / Assignments
1. Readings: None
2. Assignments: Pitch Day Proposal

Week 10: March th: Farmworker Advocacy in NC: A History
(Ryan Nilsen Guest Lecture)
Lecture Objectives: Feelings of helpless and apathy can be overcome through studying previous social change movements that succeeded.
Recitation Objectives: Start implementation of social change project.
Readings due this week / Assignments:
1. Due: Reading Response 5 (March 16\textsuperscript{th} @ 5pm)
2. Due: Updated Strategy Chart and Timeline (Group Project)
3. Due: Critical Reflection Paper (March 19\textsuperscript{th} @11:55pm)
4. "Introduction" by Thompson in \textit{Human Cost of Food} and

Week 11: March th: Farmworker Advocacy in NC: A Current Perspective
Lecture Objective: Continued discussion of a case study in social change and the lessons that can be learned from this historical example as it applies to the students own projects.
Recitation Objectives: Continue implementation of social change project

Readings due this week / Assignments:
1. Readings "History of FLOC" by FLOC (http://supportfloc.org/History.aspx) and
3. Due: Reading Response 6 (March 23rd @ 5pm)

Week 12: April 4th: Current Issues in Service-Learning and Social Change (David & Michelle Guest Lecture)

Lecture Objectives:
Recitation Objectives: Continue implementation of social change project
Readings due this week / Assignments
1. Due: Reading Response 7 (March 30th @ 5pm)
2. Due: Statement of Belief Papers (April 2nd @ 11:55pm)
3. Readings TBA

Week 12: April 4th: Assessment & Evidence for Service & Service-Learning

Lecture Objectives: Introduce methods and rationale for the importance of assessment when working with communities. Discuss what evidence based means for service-learning and how as student scholars service can be guided by evidence.
Readings: No Readings

Recitation Objectives: Continue working on social change project. Start preparing final presentation.

Readings due this week / Assignments

Week 13: April 11th: Panel Day

Lecture Objectives: Have experts in advocacy present on tensions between advocacy and service, and their experience with advocacy.

Recitation Objectives: Continue working on social change project.
1. Due: Personal Action Plans (April 16th @ 11:55 pm)

Week 14: April 11th: Group Reflections

Lecture Objectives: A discussion of what we have learned in the class and how it has informed the student’s view of social change and social progress. General discussion and brain-storming session about how the social justice approach can be incorporated into other aspects of participant lives..

Readings due this week / Assignments:
1. Due: Social Change Project Reflections (April 23rd 11:55pm)

Exam Time: Advocacy Project Presentations & Celebration

When:

Lecture Objectives: Students teams will make 15 minute final presentations to the community about their advocacy projects. A reception will follow with dinner.