ETHICS OF CIVIC ENGAGEMENT
Sociology/Anthropology 285
Spring Term 2014
Tuesdays 3:10-4:55, Leighton 330

Course Objectives:
This course focuses on the doing of civic engagement and the ethics involved by connecting a project you are working on with theoretical and data based readings. The goal is to consider what it means to do a project responsibly and to understand how your endeavor is located in a broader context. Along the way, we consider sociological questions such as power and privilege, the nature of poverty, and action in a range of cases. We will also try to understand the role of individuals in social structures attempting to bring about changes. Throughout the quarter we will go back and forth in our readings between those which provide a sociological or broad perspective and individual life stories.

More specifically, over the next ten weeks, we will consider what it means to enter a community, to work with organizations, to reflect upon what you bring to the work, and how you may face challenges and obstacles in dealing with community structures and relationships. Your projects can either be ones in which you are currently involved or ones that you are about to head out to do this summer. My goal is that as you move on to do your own projects or you reflect upon efforts with which you are currently involved, you will have tools to reflect upon what you are doing and locate that experience in a broader context. You will start by identifying the project you want to focus on for the quarter. These projects will then form the core of your writing work during the term.

Because there are many resources at Carleton, in addition to reflecting upon your own work and reading and analyzing ideas about structure and agency, we will take advantage of speakers and opportunities at Carleton.

This is a moodle based class where you will find assignments and upload your assignments and postings.
Student Learning Outcomes

As a theoretical and applied ACE course, I have three student learning outcomes:

1. Students learn about the range and diversity of forms of civic engagement locally, in the United States, and internationally.
2. Students locate their goals and efforts in a larger social context
3. Students gain skills that enable them to further develop their interests with regards to practicing civic engagement

The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want our students to acquire(http://apps.carleton.edu/curricular/soan/major/slos/). In this course, we focus on these two SLOs:

1. Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.
2. Apply sociological and anthropological theory to analyze socio-cultural phenomena.

Required Course Materials:

One book is required for this course:


A series of articles and book chapters are also on e-reserve or linked through Moodle. To access the course articles in e-reserve, the password is SOAN. You are responsible for obtaining and reading copies of this material BEFORE class. Please be an active and critical reader – we will all benefit if you engage the readings and bring your thoughts and criticisms to class. Rather than require a long paper, this quarter we will focus on readings and shorter papers.

Logistics:

We have funds available for you to travel to projects in Faribault and Northfield. If you intend to be involved in a project that will require transportation, it would be helpful if you are a campus driver, or have someone in your group who is a campus driver. The next training is Tuesday 4/8/2014 from 5:00 p.m. – 6:30 p.m.. See here for more info: https://apps.carleton.edu/campus/fleet/drivers/

For more information on this and transportation information, please consult the CCCE/ACE website: http://apps.carleton.edu/campus/civic/transportation/
Requirements and Evaluation:

This is a SCRNC course. However I have high expectations of your work and participation in the course. If you have two absences unless you have worked something out with me in advance you will get CR, 3 and you get no credit.

There are a variety of assignments to help explore a range of learning styles and academic forms. I also expect all of the major assignments to be submitted on time and again if any of those listed below is not submitted you will get a CR or lower.

Course Assignments –

Assignment #1: Please write a 1-2 page introductory reflection which answers the following questions:

   a) What are your goals for this class? What are you hoping to learn about for yourself? Why are you taking it?
   b) What project do you want to reflect upon in this course and why?

When you consider projects, you can either reflect upon something that you are already involved in, something that you want to start, or I can connect you with existing efforts based upon your interests.

Assignment #2: Visual Imagery project - each student will bring in an image which represents civic engagement to start off our classes and to help us think about visual literacy and social change/civic engagement. Please upload a link to your image along with a paragraph about why you selected this image to the moodle link. The image should link to the readings and the topic of the day.

Assignment #3: Reflections on an Event – 2 pages – Experiencing Another Kind of Civic Engagement - The goal of this paper is to help you integrate experiences with the campus/broader community into your learning. Ideally if you are doing more of an action project, you would listen to a speaker such as a Convo speaker or outside guest, and if you are doing more of a research and reflection paper, you would write your paper on doing something or taking some kind of action.

Assignment #4: Context paper –The goal of this paper is to provide a context for your project from a demographic and organizational perspective. Why is the need for this project and who else is working on the issue? More details will be provided – 4 pages.

Assignment #5: Final Presentation about the project named above, either individually or as a group. We will end our class with a presentation session where students will share their projects with each other.
Assignment #6: Personal Leadership/Civic Engagement Statement - Due during finals.
Create a personal leadership/civic engagement statement - Who am I? What got me here (the people who influenced me, the values I hold)? How do I think about what I want to accomplish with my project, my next step, my life? What is my vision for my own civic engagement 4-5 pages.

Participation: Given that student participation is vital to the learning experience, I anticipate the active engagement of all students. Relevant questions, comments and class discussion will be considered as relevant for class participation. It is not based upon number of words uttered, but rather the value of your contributions.

Accommodations

Students who require disability accommodation should meet with me privately to discuss their needs. The office of Disability Services for Students will also help coordinate reasonable accommodations for students with documented disabilities; please visit this URL to learn more: https://apps.carleton.edu/campus/wellness/disability_services/

Academic honesty

Carleton’s procedures and regulations regarding academic honesty are available at this URL: http://apps.carleton.edu/campus/dos/asc/academic_regs/?policy_id=21359. I expect my students to practice academic honesty so please review these documents to understand what practices constitute academic dishonesty.
COURSE OUTLINE

Week One, April 1: Overview of course

Introductions
Distribution of syllabus
Discussion of plans and ideal learning community

First visual representation of civic engagement:

www.upworthy.com/i-never-thought-a-1-minute-video-could-punch-me-in-the-heart-yet-here-we-are-3

http://chicagovotes.com/blog/

Due Monday April 7 at 5pm: Paper #1– Project plans for the quarter – I will hold additional office hours so that you can meet with me to discuss your project if you would like.

Week Two, April 8: Understanding the varieties of civic engagement and service

Read:
- Keith Morton, "The Irony of Service: Charity, Project, and Social Change in Service-Learning”
- Selection from Service Learning Code of Ethics
- One page on “The Social Change Wheel: Models of Community Involvement”

Additional optional reading –
- Carol Chetkovich and Frances Kunreuther, From the Ground Up, Intro and Chapters 1 and 2

4 students show their images

Week Three, April 15: Who we are doing this work? Our positionality

Read:
   http://web.gc.cuny.edu/psychology/socpersonality/Fine/Mfine/work_hyphens.pdf


Four students show their images

Attend talk by John Comaroff on Ethnicity 4:30 April 17
Attend talk by Bev Bell Monday April 21 (details to be forthcoming)

Week Four, April 22: Civic Engagement in the International Context

Read: -Schuller. Seeing Like a "Failed" NGO: Globalization's Impacts on State and Civil Society in Haiti

One more brief reading to be assigned

Class will end early because of your attendance at the other two talks by John Comaroff and Bev Bell

Week Five, April 29: Community Organizing – Issues of power, knowledge, and social change


Four students show images

Saul Alinsky IAF movie

Week Seven, May 6: Theoretical Approaches to Engagement: Entering into a community and with what goals

Read:


Session on how to research your project in various contexts

Four students show their images (these can also be about the topic from the previous week on international civic engagement)
Week Six, May 13:

- Javier Auyero and Debora Swistun, “Amidst garbage and poison: an essay on polluted peoples and places.”

Remaining students show images

Assignment: Context Paper Due

Week 8 – May 20 Scaling efforts – Exploring questions of education and children in a global setting

Read:


Assignment on Other Form of Civic Engagement (#3) – Reaction to an event due by this class (These can be submitted at any point until now in the week in which you go to the event)

Week 9, May 27

In class presentations of the projects from the quarter

Week 10, June 3 - Exploring motivations for the long haul - Launching forth...

Read:

- Robert Coles, The Call of Service selection
- Paul Rogat Loeb, Soul of a Citizen, Chapter 12

Due by the end of the final period Final reflection on project and course