

UMBC UGC New Course Request: AFST 493: Service Learning: Race and Social Advocacy

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Proposed Effective Date: Spring 2021

	Name	Email	Phone	Dept
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Other Contact				

COURSE INFORMATION:

Course Number(s)	AFST 493
Formal Title	Service Learning: Race and Social Advocacy
Transcript Title (≤30c)	Service Learning
Recommended Course Preparation	AFST 100 plus a Lower level SS course (with at least a C grade in each)
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	AFST 100 (earn a C or better grade)
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3.0 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course introduces students to the methods and perspectives of activism, advocacy, and social justice through service learning. It provides students with an opportunity to explore in depth the philosophy and theory behind advocacy and community organizing; and tools to question and challenge the status quo pertaining to cultural democracy. Students will be required to work with a community activist or existing organization with a strong focus on community centered social justice.

RATIONALE FOR NEW COURSE:

This is a required course for the department's proposed new certificate program in Race and Social Justice Studies. It adds to the department's social science curriculum on the experiences of African Americans in the U.S. AFST 493 is needed at this point because it is one the three required (core) courses for the proposed Race and Social Justice Studies Certificate Program without which the program will not be approved. Having a focused course on experiential learning is required to be taught at a 400-level when students are prepared enough with necessary knowledge and skills to engage in community activism and advocacy. The course is essential because it enriches students' learning experiences in the certificate program and also supplements the department's upper level, experiential and general course offerings in this area.

AFST 100 is required and a lower level social science course recommended because students need to demonstrate a general understanding of the fundamentals of Africana studies, human behavior and social science scholarship before they engage in the service learning. The course will be of interest to a wide-array of students (majors and minors) who are interested in activism, social justice, and experiential learning with a focus on the experiences of African Americans.

The course will be offered in alternate academic years and will require the regular A-F grading method in line with other department's course offerings.

ATTACH COURSE SYLLABUS (mandatory):

AFST 493: Service Learning: Race and Social Advocacy

Spring 2021

Instructor: Dr. Tammy Henderson

Lecture Hours: TuTh 10:00 – 11:15 am

Office Hours: 9:00 – 9:40 am; 12:30-1:30 pm; or by appointment

Office: 536 Fine Arts

Email: xu61256@umbc.edu

Course Description:

This course introduces students to the methods and perspectives of activism, advocacy, social justice through service learning. Cultural sustainability is often a matter of social justice and self-determination. As such, knowledge of community organizing and advocacy strategies becomes critical for cultural sustainability practitioners. Organizing, advocacy, and action strategies will be shared and assessed particularly as they pertain to matters of cultural democracy. The course will work in two parts; (1) provide students with an opportunity to explore in depth the philosophy and theory behind advocacy and community organizing, including its many uses as a tool to question and challenge the status quo; and, (2) students will be required to work with a community activist or existing organization with a strong focus on community centered social justice.

Course readings will be used to inform, ground, and challenge students as they explore in the classroom the complex and exciting dynamics inherent in social change and justice. In addition to learning from readings, students are expected to fully engage in a series of additional learning activities, including guest speakers, cultural workers, and traveling to sites, and videos.

Course Readings:

Paulo Friere, *Pedagogy of the Oppressed* (New York: Bloombury Academic, 2017)

James Cone, *A Black Liberation Theology* (Maryknoll, NY: Orbis Books, 2010)

Other readings will be available via Blackboard as indicated in the syllabus

Learning Objectives

- Students will be able to critically analyze various forms of social activism and advocacy
- Students will be able to apply historical data to contemporary issues
- Students will be able to discuss their experiences working with a company or an individual involved in social justice activism and advocacy
- Students will be able to synthesize their reading and learning experiences in written examination

Classroom Expectations:

- **Full attendance is mandatory.** All absences are un-excused unless you have a university sanctioned excuse. If you are more than 5 minutes late, or, if you leave before the end of class you are considered absent (**if students leave before the end of class without prior notice to me, I will remove them from the attendance form and mark them as absent**). **Four absences will result in your final grade being dropped a full letter grade or more. Five or more absences will result in a final grade of F.** *Students must also regularly check their UMBC email accounts along with Blackboard to stay abreast of any updates or changes. Cheating is absolutely not tolerated.*

- **Cell phone use and text messaging are strictly prohibited in class. Any electronic device is only to be used by permission from the professor at designated class times. *I will make note of students who disregard these instructions and at the end of the semester, these students will not receive a passing participation grade.**
Students must be respectful of their fellow classmates and use appropriate language at all times.

***Unless otherwise noted by the instructor, students are not permitted to audio/video record any of my lectures or take pictures of my slide presentations or that of guest speakers. Exceptions to this rule are students who are required to receive this type of assistance through SSS and they must have given me proper documentation.**

Commitment to Diversity:

The College of Arts, Humanities, and Social Sciences is committed to answering the longstanding problems of injustice, social inequality, and race relations. Across many disciplines, students will be challenged to face, understand, and think deeply about these issues. The path toward change is education, and the College of Arts, Humanities, and Social Sciences provides students with an opportunity to learn how to improve the world around them.

Graded Assignments:

Final Project/Paper	100 points
Short Paper #1	100 points
Short Paper #2	100 points
Classroom Exercises	100 points
Discussion Lead	100 points
Participation	10 points

Total 510 points

Grading scale:

[510-459=A; 458-408=B; 407-357=C; 356-306=D; 305 and below is an F]

Short Paper Assignments:

These papers will be 3-4 pages in length.

First paper:

- Students are to give the history of the company/individual they are partnering with as it concerns their activism/advocacy.
- Discuss why you chose the company/individual;
- Their vision/mission for advocacy presently and in the future;
- Your critique of the effectiveness of the work done by the company/individual.

Second paper:

- Students are to discuss the overall experience of working with the company/individual.
- Was communicating a challenge?
- Were clear expectations discussed, if given a specific task by company/individual?
- What were those expectations?
- Do you still believe the advocacy is effective? Why/Why not?

Classroom Exercises:

At the beginning or the end of most classes, students will be given a review exercise. Regardless of the reason, if you are absent, tardy, or leave early, you do not get to make this exercise up. These activities are graded based on

completion and accuracy. The numbers below reflect how your exercises are graded.

*These exercises are reflected throughout the syllabus, but this does not mean that we will have an exercise each time we meet; however, students should be prepared as though they will happen.

0-2=A; 3-5=B; 6-8=C; 9 missing exercises or below equals a failing exercise grade.

Discussion Lead:

Students will be placed in small groups and lead class discussions based on the readings on assigned class days. Students will sign up for specific reading assignments on a form given out by the instructor. The rubric is below:

Group Oral Presentation Rubric

4	3	2	1
All group members participate equally.	All group members participate.	Some group members participate.	Only 1 or 2 group members participate.
Group members help each other as needed.	Group members help each other as needed.	Some group members speak clearly and are easy to understand.	Most group members are hard to understand.
All group members speak clearly and are easy to understand.	Most group members speak clearly and are easy to understand.	Some group members speak clearly, but are difficult to understand.	Only 1 or 2 group members speak and can be understood.
All group members speak to the entire audience.	Most group members speak to the entire audience.	Group members speak to only part of the audience.	Most group members speak only to part of the audience.
Information is presented in an organized way.	Information is presented in an organized way.	Information may be only partially organized.	Information is presented in a disorganized way.
Oral presentation includes many details.	Oral presentation includes some details.	Oral presentation includes few details.	Oral presentation includes few or no details.
Presentation is visually organized and complete.	Presentation is organized and complete.	Presentation is complete.	Presentation is disorganized or incomplete.

Final Project/Paper:

Students may choose one of two options for this assignment.

Option #1:

Students will write a 10-15 page paper on an approved historical or contemporary moment/event led by a group or an individual that captures the spirit of social justice. You will answer the same questions offered in your short papers.

For this paper, primary sources are required. Here is a primary source guide

<https://umb.libguides.com/PrimarySources/secondary>.

Option #2:

Plan a campus event that will allow you to spotlight the social advocacy you have been exposed to during your service learning. This will require you to secure a location, plan the entire event, which should include inviting speakers from the company/individual that you have been working with throughout the semester. Will you provide snacks? How much time will your event need? There will be many other logistical arrangements that will need to be ironed out, so these are just a few examples.

If enough students opt for this option, we will plan to have the event one evening on campus. Students will be responsible for securing a date.

I will inform students in which direction we will go.

******Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being.***

Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App. This app can be accessed by clicking: <http://counseling.umbc.edu/justincase>

The UMBC Counseling Center is in the Student Development & Success Center (between Chesapeake and Susquehanna Halls). Phone: [410-455-2472](tel:410-455-2472). Hours: Monday-Friday 8:30am-5:00pm.

UMBC STUDENT HONOR CODE

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

<http://www.umbc.edu/provost/integrity/index.html>

****Students that may need time from the class because of sports such as athletes and those that will require extra test taking time are required to notify me ASAP, no exceptions!**

Reading Schedule

Theory and Practice

Week One: Pedagogy of the Oppressed

Week Two: Liberation Theology

Social Advocacy in History

Week Three: Sign up for discussion

Classroom exercise

Week Four:

Classroom exercise

Week Five: Students must have chosen their service learning by this point

Classroom exercise

Week Six: Paper #1 Due

Classroom exercise

Community Organizing

Week Seven: Lessons in Community Organizing and Advocacy by Rinku Sen

Classroom exercise

Week Eight: Organizing for Social Change: A Manual for Activists by Kendal Bobo

Classroom exercise

Week Nine: In class viewing of *The Road to Brown*

Week Ten: In class viewing of *A Nation of Laws?*

Religion and Social Justice

Week Eleven:

Case Study on Martin Luther

Classroom exercise

Week Twelve:

Case Study on the Catholic Church

Classroom exercise

Week Thirteen: Short paper #2 due

Classroom exercise

Case Study on the Civil Rights Movement

Week Fourteen: Student Presentations of final papers

Classroom exercise

Week Fifteen: Student Presentations of final papers

Week Sixteen: Student Presentations of final papers

Last Day of Class