

ENC 4260: Community Engagement

Fall 2020

Class # 23338, Section 8005

Instructor: Dr. Laura Gonzales

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Description

The purpose of this course is to engage in collaborative learning about what it means to study not only in a University, but in a community that extends beyond the walls of a single institution. Learning and growth cannot happen amidst a global pandemic unless we take the time to reflect on the many communities that we as human beings, students, family members, and more are constantly influencing and are being influenced by. Rather than pretend the English classroom can be abstracted from what is happening in the world, this class will help all of us create a collective space for learning and reflection by pausing and engaging with each other, with our histories and lived experiences, as well as with the multiple communities and histories surrounding us. Through collective reading, storytelling, listening, and collaboration, this course will help you answer questions such as:

- What does community engagement mean to different audiences in various contexts?
- What is my own definition of community engagement, and how does this definition align with my own learning and career goals?
- How do I navigate my life as a student and a professional in relation with others in my city/local community?
- How do I collaborate as a writer and designer with organizations and communities in ethical and justice-driven ways?
- How can I use my skills as a writer, storyteller, designer, and humanist to work with/in communities?
- What is my responsibility as a member of a community?
- How do privilege, power, and positionality influence community relationships and circumstances?

In order to answer these questions, we will: 1) read scholarship about community engagement from multiple perspectives; 2) share stories and experiences about our own communities and backgrounds; 3) learn about our shared communities in Gainesville and at UF; 4) learn about and collaborate with members of our community to write and design tools for community support and engagement.

Materials and Course Delivery

All class content will be delivered online. Our course is scheduled to meet Mondays, Wednesdays, and Fridays from 10:40-11:30am. In order to maximize our time together, we will be working both synchronously (at the same time) and asynchronously (at different times).

Here is our weekly schedule:

Every **MONDAY**, you will receive your assignments for the week and work on your reading.

Every **WEDNESDAY**, we will meet via Zoom at this link from 10:40-11:30am:

<https://ufl.zoom.us/my/gonzalesl>

Every **FRIDAY**, you will submit an assignment and/or reading response on Canvas by 11:59pm. All assignments are described in the assignment descriptions section.

Most of our course readings will be available as PDFs on Canvas. However, you will need to purchase two books for this course:

- 1) [Design Justice: Community-Led Practices to Build the Words We Need by Sasha Costanza-Chock](#) -also available open source at <https://design-justice.pubpub.org>
- 2) [Emergent Strategy: Shaping Change Changing Worlds by adrienne maree brown](#)

Class Policies

As a community working and learning together during a global pandemic, our shared learning space is interdependent, which means that we all need to rely on each other in order to establish a community learning space that works for all of us. I expect every member of our class community to be present when and how you can, and to do your best to communicate with me and let me know how I can make the class more accessible for you given everything that will undoubtedly change throughout the semester. Please do your best to let me know if you cannot make it to our synchronous meetings. If you are sick, get sick, or need to caretake, please prioritize your needs in the moment and speak with me when you can so that we can make a plan for completing your coursework.

In general, all work is due on the day indicated on the course calendar and on Canvas.

Generally, I do not accept late work. Within the scope of these policies, I also understand that things happen outside of our own control. Please make an appointment to speak with me so that we can ensure you have everything you need to be successful in this course during this difficult time.

No two people learn exactly the same way. If you find that the materials are difficult for you to absorb, don't assume right away that you don't understand the material. Perhaps you prefer to process information through speaking or listening, but all I am providing are written

handouts, making it difficult for you to process. Please speak with me if you would like to think through other options for engaging with the material and activities in the course.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please speak with me and register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) as soon as possible.

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health @Shands offers a variety of clinical services and is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-0627 or visit the website at <https://shcc.ufl.edu>

Crisis intervention is available 24/7 at the Alachua County Crisis Center, 352-264-6789. Visit <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to schedule an appointment. Get the help needed to work through stressful situations that impact your personal life and academic performance. You are not alone.

Counseling and Wellness Center (CWC) 352-392-1575 offers a variety of FREE and low-cost services such as psychological assessment, intervention and assistance for math and test anxiety. Visit the website for more information. Online and personal assistance is available.

Assignments

This course will be organized into three overlapping sections: 1) Frameworks and orientations to community engagement; 2) Land/place-based learning; and 3) Participatory design. Each section will have a major assignment. Weekly mini-assignments and reflections will all build up to and be included in the major assignments.

Community Engagement Positionality Statement (150 points total)	This is a major course project with several pieces that you will work on throughout the semester. In this assignment, you will: 1) provide your own definition of community engagement drawing on scholarship we read in this course as well as on what you learned through our guest lectures; and 2) provide examples of your own community engagement work. This can include
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	<p>examples that you created in this course as well as those created in other contexts. Your reading reflections, community journey box, community mapping project, community collaboration project, and other assignments can be incorporated into this statement. The statement will include both visual and written components and will be submitted in a digital format (using a content management system like Squarespace, Wordpress, etc.). You will present your community engagement positionality statement to the class through a video presentation at the end of the course.</p>
<p>Community Mapping Project (100 points total)</p>	<p>This is a major course project that asks you apply your research about our local community to create a visualization that provides your own illustration of a specific aspect of the community. Using resources such as the Native Land app, the “Understanding Racial Inequity in Alachua County” report, several local organization websites, and research on the History of Gainesville and surrounding areas, you will create a “map” of the community. This map does not have to be only geographical; it can include different resources, landmarks, institutions, organizations, spaces, and places based on your own research and on our collective conversations. You will want to zoom in and be specific rather than just provide a general map of the area. The map can (and should) be both historical and contemporary. For example, you can create a map of bilingual schools in Gainesville, a map of how the city of Gainesville uses prison labor, a map of youth-oriented organizations in Gainesville, a map of the different languages spoken in Florida, a map that illustrates racial and class disparities in and beyond Gainesville, etc. These maps will be research-based and include both writing and visuals. Consider using a digital mapping tool such as Coggle.</p>
<p>Rural Women’s Health Project Writing and Design Collaboration (150 points total)</p>	<p>As part of a community engagement course, we will not only read about and discuss but will also contribute to community engagement efforts by working with a local organization, the Rural Women’s Health Project, to design materials that will be useful to the organization’s mission. This project will require you to practice your participatory design and research skills to learn about an organization, listen to and apply feedback, and reflect on how to improve your collaboration strategies based on a community’s interests and goals.</p>
<p>Weekly mini assignments and reading reflections (150 points total)</p>	<p>Each week, you will submit a mini-assignment and/or reading reflection that will be a building block for the three major course assignments. See the course calendar for descriptions of each mini assignment.</p>

Total Possible Points	500
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Grading

Grades will be assigned on each project and your final grade will be assigned cumulatively based on your scores on each assignment. If you are concerned with your grade at any point in the semester, please come see me during office hours. I will not discuss grades via email at any point, though I am happy to schedule a Zoom meeting to discuss your grade with you before finals' week. The table below outlines grade percentages and their corresponding letter grades.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Percent	Grade
93.0-100.0	A
90.0-92.9	A-
87.0-89.9	B+
83.0-86.9	B
80.0-82.9	B-
77.0-79.9	C+
73.0-76.9	C
70.0-72.9	C-
67.0-69.9	D+
63.0-66.9	D
60.0-62.9	D-
0-59.9	F

Schedule

This schedule will fluctuate throughout the semester. Please check the schedule on Canvas on a daily basis and be on the lookout for change announcements via email.

Week	Date	Due
Frameworks and Orientations: Civic Engagement, Community Engagement, and Service Learning. Where do we stand?		
1	8/31	<p>Class Begins; read syllabus and familiarize yourself with course materials. Before Wednesday, read:</p> <p>Native Land Apps Territory Acknowledgement</p> <p>“Responsibility, Reciprocity, and Respect: Storytelling as a Means of University-Community Engagement” by J. Estrella Torrez</p> <p>Start Community Journey Box Assignment: “A journey box is literally a box (e.g., suitcase, trunk, chest, cardboard container) that contains a themed set of photographs, selected artifacts, literature, informational texts, entries from travel journals, and maps that combine to tell a first-hand story of time, place, and culture” (Labbo & Field, 1999, p. 177). A Community Journey Box tells the story of the communit(ies) in which you are a member and how they shaped you as a person and researcher/teacher/designer.</p> <p>See example: https://youtu.be/0O2TgIYWrcA</p>
	9/2	<p>Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl</p>
	9/4 (last day of drop/add)	<p>Submit reading reflection to Canvas by 11:59pm: What are the differences between Civic engagement, community engagement, and service learning? How do you orient yourself to these definitions? What are land acknowledgments, and when should you make a land acknowledgement?</p>
2	9/7 (Labor Day)	<p>Before Wednesday, read:</p> <p>“Toward Projects in Humanization: Research on Co-Creating and Sustaining Dialogic Relationships” by Tim San Pedro and Valerie Kinloch</p>

		“Suspending Damage: A letter to communities” by Eve Tuck
	9/9	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	9/11	Submit to Canvas by 11:59pm: Video presentation of your community journey box.
3	9/14	Read before Wednesday: “Ethical and Professional norms in community-based research.” by Campano, G., Ghiso, M.P., & Welch, B. “Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.” by Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N.
	9/16	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	9/18	Submit to Canvas by 11:59pm: What is “damage-based research?” Research two businesses or organizations in Gainesville (I will provide examples in class). Would you say they practice civic engagement, community engagement, service learning, and/or damage-based research?
Land and Place-based Learning and Research		
4	9/21	Watch community journey box video presentations and take notes. Bring notes to Wednesday class meeting.
	9/23	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	9/25	Start reading <i>Emergent Strategy</i> by adrienne maree brown
5	9/28	Before Wednesday, read <i>Emergent Strategy</i> pages 1-83
	9/30	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	10/2	Submit to Canvas by 11:59pm: What is Emergent Strategy? (How) do you see this concept intersecting with your own work?
6	10/5	Before Wednesday, read <i>Emergent Strategy</i> pages 83-167 Research the Rural Women’s Health Project Website
	10/7	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	10/9	Submit to Canvas by 11:59pm: TBD
7	10/12	Before Wednesday, read: Fotoconsejos on the RWHP site

		<p>COVID resources created by CEPIADET</p> <p>“Cultivating Land-Based Literacies and Rhetorics” by Gabriela Raquel Ríos</p> <p>“Chicanas Making Change: Institutional Rhetoric and the Comisión Femenil Mexicana Nacional” by Kendall Leon</p>
	10/14	<p>Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl</p>
	10/16	<p>Submit to Canvas by 11:59pm: What are land-based literacies? What does land-based learning mean for us as people living in Gainesville?</p>
8	10/19	<p>Start community mapping project. Before Wednesday, read: “La biblioteca es importante”: A case study of an emergent bilingual public library in the Nuevo U.S. South” by Alvarez, S., & Alvarez, S.P. “Trading Spaces: Antirblackness and Reflections on Black Education Futures” by Chezare Warren and Justin Coles</p>
	10/21	<p>Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl</p>
	10/23	<p>Submit to Canvas by 11:59pm: TBD</p>
9	10/26	<p>Read before Wednesday: “Family Separation and the Sunshine State” by Smith et al. “Understanding Racial Inequity in Alachua County” Common Data Set UF Enrollment Data 2017-2018</p>
	10/28	<p>Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl</p>
	10/30	<p>Submit to Canvas by 11:59pm: Proposal for your community mapping project: What will you map? How will you map?</p>
10	11/2	<p>Read before Wednesday: <i>Design Justice</i> by Sasha Costanza-Chock pages 1-68</p>
	11/4	<p>Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl</p>
	11/6	<p>Submit to Canvas by 11:59pm: Community Mapping Project</p>
<p>Participatory Design: How do we collaborate without doing harm?</p>		
11	11/9	<p>Before Wednesday, read: Languages in Florida “Co-Designing for Development” by María Rogal and Raúl Sanchez</p>

		Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination
	11/11 (Veterans Day)	
	11/13	Submit to Canvas by 11:59pm: TBD
12	11/16	Work on community collaboration project. Before Wednesday, read: “Undergraduate Minor in Health Disparities” by Laura Guyer, Marta Wayne, and Nancy Hardt Design Practices: Nothing about us without us Design Sites: Hackerspaces, Fablabs, Hackathons, and DiscoTechs
	11/18	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	11/20	Submit to Canvas by 11:59pm: TBD
13	11/23	Thanksgiving
	11/25	Thanksgiving
	11/27	Thanksgiving
14	11/30	Work on community collaboration project
	12/2	Zoom meeting 10:40-11:30am: https://ufl.zoom.us/my/gonzalesl
	12/4	Submit to Canvas by 11:59pm: Community Collaboration Project
15	12/7	
	12/9	Classes End
	12/11	Submit to Canvas by 11:59pm: Community Engagement Positionality Statement
16	12/14	Final Exams
	12/16	Final Exams
	12/18	Final Exams