

Community-Engaged Learning Toolkit: Framework, Logistics, Reflection and Evaluation

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I. CEL Framework

1. What is community-engaged learning (CEL)?

Community-engaged learning (CEL) can be broadly defined as a pedagogy that builds on partnerships between institutions of higher education and surrounding communities to identify and work with public issues that have both academic and public life dimensions. CEL is change-oriented and finds research questions in the needs, knowledge and interests of the community. It aims at preparing students for an active civic life by combining course learning objectives and skill development with social action geared at empowering community groups.

2. What are the key building blocks of CEL?

In order to effectively implement CEL pedagogy, it is important to keep in mind key building blocks including:

- Connection to learning objectives for both students and community interests
- Defining the project in collaboration
- Logistics
- Methods for Reflection
- Assessment, and
- Closure and Celebration

In the following pages, you will find useful materials and resources on each one of these categories, as well as generic forms and examples that will help you delimit your CEL project.

3. Where do we start?

The first step to build CEL into a course is to think outside of the box. The *CEL Stories* in the next section offer examples of Kenyon CEL courses from diverse disciplines and levels. We hope they will serve as a springboard to help you refresh and reinvent your classroom dynamic and teaching goals.

Best Practices for Community-Engaged Teaching and Learning

Joe Bandy, Assistant Director of the Center for Teaching at Vanderbilt University, offers eight best practices for community-engaged teaching and learning. For additional information see: <https://cft.vanderbilt.edu/guidesubpages/bestpracticesincommunityengagedteaching/>

1. Project Content Links

A thorough integration of project and academic content is associated with successful community-engaged learning and teaching. This means that learning goals and community engagement should be aligned. Content should inform students about their community project and community engagement should in turn provide opportunities to learn course content at deeper levels.

2. Engagement

Community-engaged projects should allow students to have significant community impact. This means that the project should meet a public good as determined by a thoughtful collaboration between faculty, students, and community partners.

3. Reciprocity

In CEL, reciprocity means that everyone involved in the project (students, faculty, and community partners) functions as both teacher and learner, with everyone regarding each other as equal collaborators. This maximizes active learning and empowers participating members.

4. Community Voice

Community voice has an impact on student cultural understanding. For this learning to occur, community members should be involved in every stage of the project, including: project planning, student orientation, guest lectures, site visits, class discussions, progress reports, final presentations, and project evaluation. This enables greater cultural understanding and ensures deeper community partnerships and more impactful projects.

5. Exposure to Diversity

Exposure to diversity has an impact on student identity development and cultural understanding. Community involvement is important to make this learning possible.

6. Public Dissemination

To ensure community impact, the results of the project should be shared with the partner as well as with a larger public, such as the campus and public communities.

7. Meaningful Reflection

Without opportunities for students to reflect upon their community work in the context of course content, the learning potential of community projects is limited. There is an array of methods for reflection including journal entries, papers, & reports.

8. Feedback

Quality feedback from professors and community partners impacts student's self-reported learning, course-based skills, and commitment to community engagement. Formative and summative evaluations are crucial for project completion, quality learning, and the success of the next project as a learning and community building experience.

Kenyon CEL Stories

Examples of Community-Engaged Learning Courses

*Prepared by Clara Román-Odio
Office for Community Partnerships*

1. Students in a math modeling class apply learned skills to answer one question posed by two industries and offer possible solutions. MATH 347, Math Modeling, Elin Farnell.
2. Students in a Chicano culture course develop a bilingual college preparation program to empower first-generation Latino students to take on the challenge of college entrance exams and help them and their families navigate the complicated college admissions process. SPAN 380: Introduction to Chicano Cultural Studies, Clara Román-Odio.
3. Students in an immigration and citizenship course collaborate with a community organization by conducting research to support litigation in cases of migrants facing deportation. PSCI 355, Immigration, Citizenship & National Identity, Nancy Powers.
4. Students in a health service and biomedical analysis course enrich academic content through hands-on volunteer work at the Knox Community Hospital's Emergency Room, or the Gambier Fire Department. BIOL 291, Health Service and Biomedical Analysis, Joan Slonczewski.
5. Students in an environmental studies course seek to support local food production and apply the principles of sustainable agriculture by working with local farmers. ENVS 253 Sustainable Agriculture, Siobhan Fennessy.
6. Students in a sculpture course developed artwork to connect with "The Ruins", where one was the Pittsburgh Plate Glass factory, at Ariel-Foundation Park, exploring three major themes: nature, industry and culture. ARTS 291: Sculpture and Place, Sandra Lee.

7. Students in a women and gender studies class apply qualitative and quantitative research methods to assess outcomes of wellness programs in Knox County elementary schools. WGS 331: Gender, Power, and Knowledge, Abbie Erler.
8. Students in a dance kinesiology class collaborate with local non-profit organizations to offer anatomy workshops for children in the community. DANC 322: Dance Kinesiology, Julie Brodie.
9. Students in a religion course apply the lessons of both old and contemporary prophets to address issues of social justice in the local community. RLST 382: Prophecy, Miriam Dean-Otting.
10. Students in a psychology class apply qualitative research methods to their service at a local Knox County Head Start. PSYC 350, Psychology in Context, Dana Krieg.
11. Students in a Latino literature class engage with translation, interpreting, and cultural awareness workshops at local social service organizations to promote and support intercultural exchange. SPAN 381: Contemporary Latin Literature, Kate Hedeem.
12. Students in an anthropology class engage with digital storytelling to support a Native North American organization in Ohio. ANTH 343: Contemporary Issues in Native North America, Sam Pack.
13. Two summer scholars and students in a Chicano culture class create a bilingual traveling exhibition to support Latinos in rural Ohio. SPAN 380: Introduction to Chicano Cultural Studies, Clara Román-Odio.
14. Students in a research in biology class collaborate with the Knox County Health Department on mosquito surveillance. BIOL 386: Research in Biology, Chris Gillen.
15. Students interested in pursuing careers in education piloted a program in which Kenyon students mentored seventh-grade language arts students at the Mount Vernon Middle School. ENGL IS: Mentoring Middle School Readers and Writers, Sarah Heidt.
16. Students in a Chicano culture class connected with students at the Mount Vernon High School and community by studying Chicano art and culminating with a collaborative presentation at the Public Library of Mount Vernon. SPAN 380: Introduction to Chicano Cultural Studies, Gilda Rodriguez.
17. Students in a math modeling class apply learned skills to improve the efficacy, and possibly create a new line for local transportation provider, Knox Area Transit. MATH 391, Math in Industry, Elin Farnell.

Community-Engaged Learning (CEL) in the Kenyon Classroom: SPAN 380, Introduction to Chicano/a Cultural Studies

Building Strategies for Undergraduate Research and Civic Engagement

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Course Objectives:

- To expose students to Chicano/a cultural productions from the Mexican-American civil rights movements to the present.
- To analyze Chicana/o history, literature, and culture as oppositional expressions to sexist, racist, classist, and homophobic ideologies.
- To offer students valuable opportunities to learn through community engagement.

I. Why CEL? – Pedagogical Backdrop

- a. To connect Chicano/a history and culture to the present experience of Latinos in Knox County
- b. To build strategies for undergraduate research
- c. To open up new spaces for social dialogue through the intersection of public humanities & CEL
- d. To foster democratic and social justice values through civic engagement

II. How was CEL incorporated into SPAN 380?

- a. By enabling student to engage directly with the life stories and journeys of Latinos in Knox County.
- b. The key enabler was an oral history project - *Latinos in Rural America (LiRA)*.
- c. *LiRA* had two components:
 - i. Eight weeks of research by Summer Scholar Amelia Dunnell '17 and Research Fellow Patricia Mota '16
 - ii. Three CEL projects by students in SPAN 380.

III. What is LiRA?

a. Project Description

- i. *LiRA* is a public humanities project that seeks to broaden knowledge, engagement and understanding of the Latino/a experience in rural Ohio.

- ii. It is rooted in oral history, interviews and direct personal interactions with members of the community.
- iii. It culminated in a public bilingual exhibition travelling locally and throughout Ohio, December 2015 - April 2016.

b. Undergraduate Research, CEL Projects and Outcomes

- i. *LiRA* required hundreds of hours of research, interviews, transcriptions, and translations by Patricia, Amelia and myself.
- ii. *LiRA* also fed three other community-engaged learning projects developed by students in SPAN 380:
 1. A pamphlet to serve as a primer on communication norms and cross-cultural interactions,
 2. a college prep course at the Salvation Army in Mount Vernon to help local Latino/a youths navigate the application process and prepare for ACT/SAT, and
 3. translation and archiving of interviews.
- iii. Students worked a minimum of 30 hours per semester on their projects, kept a short journal (250 words each), and gave a formal class presentation on outcomes.
- iv. *LiRA* research & CEL outcomes are displayed permanently in Digital Kenyon
- v. Browse: <http://digital.kenyon.edu/lkca/> - Photographs, Translated Interviews, College prep curriculum, Primer on Latino Cultural and Communication Norms, Conference Presentation, Book Chapter.

IV. Testimonies and Hurdles

- a. One student questioned the applicability of decontextualized academic knowledge and highlighted the value of linking it to community life:

“Each semester, I take classes related to social justice issues, and all too often, I find myself frustrated in how inapplicable the course material seems to be. Participating in the CEL project made me realize that community-based learning does not mean you must compromise traditional academia. Rather, by creating the primer, I was able to learn course content and more importantly, assist a greater need in the community.”

-Hannah Celli, junior, Kenyon College

- b. Another student made sense of her college experience by embracing civic responsibility locally:

“It is one thing to read the statistics, and quite another to sit with a student as they attempt to overcome years of struggling in a system that neither supports nor celebrates their unique background. Before this course, I thought of my college career as something that would prepare me to take on the world’s problems. My Spanish degree allowed me to study cultures from around the world, but it had never before challenged me to take on the problems facing Latinos/as ten minutes down the road. It is through taking on this leadership role that I have realized that college is not the time to study problems from afar, but engage with them head-on.”

-Mary Sturgis, senior, Kenyon College

- c. Going beyond the learning goals and academic content of the course, another student discovered the purpose and value of higher education as a public good.

“In retrospect, I strongly believe that LiRA encouraged me to be critical of an education that lies solely within the confines of textbooks. I believe that my participation in this project has helped build my future in teaching because it encouraged me to question what scholarship does and what it can do for the community around me.”

-Patricia Mota, senior, Kenyon College

- d. Students felt limited by the type of project in which they were involved. They would have welcomed the opportunity to participate in the various projects encompassing *LiRA*.

“I wish we could all participate in the various projects and get a sample of what other groups were working on beyond just our presentations.”

“I didn’t feel like I was able to directly interact with the community partners through my project, and I wish that I had gotten to do more of that.”

- e. Nevertheless, the *CEL College Student Evaluation* reflects the positive impact these experiences had on student development into aware and active community participants. We asked students to indicate their level of agreement with statements relating to their *CEL* experience including:

- Connection between *CEL* and course content,
- increased interest or investment in the course,
- meaningful opportunities to develop valuable knowledge, relationships, and/or skills,

- increased knowledge of campus community or wider world,
- increased involvement off-campus.

- f. Overall, in answering the question about the value of their CEL experience, students made quite positive remarks in relation to all the categories listed above. Among them:

“My academic learning was extremely enriched knowing that we were serving a real need in the community.”

“My interactions as a teacher with my students has been one of the most, if not the most enriching part of my Kenyon experience.”

“My work helped advance the mission/goals of my community partner.”

“This project illuminated the function of oral narratives as a root of sociopolitical change. Centering the voices of local community members requiring further support, or cultural outlets, imbued academic work with purpose and (hopefully) enhanced the well-being of these communities.”

- g. Student answers also reflect a deepening of self-understanding. Knowing the Other helped shape the Self in meaningful ways.

“What was most meaningful about this CEL experience was that I got to see a new perspective of my current life. I was able to look back at people's struggles and realize I saw all the opportunities I had as a given.”

“I was able to extend what I had learned in the classroom and what I knew from my personal life into research. This was a notable experience in my Kenyon career and for that I am very grateful.”

- h. Open-ended questions reinforced the positive impacts of CEL.

“CEL has opened my world at Kenyon and provided me with opportunities for after school.”

“My involvement in the CBL project enabled me to contextualize what we were learning in class, and helped narrow the gap between Kenyon College & the larger community.”

“Now I see teaching as a platform to community-engaged learning and how powerful that can be, bringing what you learn in the classroom and

extending it out. It's made my goodbye to Kenyon a much more powerful goodbye."

- i. From these insights emerge at least two high-impact contributions of the CEL project to the overall learning outcomes of the course:
 - i. The recognition of the civic responsibility associated with the privilege of higher education, and
 - ii. knowledge of the Other as a means to shape the Self in meaningful ways.

V. Concluding Thoughts

- a. Overall, *LiRA* illustrates ways in which the university can help shape environments where people from different backgrounds, races, ethnicities and generations can engage as equals in conversations that can bridge the gown-town divide.
- b. We believe that this opening of new spaces for social dialogue constitutes one of the greatest promises of public humanities and community-engaged learning.

II. Delimiting the Project

From Concept to Action:

How to Incorporate CEL into a Course Syllabus

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I. Terminology

- a. **Service Learning or CEL** – seeks to strike a balance between student learning and community outcomes.
- b. **Principles** –
 - i. Service combined with learning transforms both.
 - ii. Learning does not occur as a result of experience but rather as a result of reflection designed to achieve learning outcomes.
 - iii. Learning and reflection are integrated into course structure.
 - iv. Course designed to learn about the contexts that underlie the need or issues address.

- v. Reciprocity – viewing the institution and the community in terms of both assets and needs. Design *with* the community, to meet needs identify *by* the community.

c. Entering and Exiting the Community

- i. Initiate contact with Faculty Associate Director
- ii. Brainstorming face-to-face/Conversation starter form
- iii. Consultation on partnership opportunities/Introductions
- iv. Preparation for entry/On-site student orientation
- v. Check points and communication
- vi. Celebration & closure

d. Community Partner Conversations

- i. Semi-annual events for getting to know community needs, desires and opportunities
- ii. Hosted by the Office for Community Partnerships at The Wright Center in Mount Vernon

III. Methods for Reflection

Methods for Reflection in Community-Engaged Learning (CEL)

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Questions to explore:

- Why implement reflective teaching in CEL?
- Which are the best methods for reflection in community-engaged learning?
- How do we measure learning that is hard to measure?

Objectives:

- Offer an array of community-engaged learning reflection practices to help faculty consider options for CEL courses
- Apply potentially useful methods to a specific CEL course
- Share outcomes and questions with colleagues

I. Why implement reflective teaching in CEL?

Because ...

- Without opportunities for students to reflect upon their community work in the context of course content, the learning potential of community projects is limited.
- Reflection encourages students to link their community experience to course content and to reflect upon why community work is important.
- Because academic credit is not awarded for doing service or for the quality of service, but rather for the student's demonstration of academic and civic learning.

(“Principles of Good Practice for SL Pedagogy.” J. Howard, Handout .pdf)

- To make sure that CEL does not underachieve in its role as an instrument of learning.
 - Careful thought must be given to learning activities that encourage the integration of experiential and academic learning (i.e. classroom discussion, presentation, journal, paper assignments that support analysis of the service experience in the context of the course academic and civic learning objectives)
- Most students lack experience with both extracting and making meaning from experience.
 - Faculty can provide: 1) learning support such as opportunity to acquire skills for gleaning the learning from the service context (e.g. participant-observation skills) and/or 2) examples of how to successfully complete assignments (examples of past exemplary student papers and reflection journals).
- The community setting provides a low level of teaching direction. Students are expected to assume mostly an active role.
- Research shows that student develop deeper understanding of course materials if they have the opportunity to actively construct knowledge.

II. What are the best methods for reflection in community-engaged learning?

A. Personal Journals provide a way for students to express thoughts and feelings about the community experience throughout the semester.

Types of Journals

1) Critical Incident Journal – Ask students to consider their thoughts and reactions about a critical incident and articulate an action they plan to take in the future. Example:

- Describe a significant event that occurred as part of your community experience. Why was this event significant to you? What did you learn from this experience? How will this incident influence your future behavior?

2) Three-part Journal – Each page of the weekly journal entry is divided into thirds: description, analysis & application.

- In the top section students describe one aspect of the community experience;
- in the middle section students analyze how course content relates to the community experience;
- in the third section students comment how the experience and course content can be applied to their personal or professional life.

3) Highlighted Journal - Before students submit their reflective journal, they reread and highlight sections of the journal that relate to concepts related to the textbook or class discussion.

4) Key-phrase Journal – At the beginning of the semester the instructor provides a list of terms or key phrases to include in journal entries. Evaluation is based on the use and demonstrated understanding and application of the terms.

B. Directed Paper – Consider the community experience within the framework of the course content.

- Faculty identifies a section from textbook or class reading and (quote, key concept, or statistics) formulates a question for students to answer in 1-2 pages.

C. Experiential Research Paper – Ask students to identify a social issue they have encountered at the community site and research the social issue.

- Based on the experience and library research, students make recommendations to the agency for future action. Class presentation of research paper can culminate semester work.

D. Online Discussion – Students write weekly summaries and reflect about the learning that occurred.

E. Ethical Case Studies – Students identify an ethical dilemma they have encountered at a community site and write a case study, including the context, individuals involved and

the controversy that created the ethical dilemma. Case studies are read in class; students discuss the situation and possible responses.

F. Community Engagement Portfolios – Contain evidence of processes and products and ask students to assess their work in terms of learning objectives of the course.

Portfolios may contain:

- MOUs & weekly logs
- Personal journal & impact statement
- Directed writing & photo essay
- Product completed during the CEL experience (brochure, lessons plans, advocacy letters, reports, etc.)
- An evaluation essay providing self-assessment of how effectively the student met learning goals and community objectives of the course.

G. Personal Narrative – Based on journal entries, students create a narrative that describes their growth as a learner in the course.

H. Class Presentations – 3 minute updates that occur each month; 15 minute presentations during the final two class periods where students present final analysis of their work and offer recommendations to agency.

I. Weekly Log – List of activities completed each week; a way to monitor their work and provide an overview of the contributions students have made during the semester.

J. Simple Questions from CATs (Classroom Assessment Techniques)

- The *Minute Paper* - “What was the most important thing you learned during this class?” & “What important question remains unanswered?”
- The *Muddiest Point* - “What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?” The term “muddiest” means “most unclear” or “most confusing.”
- *What’s the Principle?* – Students decide what principle(s) to apply in order to solve a problem.

Contrasting Examples

What are we missing here? What can we learn?

- A. *“Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movies. Went home at 4:00.”* From a student journal ([A How to Guide Reflection: Adding Cognitive Learning to Community Service](#). Harry Silcox, p.111)

No power of observation, not making or extracting meaning from community experience or context; not learning about self or others; no expression of connections, integration of course work & community work, lack of mentorship.

- B. *“In retrospect, I strongly believe LiRA encouraged me to be critical of an education that lies solely within the confines of textbooks. I believe that my participation in this project has helped build my future in teaching because it encouraged me to question what scholarship does and what it can do for the community around me.”*-Student Journal, Kenyon College 2015

We see the whole learning experience (course and community-based) helped develop the whole person (self and awareness of the other); broad spectrum of learning including curricular and co-curricular experiences; emphasis on connection and applied learning, looking ahead at the ability to have an impact in the world; capacity to deal with complexity.

III. How do we measure learning that is hard to measure?

Key Principles

1. Did the CEL experience promote...?

- Learning to Learn – independent, empowered, critical learners?
- Integration – an integrated sense of purpose?
- Wellbeing – capacity for connectedness, self-awareness, self-efficacy?
- Empathy – openness to take an ethical stance?
- Resilience – ability to adapt, to change, to take responsible risks & deal with complexity?

2. Civic Engagement VALUE Rubric (Association of American Colleges and Universities)
<https://www.aacu.org/civic-engagement-value-rubric>

In this handout you will find Benchmark – Milestone – Capstone descriptions for the following categories:

- Diversity of Communities and Cultures
- Analysis of Knowledge
- Civic Identity & Commitment

- Civic Communication
- Civic Action & Reflection
- Civic Context & Structures

Resources:

“What is Service Learning or Community Engagement?” Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>

“Classroom Assessment Techniques (CATs).” Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/cats/>

“Center for Community-Engaged Learning.” University of Minnesota
<http://www.servicelearning.umn.edu/>

Howard, Jeffrey. “Principles of Good Practice for SL Pedagogy.” Excerpted from Howard, Jeffrey, ed. *Michigan Journal of Community Service-Learning Course Design Workbook* University of Minnesota: OCSL Press, Summer 2001, 16-19.

<https://cft.vanderbilt.edu/wp-content/uploads/sites/59/10principles->

Civic Engagement VALUE Rubric (Association of American Colleges and Universities)
<https://www.aacu.org/civic-engagement-value-rubric>

Silcox, Harry. *A How to Guide Reflection: Adding Cognitive Learning to Community Service*. Philadelphia, PA, Brighton Press Inc., 1993.

IV. Logistics

Defining a Project in Collaboration: Partnership Forms

CEL Course Proposal Form:

- Course description / level
- Course learning outcomes, goals, objectives, assessment
- Types of activities and student skills to be developed

- Timeline in connection to your syllabus
- Other pertinent information to be discussed
- Contact information to be shared with community partner(s)
- [Click here to jump to the Faculty Form](#)

Community-based Partnership Idea Form:

- Background of your organization and mission
- Current state – Information about the need, interest, or request of your organization
- Objectives you wish to achieve/issues you wish to investigate through a potential collaboration
- Timeline – Is there a specific timeframe that needs to be kept in mind when planning a collaboration?
- Other pertinent information to be discussed
- Organization primary contact and contact information (tel. & email)
- [Click here to jump to the Community Partner Form](#)

Reaching an Agreement: Generic Memoranda of Understanding

A memorandum of understanding (MOU) is a good way to assure that all participating parties are in agreement about how this special relationship will work. Please review the following examples as you craft partnerships. Remember that your community partner should have the opportunity to weigh in and add pertinent information for their organization.

[Click here to jump to an example MOU with an organization.](#)

[Click here to jump to an example MOU with a student.](#)

How to Tag a CEL Course

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Office for Community Partnerships

A. What is CEL?

Community-Engaged Learning (CEL) builds on partnerships between institutions of higher education and surrounding communities to identify and work with issues that have both academic and public life dimensions. CEL is an instructional strategy that offers students the opportunity *to apply* what they learn in a course to a real-world issue, and *to reflect* in a classroom setting about their community-based experience. CEL is considered a high-impact educational practice for its positive impact in the areas of deep learning, active collaborative learning, student-faculty interaction, and personal gains.¹

B. Why is Tagging of CEL Courses Valuable?

With the recent establishment of the Office for Community Partnerships (OCP), Kenyon has made an institutional commitment to promote CEL as a useful instructional strategy to enrich our pedagogical practices. Tagging of CEL courses is valuable to the goal of achieving, for Kenyon, national standing as an institution that supports and promotes Community-Engaged Learning. Tagging CEL courses will benefit student, faculty, and the College in meaningful and significant ways:

1. Student Benefits:

- Facilitate integration of learning across courses
- Promote engagement with “big questions”
- Development of core competencies in civic engagement²
- Facilitate student curricular planning
- Provide a credible mechanism to build credentials for post-graduate undertakings

¹ *High Impact Educational Practices, What They are, Who Has Access to Them, and Why they Matter* by George D. Kuh, Washington DC: AAC&U, 2008). For additional resources and research see LEAP, www.aacu.org/leap.

² These core competencies include: **civic knowledge** (i.e. knowledge of government processes, citizen’s rights and responsibilities, connections between scholarship and the real world (civic and natural), etc.; **civic skills** (i.e. critical analysis of causes, democratic decision-making, community organizing, communication and research skills, leadership and management skills, assessing feasibility of change, teamwork); **civic practices** (community service, project planning, integration of knowledge to inform actions, civility, communication strategies); **civic inclination** (i.e. respect for human dignity, empathy, open mindedness, tolerance, ethical integrity, tolerance, sense of responsibility, becoming part of the civic life of one’s of broader community). *Insights from Core Competencies in Civic Engagement. A Working Paper in the Center for Engaged Democracy’s Policy Paper Series.* <https://www.merrimack.edu/live/files/160-core-competencies-in-civic-engagement>)

2. Faculty Benefits:

- Provide a coherent mechanism to facilitate advising/mentoring of students with interests in community engagement
- Facilitate intra-institutional connections to invigorate and enrich pedagogies
- Visible mechanism for reward and recognition

3. Institutional Benefits:

- Objective recruitment “attractor” for socially aware students
- Mechanism to support young faculty recruitment and retention
- Benefits to reputation and institutional public image

C. Approval of Community Engaged Learning Courses

(The information under this heading is for the **CPC Course Approval Procedures** website)

1. What is a CEL Course?

CEL courses offer students direct experience with issues they are studying in the curriculum, with ongoing efforts to analyze and help answer or address community questions or challenges. They may involve research to support the mission of a non-profit organization, or documenting community life to propel intercultural understanding, or applying mathematical modeling to tackle an industry question, or developing teaching materials to support a community learning goal, etc. In CEL courses, students will experience some or all of the following:

- To work collaboratively with community partner(s).
- To address an issue or a challenge that community partner(s) identify as important.
- To use academic knowledge to examine the context of the community issue identified.
- To critically reflect on the community experience.
- To engage in community-based research using academic research skills gained at Kenyon to apply to a community issue.
- To communicate academic content to the general public in effective and accessible ways.

A given CEL course may not include all of these skills or abilities, but every CEL course will engage students in some of them. In courses identified with the CEL tag, the community engaged component and the reciprocity between student learning and community benefits are a major and continuing theme. Although the subject matter of CEL courses will vary by department and discipline, the community knowledge and skills developed will be applicable in a wide variety of settings.

2. What is the Procedure for Designating a Course CEL?

The faculty member proposing the course for a CEL designation submits course materials to the Office for Community Partnerships (OCP). OCP reviews compliance of course submission with criteria established in the CPC Course Approval Procedure (**Approval of Community Engaged Learning Courses**). Upon evidence that the course complies with CEL criteria, OCP sends the proposal to CPC for final approval.

On the course approval form, the faculty member proposing the course should fill out the CEL section of the course approval form. In addition, the instructor should provide sufficient evidence to demonstrate that CEL is a major and continuing theme in the course. This may include: course syllabus, planned assignments and field activities, methods for reflection, identification of community partner, expected community benefits, and methods for tracking and assessing community-based learning.

3. Criteria for Tagging a CEL Course

To be approved for tagging, a CEL Course will need to meet the following criteria:

- Description of the CEL component in the course syllabus
- Evidence of connection between course learning objectives and community-based activities
- Collaboration with an identified community partner(s)
- Deploy academic knowledge and course content to engage with the community issue identified
- Evidence of reciprocal benefits to community and students from the community-engaged experience
- Provide opportunities for students to reflect on their community work
- Specify the approach to be used to track and assess the experience

D. Who will Track and Tag CEL Courses and How?

The Registrar's Office will track and tag courses that have a Community-Engaged Learning component as follows. Each semester, the OCP will submit to the Registrar,

- A list of all course that ALWAYS have a CEL component.
- A list of courses offered that have a CEL component, but do not do so always.

As determined by Ellen Harbourt, CEL courses will be tracked by the Registrar's Office, as follows:

- Courses that always include a CEL component will be tagged at the catalog level and section level, and will follow to the student's course record and academic history. This list is to be reviewed annually, in January, as the registrar prepares the Course Catalog for the next academic year.
- Courses that occasionally, but not always, have a CEL component will have an attribute at the section level that will follow to the student's course record and academic history. This list will be sent to the Registrar by the middle of each semester.

This will allow the Registrar to pull lists of courses that include CEL always, those courses offered for a particular academic year, as well as the numbers of students, and other pieces of information -- major, class year, demographic information, etc., pertaining to CEL offerings.

Basic Transportation Information

Knox Area Transit (KAT)

Kenyon partners with Knox Area Transit (KAT) to provide public transportation from Gambier to Mount Vernon. The Purple Line Shuttle runs Monday through Saturday every hour on the hour and loops through downtown Mount Vernon, the Coshocton Ave. business area and back to Gambier. There are several stops along the route, [download the schedule for details \(PDF\)](#). All Kenyon students, faculty and staff can ride the Purple Shuttle at no cost from any designated stop after showing their student or employee ID. [Visit KAT on Facebook](#) for more information. 740-392-7433; KAT@co.knox.oh.us.

Kenyon Fleet Vehicles

When you (or a student) would like to reserve a Kenyon Fleet vehicle you will fill out the Kenyon Fleet Vehicle Reservation Request form under your Kenyon log-in (go to Kenyon.edu and search "college vehicles and transportation"). These reservations are made on a first come-first serve basis so it's best to get your request in as soon as possible. You should receive a confirmation or declination within 3-4 business days, if you have not, feel free to email:

transportation@kenyon.edu for verification. Furthermore, **when you have specific dates and times for which you plan to use Fleet vehicles please email Alyssa Lawrence, lawrencea@kenyon.edu, so that she can inform Safety and Security that use of our office's budget account number is approved for those dates and times.**

Once you get to the vehicle choice section you will see the option for either a 7-passenger or a 12-passenger vehicle; in order to operate a 12-passenger vehicle, the driver must be at least 21 years old, have had the standard certification, and have passed the road test. For a 7-passenger vehicle the driver must only have the standard certification. That's just something to keep in mind in case you need to transport more than 7 but do not have someone who is certified to drive the larger vehicle, consequently needing two 7-vehicle cars. Drivers need to be certified as soon as possible because it sometimes can take up to 5 days to be processed. The cost to the student is ten to fifteen dollars depending on the level of certification; if you find a student who wants to do the certification who voices to you a financial hardship, then our office would entertain a special request to assist with that cost. **That recommendation would need to be made by you as a faculty member and is not meant to be a publicly broadcasted offer.** To look into Driver Certification go to Kenyon.edu and search "driver certification".

For the "Certified Driver" section you may enter "TBD", if you have not yet selected/gained a certified driver, and when you have certified drivers just email that information to transportation@kenyon.edu.

Toward the bottom of the form you will see a space for a Budget Account Number, and you will enter in "Office for CP" so the charges will come to our office.

Furthermore, when any person is driving a Kenyon Fleet vehicle with any passengers the Travel Roster and Liability form (go to Kenyon.edu and search "college vehicles and transportation") must be filled out and turned in at the time of key pick-up at Safety and Security.

When students or you pick up the keys to a Fleet vehicle, Safety and Security requests that the keys be picked up at the exact time requested in the form. Upon return, the vehicle should have a half tank of gas (the driver will be given a gas card) and be in the same condition in which it was picked up.

Students' Own Vehicles:

The students would need individually to fill out the Travel & Expense form (go to Kenyon.edu and search "travel and entertainment reimbursement").

They'll need to fill out the dates and personal auto-mileage, followed by their name and home address in the lower section. They do not need to sign it, but there does need to be support documentation that shows the approximate mileage and date(s) of travel (ie. Google sheets/Excel sheet created by the student, Google Map, etc.).

When these are completed, you could either collect them and send them to our office, scan them and send them electronically, or, if they have been filled out completely electronically, you could collect them that way and send them all electronically to Alyssa Lawrence at lawrencea@kenyon.edu.

Institutional Review Board (IRB)

1. What and why an IRB?

The institutional review board (IRB) is a committee of faculty and community members who review the involvement/participation of individuals in research programs/projects conducted by any Kenyon College researcher, faculty, student or staff. This requirement is legislated and mandated by federal legislation for any federally funded research. Federal legislation on human subjects' protection as well as the Kenyon College IRB legislation were enacted to protect research participants from violation of their human rights. The Kenyon College IRB is registered as: IRB00006294 Kenyon College IRB #1.

2. What is the IRB concerned about?

- consent of subjects
- participant safety
- scientific merit of the research
- conflicts of interest
- risks versus benefits
- protection of vulnerable people
- disclosure of information to participants and their families
- privacy
- confidentiality.

3. What happens when a protocol is reviewed?

Usually, the IRB administrator initially reviews an application to determine:

- whether an activity is research that can qualify for an exemption from further IRB review, or
- whether the review may be performed by expedited procedures, and
- whether informed consent or its documentation may be waived or altered.

4. Is what I am doing research?

Research is any activity which gathers information on individuals participating in any activity. Research means a systematic investigation, any investigation designed to develop or contribute to knowledge or understanding about a question. It includes surveys, testing, program evaluation, interviews, and focus groups. Research is collecting information (data) on people and using that data in reports presented, published, or

reported outside of the activity. If the data are only for program/activity improvement and not reported to anyone or anywhere else ever, then it is not research and does not have to go to the IRB. If after conducting the program/activity, the findings are so exciting that they just have to be communicated at the next annual meeting, then those findings become research and the IRB must be consulted. The IRB gets to decide if your activity is research using human subjects, but here is a process that can help you think about your project: [Is it Human Subjects Research?](#)

5. When can human subjects research qualify for an exemption?

Consult the U.S. Code of Federal Regulations [Title 45 CFR, Part 46](#) Protection of Human Subjects. The Office for Human Research Protections (OHRP) provides a [decision tree](#) on what constitutes a 'human subject' as a guide for institutional review boards (IRBs), investigators, and others who need to decide if an activity is research involving human subjects that must be reviewed by an IRB under the requirements of the U.S. Department of Health and Human Services (HHS) regulations at [45 CFR part 46](#) OHRP [Exempt Research Guidance](#) Kenyon [Is it Human Subjects Research?](#)

6. If I think my research is exempt, why should I apply for IRB review?

You must apply to the IRB to have your research proposal approved as exempt. Only the IRB can finally decide if your research project will be exempt from further review. Be sure to highlight the reasons you think your research protocol should have exempt status in your IRB application.

7. If I think my research is exempt, why should I go through HS training?

If your research involves Human Subjects, even if you think your project will be exempt, you must complete HS training. Kenyon College believes all research should be governed by ethical research methodology and concern for Human Subjects. The Kenyon College IRB requires all Investigators to complete HS protections training.

8. I am the faculty adviser/sponsor of a student doing research involving human subjects. Why do I need to take the tutorial?

Although your student may be doing the research, as the faculty sponsor you are responsible for ensuring appropriate research design when human subjects are involved and for assisting in development of the application to the Kenyon College IRB. In addition, you have responsibility for his or her conduct in the field, adherence to the protocol, and any adverse events or problems that may occur. You should also be able to appropriately address any questions from subjects concerning their rights as a subject or potential violations of such rights.

9. All I'm doing is a survey, do I have to apply to the IRB?

The IRB has three levels of review: exempt, expedited, and full review. Much of what

takes place at Kenyon College may fall under the "exempt" status. Exempt review covers things like surveys, classroom tests, and questionnaires. A program reviewed under the exempt category typically is a program of minimal risk to participants. An exception to this category is programs involving children. The Kenyon IRB, defines children as anyone under 18 years of age. Children, pregnant women, prisoners, and individuals with disabilities are all considered special populations and may require a Full IRB review.

10. Are evaluations research?

Evaluations are considered research when the findings of the evaluation are reported or going to be reported outside the program. Findings can be data from surveys, focus groups, interviews, questionnaires (such as attitude or knowledge questionnaires), or observations. If a program is evaluated solely for the purpose of program improvement, and NOT EVER reported to any one or any group outside the program, the evaluation protocol does not need IRB approval. However, if after conducting the program, the findings are so exciting or insightful or ground breaking that they need to be disseminated or communicated to a larger audience, then IRB approval is needed to do that. It is easier to get IRB approval at the beginning of a program than go back after a program is completed and try to track down all the participants to document consent.

11. Is my Oral History Project considered "Human Subjects" research?

It depends. See what the [Oral History Association](#) has to say. You should also look at the [OHA's Principles and Best Practices](#) and the standards and principles of other professional organizations such as the [American Folklore Society](#) that pertain to your discipline.

Research using surveys, observational or ethnographic methods, cognitive and educational tests, etc. may be "Exempt" unless two things apply:

- a. The information would allow subjects to be identified, AND
- b. Disclosure of the data would reasonably place the subject at risk of harm. (see details at [45CFR690.101](#)). See the Kenyon IRB [Oral History Page](#).

12. I'm submitting a grant proposal to an outside funding agency, what do I have to do regarding the IRB?

All sponsored programs/projects involving human subjects need Kenyon IRB approval. Some funding agencies will not even review a proposal without IRB assurances. Almost all government funding agencies require an IRB assurance and some agencies and government departments have their own human research protection requirements. Some funding agencies will conduct a proposal review with the assurance that the IRB review will follow by the time the award is made. This is called a pending review. Kenyon College requires all grant proposals involving human subjects to have a Kenyon IRB review. No research may be done under the auspices of Kenyon College without IRB review. The principal investigator/program director is responsible for completing and filing the IRB review.

13. What are IRB reviewers looking for in my application?

see [Reviewer's Checklist, http://www.kenyon.edu/directories/offices-services/office-of-the-provost/conducting-research-at-kenyon/institutional-research-board-irb/irb-forms/reviewer-checklist/](http://www.kenyon.edu/directories/offices-services/office-of-the-provost/conducting-research-at-kenyon/institutional-research-board-irb/irb-forms/reviewer-checklist/)

14. What is minimal risk?

Definitions of terms used in Human Subjects regulations may be found at [§46.102 Definitions](#) Title 45 CFR, Part 46.102 (i) *Minimal risk* means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

15. What is implied consent?

Complied consent is the tacit indication that a person has knowingly agreed to participate in research by performing a research activity or task. By completing the research task (e.g., completion of a questionnaire, interview, survey, etc.), the participant has provided consent to participate in the research.

Implied consent is actually a type of a waiver of documentation of informed consent. Before granting such a waiver, the IRB may require the researcher to provide the participants with a written summary or an information sheet about the research, including: (1) purpose of research; (2) time involved; (3) assessment of minimal risk; (4) statement regarding benefit to participants; (5) contact for questions about the research; and (6) contact for questions about rights as a research participant.

There are a number of instances where this type of consent is helpful. For example, you wish to mail out a survey. The survey does not ask for any identifiable information. The cover letter accompanying the survey could be written in such a manner as to serve as the "implied" informed consent form. The letter would need to contain a statement indicating that completion and return of the survey implies consent to participate in the research.

16. What is an FWA?

FWA stands for Federal Wide Assurance. An institution must obtain an FWA in order to conduct any human subjects research that is supported by the US Department of Health and Human Services. The FWA is essentially the legal permission to do such research. OHRP is authorized to restrict, suspend or revoke an FWA if it finds that the institution, its IRB or an investigator using the IRB failed to comply with regulations. Each institution that receives an FWA from OHRP is assigned a unique FWA number. Kenyon's Federal-Wide Assurance No. is FWA00015567

17. My data collection is complete, but the project itself is not yet complete. The IRB approval for the data collection has expired. Do I need to apply to the IRB for approval to continue the project even though I am no longer collecting data?

Yes, you need IRB review because according to 45CFR46.102(f) you are still conducting research that involves human subjects (you are still using their identifiable private information).

18. Where can I find out more?

Kenyon [IRB Links](http://www.kenyon.edu/directories/offices-services/office-of-the-provost/conducting-research-at-kenyon/institutional-research-board-irb/irb-resource-links/) page, <http://www.kenyon.edu/directories/offices-services/office-of-the-provost/conducting-research-at-kenyon/institutional-research-board-irb/irb-resource-links/>

If you have questions or examples you think might benefit others by being on this page, please contact Jami Peelle.

Student Conduct

The following language from the Dean of Students should be used to consistently explain that students agree to having their disciplinary record checked for off campus study:

By choosing to participate in coursework that involves off campus study, you agree to allow the Office of Student Rights and Responsibilities to release pertinent information regarding your student disciplinary record to the Office for Community Partnerships. Violations of the student handbook may prevent participation in off campus study.

Given that this procedure provides a consistent way to separate duties, we request that you provide the Office for Community Partnerships with names of students you are considering and we will process your request for verification with the Office of Student Rights and Responsibilities. In addition, we ask that faculty share specific requirements of the community partner at the same time, in the event they change from one semester to the next. The Office for Community Partnerships will reply to you with verification once it is received from the Office of Student Rights and Responsibilities.

Participant Forms

The following forms are examples that should be considered as courses and partnerships are developed:

[Click here to jump to a Minors Assent to Participate in Research Form Example](#)

[Click here to jump to an Adults Consent to Participate in Research Form Example](#)

[Click here to jump to a Release Form Example](#)

[Click here to jump to the Kenyon Publicity Release Form](#)

CEL Evaluations

The data from these evaluations will be used by Kenyon faculty and staff to improve the community-engaged learning program at Kenyon. The evaluations list statements that the respondent ranks their agreement with on a scale from 1 - strongly disagree to 5 - strongly agree. There are also short answer questions.

Faculty Evaluation

Dear Faculty Partner:

Please take a moment to complete this five minute evaluation of your community-engaged learning experience this semester. Data will be used by Kenyon faculty and staff to improve the community-engaged learning program at Kenyon. Once we receive your evaluation, we will send you the results of the student survey from your course.

Please direct questions or suggestions to Alyssa Lawrence, lawrencea@kenyon.edu. On behalf of the Office for Community Partnerships, thank you for your leadership and for making time to complete this survey!!

Please indicate your level of agreement with the following statements: In my opinion, the community-engaged learning project(s) undertaken as part of my course...

1. Had a clear connection to course topic or content.
2. Increased my students' interest or investment in my course.
3. Enhanced or deepened my students' understanding of course ideas or topics.
4. Gave my students meaningful opportunities to develop valuable knowledge, relationships, and/or skills.
5. Increased my students' understanding of the off-campus community or wider world.
6. Helped me accomplish my learning goals for the course.
7. I allocated class time to prepare or orient students for their community-engaged work.
8. I allocated class time for students to discuss/reflect on their community-engaged learning experiences.
9. I had adequate support from my community partner.
10. My CEL project helped advance the mission/goals of my community partner.
11. I would recommend community-engaged learning/teaching to a faculty colleague.

After the following, three open-ended questions you will be asked to indicate if your written responses can be shared anonymously.

12. If relevant, please describe or give examples of the impact(s) of your course on the off-campus community (e.g., services provided to the community).

13. If there are kinds of support you would like to have received from Kenyon, or that your students or community partners might have benefited from, please share those here.

14. If there are additional comments you would like to share about your community-engaged learning experience, or suggestions you would like to make about community-engaged learning at Kenyon, please do so here.

Please indicate if the Office for Community Partnerships may anonymously share all or parts of your written comments.

The Office for Community Partnerships has my permission to anonymously use all or parts of my written responses.

The Office for Community Partnerships does NOT have my permission to anonymously use all or parts of my written responses.

Community Partner Evaluation

Dear INSERT COMMUNITY PARTNER NAME:

Please take a moment to complete this five minute evaluation of your partnership experience with Kenyon College during INSERT SEMESTER/YEAR for INSERT CEL COURSE taught by INSERT FACULTY NAME. Data will be used by Kenyon faculty and staff to improve partnership practices at Kenyon. Your responses will be confidential. Evaluation results will be shared only in the aggregate (all community partner responses) and for program evaluation purposes.

Questions about this survey may be directed to Alyssa Lawrence, lawrencea@kenyon.edu. On behalf of the Office for Community Partnerships, thank you for collaborating with us and participating in this survey!

1. Please indicate the way(s) in which you worked with Kenyon students this semester.

Kenyon students worked with my organization as part of their course work

Kenyon students worked with my organization, but not connected to a specific course

I'm not sure if the students' work related to a specific course.

Please indicate your level of agreement with the following statements: Working with Kenyon students, staff, and/or faculty...

2. Helped advance the mission/goals of my organization.

3a. Allowed my organization to provide programming that might not otherwise exist (If not applicable, skip to next question and explain).

3b. If not applicable, please explain:

4. Gave my organization access to resources that would not otherwise be available.

5a. Kenyon students were adequately oriented and prepared for their community-engaged work.

5b. Please explain your answer here:

6. I had adequate communication with and support from Kenyon faculty.

After the following, three open-ended questions you will be asked to indicate if your written responses can be shared anonymously.

7. What was most valuable, meaningful, or satisfying about your partnership experience with Kenyon?

8. What was least valuable, meaningful, or satisfying about your partnership experience with Kenyon?

9. If there are additional comments you would like to share about your partnership experience, please do so here.

Please indicate if the Office for Community Partnerships may anonymously share all or parts of your written comments.

The Office for Community Partnerships has my permission to anonymously use all or parts of my written responses.

The Office for Community Partnerships does NOT have my permission to anonymously use all or parts of my written responses.

Student Evaluation

Dear Student:

Please take a moment to complete this five minute evaluation of your community-engaged learning experience this semester. Data will be used by Kenyon faculty and staff to improve the community-engaged learning program at Kenyon. Your responses will be confidential and will

have no bearing on your course grade. If data is shared with faculty, they will be shared only in the aggregate and for program evaluation purposes.

Questions about this survey may be directed to Alyssa Lawrence, lawrencea@kenyon.edu. On behalf of the Office for Community Partnerships, thank you for all of your work and for making time to complete this survey!

Please indicate your level of agreement with the following statements: My community-engaged learning project/assignment/experience...

1. Had a clear connection to course topic or content.
2. Increased my interest or investment in the course.
3. Enhanced or deepened my understanding of course ideas or topics.
4. Gave me meaningful opportunities to develop valuable knowledge, relationships, and/or skills.
- 5a. Increased my knowledge of the off-campus community or wider world (If not applicable, skip to next question and explain).
- 5b. If not applicable, please explain:
6. Made me want to continue or increase my involvement in the off-campus community.
7. Helped me accomplish my learning goals for the course.
8. I was adequately oriented to or prepared for my community-engaged work.
9. I had adequate opportunity to reflect on the meaning/importance of my community-engaged learning project/assignment/experience.
- 10a. I had adequate assistance and supervision at my community engagement work site (If not applicable, skip to next question and explain).
- 10b. If not applicable, please explain:
11. I learned something new about myself, others, or the wider world from one of my community partners.
- 12a. This course helped me improve my teamwork skills (If not applicable, skip to next question and explain).
- 12b. If not applicable, please explain:
- 13a. My team succeeded in accomplishing our shared goals for this experience (If not applicable, skip to next question and explain).
- 13b. If not applicable, please explain:

14. My work helped advance the mission/goals of my community partner.

After the following, three open-ended questions you will be asked to indicate if your written responses can be shared anonymously.

15. What was most valuable, meaningful, or satisfying about your community-engaged learning experience?

16. What was least valuable, meaningful, or satisfying about your community-engaged learning experience?

17. If there are additional comments you would like to share about your community-engaged learning experience, please do so here.

Please indicate if the Office for Community Partnerships may anonymously share all or parts of your written comments.

The Office for Community Partnerships has my permission to anonymously use all or parts of my written responses.

The Office for Community Partnerships does NOT have my permission to anonymously use all or parts of my written responses.

V. Index of Forms and Resources

Kenyon College
Office for Community Partnerships

To propose a **community-engaged learning course** please contact:
Jen Odenweller, Director of Community Partnerships, odenwellerj@kenyon.edu
Clara Román-Odio, Faculty Associate Director of Community-Engaged Learning, romanodioc@kenyon.edu
Alyssa Lawrence, Administrative Assistant, lawrencea@kenyon.edu

Please share with us the following course-related information in preparation for a Community-Engaged Learning (CEL) partnership discussion:

- **Course Description / Level:**
 - Desired Learning Outcomes:

 - Learning Goals:

 - Assessable Learning Objectives:

 - Reflection Questions to Achieve Desired Learning:

- **Student Activities at Community Site:**

- **Student Skills to be Developed:**

- **Timeline in Connection to Your Syllabus:**

- **Other Pertinent Information to be Discussed:**

- **Contact Information to be Shared with Community Partner(s):**

Please share with us the following information in preparation for a Community-Engaged Learning (CEL) partnership discussion:

- Background of your organization and mission
- Current state – Information about the need, interest, or request of your organization
- Objectives you wish to achieve/issues you wish to investigate through a potential collaboration
- Timeline – Is there a specific timeframe that needs to be kept in mind when planning a collaboration?
- Other pertinent information to be discussed
- Organization primary contact and contact information (tel. & email)

Kenyon College

Office for Community Partnerships

MEMORANDUM OF UNDERSTANDING BETWEEN

Kenyon College and _____ (community organization / partner)

This MEMORANDUM OF UNDERSTANDING is established as of _____ (date) between the undersigned partners.

I. Formation

The undersigned hereby form a partnership to support educational enrichment and collaboration between Kenyon College, _____ (course #) and _____ (community organization / partner).

II. Term

The MEMORANDUM OF UNDERSTANDING shall begin on _____ (date) and shall continue until _____ (date) [end of the community-engaged learning (CEL) experience].

III. Purpose

The purpose of the agreement shall be to offer Kenyon faculty, students, and _____ (community organization / partner) opportunities for educational enrichment and collaboration by supporting the research and service learning needs of the community partner in the areas of

Specifically, the objectives of this collaboration are: (list the objectives of the project)

1. _____

2. _____

3. _____

IV. Reciprocal Requirements

The College's interests in the partnership relate not only to supporting community educational interests and needs but also to assure that student participation in the program delivers against the education and formative responsibilities the College has towards them. To achieve this, we outline the following items as requirements for this collaboration.

_____ (community organization / partner) will provide:

- A student orientation about the nature of the work or the need to be addressed
- Student supervision
- A system for verifying tracked hours of service
- Assessment of student work and outcomes, including evaluation of the impact this collaboration had on the community organization / partner by completing the *CEL Community Partner Evaluation Form*
- A mechanism for Kenyon students to provide feedback to the agency.

Likewise, Kenyon faculty and students will ensure _____ (community organization / partner) receives the corresponding benefits from the partnerships including:

- Commitment to certain number of hours per week or per project
- Student supervision by faculty member
- A system for tracking hours of service
- Assessment of the impact the educational intervention has on Kenyon students by completing the *CEL Student Evaluation Form* and the *CEL Faculty Evaluation Form*
- A faculty-community organization meeting every six months to open and close each semester session's projects
- A mechanism for the agency to provide feedback to the student and faculty member.

Students are expected to:

- Perform their research or service learning work to the best of their ability

- Follow the agency’s policies, procedures, and standards
- Meet time commitments and give reasonable notice if unable to attend.

V. Meetings

Periodic meetings shall be held as determined by the partner institutions to discuss progress, evaluate and promote the objectives of the partnership.

VI. Management

Except as otherwise determined, all decisions shall be made by each partner in accord to the agreed upon actions.

VII. Partnership Contacts

Community Partner Contact

Name: _____
 Organization: _____
 Street Address: _____
 Mailing Address (if different): _____
 City, State, Zip Code: _____
 Tel.: _____
 Email: _____

Kenyon College Contact

Prof.: _____
 Department: _____
 Address: _____
 Gambier, OH 43022
 Tel.: _____
 Email: _____

Partner (Printed Name and OrganizationAffiliation)	Partner (Authorizing Signature)	Date Signed

Kenyon College

Office for Community Partnerships

MEMORANDUM OF UNDERSTANDING

Kenyon College and _____ (community organization / partner)

Student Agreement

As a partnership between Kenyon College (_____) (course number) and

_____ (community organization / partner), we will work together to enrich and support the research and service learning needs of local community in the areas of

_____.
Specifically, the objectives of this collaboration are: (list the objectives of the project)

1. _____

2. _____

3. _____

This means that:

- I will attend any necessary orientation meeting with the community organization and/or Kenyon College.
- I commit to working for a minimum of _____ hours during the semester.
- I commit to help _____ (community organization / partner) as stated above.
- I will be sensible about the fact that as teachers, students and community organization employees we hold other responsibilities. We will schedule (and cancel, if needed) meetings in a timely manner.
- I will maintain open lines of communication with mentors in my community partner organizations, as needed.
- I will communicate immediately to the Kenyon faculty in charge of the program any concerns or issues that I don't believe can be resolved by myself.
- I will demonstrate respect for all community organization consumers and program participants with which I come in contact during this placement.
- I will complete the evaluation form in a timely manner.
- I will dress appropriately following guidelines set forth by my community partner organization.

Student Signature: _____

Name: _____

Email: _____ Tel.: _____

Preferred form of contact (check one): ___ Phone Number (number above)

 ___ Email (to address above)

Student Hours of Availability (please fill-in blocks of time):

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

--	--	--	--	--	--	--

Community Partner Contact Signature: _____

Contact Name: _____ Position: _____

Organization: _____

Street Address: _____

Mailing Address (if different): _____

Email: _____ Tel: _____

Community Partner Hours of Availability (please fill-in blocks of time):

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

--	--	--	--	--	--	--

Kenyon College Contact Signature: _____

Prof.: _____ Department: _____

Address: _____

Tel.: _____ Email: _____

ASSENT TO PARTICIPATE IN RESEARCH EXAMPLE

- 1) My name is _____
- 2) We are asking you to participate in a study because we are trying to learn more about the Latino experience in rural Ohio through oral history, a method of gathering and preserving historical information through recorded interviews.
- 3) If you agree to be in this study, you will be asked questions about growing up in Knox County, work, leisure time activities, country of origin, family memories, cultural norms, food culture, aspirations and expectations for the future. The interview will take approximately one hour.
- 4) The project involves only a conversation with a member of our team. Therefore, we do not expect that this will present any risks to you.
- 5) There are no direct benefits to you from participation, but your willingness to share your knowledge and experiences will contribute to improve awareness of the Latino experience and contributions in Knox County, and may, in doing this, help develop intercultural cultural exchange between Latinos and the wider community in Knox County.
- 6) We will also ask your parents to give their permission for you to take part in this study. But even if your parents say "yes" you can still decide not to do this.
- 7) If you don't want to be in this study, you don't have to participate. Remember, being in this study is up to you and no one will be upset if you don't want to participate or even if you change your mind later and want to stop.
- 8) You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can call me (740) 427 5275, or ask me next time.
- 9) Signing your name at the bottom means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

Child's Name (please print)

Signature of Child

Date

Name of Investigator (please print)

Signature of Investigator

Date

CONSENT TO PARTICIPATE IN RESEARCH EXAMPLE (Oral History)

Project Title: Latinos in Rural America

Researcher Team: Clara Roman-Odio, Professor of Spanish & Director of Latino Studies, Kenyon College and summer scholars Patricia Mota (2016) and Amelia Dunnell (2017).

Introduction:

You are being asked to participate in an oral history research study being conducted by Clara Roman-Odio, a faculty member in the Department of Modern Languages and Literatures at Kenyon College and two summer scholars, her students Patricia Mota (2016) and Amelia Dunnell (2017).

According to the Oral History Association, "oral history is a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life." You have been approached for an interview because you have had a particular experience as a Latino/a or with Latinos in Knox County.

Purpose:

The goal of this oral history project is to broaden knowledge, engagement and understanding of the Latino experience in rural Ohio. This interview will supplement written records about history of the Latino population in Knox County, demographic data, and photographs.

Procedures:

The interview will take approximately one hour. During the interview, you will be asked questions about work, leisure time activities, country of origin, journey story or how you came to Knox County, your experiences here, family values, cultural norms, food, culture, expectations for the future and other topics to help us understand your overall experience as a Latino in Knox County.

The interview will be videotaped (if you allow us to do that) and transcribed. If you prefer to remain anonymous, only an audio recording will be done and your name, address, and other identifiable information will not be disclosed. The results of your interview, transcripts and photographs will be used to create a bilingual exhibition that will travel throughout Ohio. The interview may be used in presentations, thesis work, publications, or other scholarly work and will be made available for historical research and public dissemination.

Risks/Benefits:

The project involves only a conversation with a member of our team. Therefore, we do not expect that this will present any risks to you. There are no direct benefits to you from participation, but your willingness to share your knowledge and experiences will contribute to improve awareness of the Latino experience and contributions in Knox County and may, in doing this, help develop intercultural exchange between Latinos and the wider community in Knox County

Confidentiality:

Unless you check below to request anonymity, your name will be referenced in the transcript and videotape and in any material generated as a result of this research. If you request anonymity, your interview will be audiotaped and your name will not appear in the transcript or referenced in any material obtained from the interview.

Donation of the Interview and Release Form:

In addition, at the conclusion of the interview you will be asked to sign a Release Form to donate the transcript and audiotape or videotape of the interview to the Kenyon College Library oral history collection. If you choose to sign the release form, the materials from your interview will remain the property of the Kenyon College Library oral history collection and will be available for use by others.

Voluntary Participation:

Your participation in this interview is voluntary. Even if you decide to participate, you may withdraw from the interview without penalty, or request confidentiality at any point during the interview. You may also choose not to answer specific questions or discuss certain subjects during the interview or to ask that portions of our discussion or your responses not be recorded on tape.

Contacts and Questions:

If you have any questions about this research project or interview, feel free to contact Clara Roman-Odio at romanodioc@kenyon.edu or call (740) 427-5275.

If you have questions about your rights as a research participant, please feel free to contact the Kenyon College Institutional Review Board at (740.427.5748) or peelle@kenyon.edu.

Statement of Consent:

I agree to participate in this oral history interview, and to the use of this interview as described above. My preference regarding the use of my name is as follows:

I agree to be identified by name in any transcript or reference to the information contained in this interview.

I wish to remain anonymous in any transcript or reference to the information contained in this interview.

Participant's Signature

Date

Researcher's Signature

Date

CONSENT TO PARTICIPATE IN RESEARCH EXAMPLE (Oral History)

Project Title: *Latinos in Rural America*

Researchers: Clara Román-Odio, Professor of Spanish & Director of Latino Studies, Kenyon College and Patricia Mota (2016) and Amelia Dunnell (2017).

Introduction:

You are being asked to participate in an oral history research study being conducted by Clara Román-Odio, a faculty member in the Department of Modern Languages and Literatures at Kenyon College and two of her students, Patricia Mota (2016) and Amelia Dunnell (2017) for a summer scholar program.

According to the Oral History Association, “oral history is a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life.” You have been approached for an interview because you have had a particular experience with Latinos in Knox County.

Purpose:

The goal of this oral history project is to *(give specific purpose and scope)*. This interview will supplement written records about *(insert topic)*.

Procedures:

The interview will take approximately *(indicate length of time)*. During the interview, you will be asked questions about *(give general information about subject matter and nature of questions)*.

The interview will be audio-taped *(if videotaped, state that as well)* and transcribed. The results of your interview will be *(give information about how the interview might be used in presentations, thesis work, publications, or other scholarly work)*.

Risks/Benefits:

Explain any foreseeable risks or discomforts. If there are no foreseeable risks, you may simply state: “The risks associated with participation in this interview are minimal.”

*Explain any benefits to the participant or to society. If the participant will not benefit directly, simply state: “There are no direct benefits to you from participation, but your willingness to share your knowledge and experiences will contribute to *(indicate how the results may be helpful to others or to society)*.” **Financial compensation should not be discussed here, but should be in a separate section.***

Confidentiality:

Unless you check below to request anonymity, your name will be referenced in the transcript and audiotape *(or videotape)* and in any material generated as a result of this research. If you request anonymity, the tape of your interview will be closed to public use, and your name will not appear in the transcript or referenced in any material obtained from the interview.

If participants will be donating to an archive state the following:

In addition, at the conclusion of the interview you will be asked to sign a “Deed of Gift” form to donate the transcript and audiotape (*or videotape*) of the interview to (*name of archive*). If you choose to sign the “Deed of Gift” form, the materials from your interview will remain the property of (*name archive*) and will be available for use by others.

Voluntary Participation:

Your participation in this interview is voluntary. Even if you decide to participate, you may withdraw from the interview without penalty, or request confidentiality, at any point during the interview. You may also choose not to answer specific questions or discuss certain subjects during the interview or to ask that portions of our discussion or your responses not be recorded on tape.

Contacts and Questions:

If you have any questions about this research project or interview, feel free to contact (*give name of researcher*) at (*email*). *If this is a student project, give contact information for both the student researcher and the faculty sponsor, (e.g. “If you have questions about this research project or interview, feel free to contact ___ at ___ or the faculty sponsor ___ at ___.”)*. (*never give your personal, physical address*)

If you have questions about your rights as a research participant, please feel free to contact the Kenyon College Institutional Review Board at (740.427.5748) or peelle@kenyon.edu.

Statement of Consent:

I agree to participate in this oral history interview, and to the use of this interview as described above. My preference regarding the use of my name is as follows:

___ I agree to be identified by name in any transcript or reference to the information contained in this interview.

___ I wish to remain anonymous in any transcript or reference to the information contained in this interview.

Participant’s Signature

Date

Researcher’s Signature

Date

**RELEASE FORM
EXAMPLE**

The *Latinos in Rural America* (LiRA) oral history project is a program of Kenyon College. Video and audio recordings and transcripts resulting from interviews conducted for the project will be deposited in the oral history collection of Kenyon College Library, where they will be made available for historical research and public dissemination. Participation in this project is entirely voluntary.

I, the undersigned, have read the above and voluntarily donate to the project full use of the information contained in the video or audio recordings made on _____(date), transcripts of the recordings and other materials collected during the interview.

I hereby assign legal title and all literary property rights, including copyrights, in these recordings and transcripts to the project, which may copyright and publish such materials. The information may be used for scholarly or educational purposes as determined by the project, including for a museum exhibit, with a Web site and a DVD and study guide for local schools and local community organizations.

Interviewee's name (print clearly)

Interviewer's name (print clearly)

Interviewee's signature Date

Interviewer's signature Date

Interviewee's address (optional):

Interviewer's address:

Street _____

Street _____

City _____ State _____

City _____ State _____

Zip _____

Zip _____

If interviewee is a minor, signature of parent or guardian:

Signature Date

Kenyon College



Publicity Release Form



Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime phone: _____

Evening phone: _____

Kenyon email address: _____

Personal email address: _____

Graduation date: _____

Major program: _____

Minor program: _____

By signing this release form, I authorize and consent Kenyon College to use video, photography, and audio of me in official promotional materials that include print, online mediums, social channels, and any other means to generate publicity. I agree that the photographs, negatives, and digital files are the exclusive property of Kenyon College.

Signature: _____

Date: _____

Syllabi Examples

SOCY 291 Life Along the Kokosing (First-year Seminar)

SOCY 291 LIFE ALONG THE KOKOSING

Spring 2016

Course meets: Tuesday, Thursday 9:40-11:00 AM
Room 101 Treleaven House

Professor: Howard L. Sacks
Department of Sociology
Room 201 Treleaven House

Office Hours: Tuesday 1:00-3:00 PM
Wednesday 10:00-11:00 AM
and by appointment (PBX #5850; email sacksh@kenyon.edu)

COURSE DESCRIPTION

This seminar examines the meaning and significance of connection to place through an intensive investigation of Knox County. We will spend much of our time in the surrounding locale, exploring the landscape and interacting with individuals knowledgeable about community life. Complementing these field experiences, scholarship in the arts, humanities, and sciences will address how natural, economic, social, and cultural conditions inform rural character and personal identity. We will conclude our studies by creating a public project designed to share what we have learned. Taken together, these activities will illustrate the distinctive perspective and power of a liberal education. This course counts as elective credit in American Studies and Environmental Studies. Prerequisite: open only to first-year and sophomore students.

REQUIRED READINGS

_____, *Life along the Kokosing* (Gambier, OH: Rural Life Center, 2000).

Additional readings required for this course are available on the Olin Library's electronic reserve system (ERes). The password is kokosing.

GOALS OF THE COURSE

First and foremost, this course is about an idea: *sense of place*. At first glance, this idea might appear to be relatively unproblematic. The word “place” simply denotes a particular space having a more or less well-defined boundary. Today we can easily locate nearly any place with the use of a geographic information system (GIS) device in our automobiles or on our smart phones. But in a world characterized by frequent geographic and social mobility as well as increasing immersion in virtual realities, new questions arise. What does it mean to have a sense of place? How is that achieved? How should we engage with the place we inhabit? What are the implications of connecting—or not connecting—to place for our lives as individuals and for our communities? What is the relationship between the local and global?

These questions are very abstract, and so we will address them by examining a particular place. As the title of this course suggests, we will focus on life along the Kokosing River. Wildlife. Farm life. Town life. Rural life. American life. In short, this is a course about where we now live: *Knox County, Ohio*. Systematically studying this locale allows us to ground our understandings about place in an empirical reality. But it also enables us to break out of what many students call the “Kenyon bubble,” a sense that the college represents an enclosed universe disconnected from the outside world. While there is much to experience on Gambier Hill, we can gain valuable perspective on a Kenyon education by engaging with—and contributing to—the surrounding community.

To conduct our inquiry, we will employ the distinctive approach of the *liberal arts*. At root, liberal education is concerned with a single question: What does it mean to live a good life? In this course, we focus on the significance of sense of place to the ideal of a good life. Liberal education is distinguished, too, by its distinctive approach to this question. Take, for example, the very way we understand a “good life.” A technical education would likely define a good life to mean a successful career. In the liberal arts, living a good life involves physical, intellectual, emotional, moral, and spiritual well being in addition to professional achievement. The liberal arts also emphasize a number of distinctive skills that we can employ in the investigation of any subject. These include intellectual holism, critical thinking, effective collaboration, careful written and oral expression, quantitative and visual literacy, and spatial and cultural understanding. Taken together, the liberal arts represent a particular way of knowing.

In sum, this course is designed to achieve three interrelated goals: (1) to examine the meaning and significance of place in our lives, (2) to understand life in Knox County and our

relation to it, and (3) to appreciate the distinctive character of the liberal arts and develop the skills associated with liberal education.

RESOURCES

Class Activities. I envision our time together as a collective exploration Knox County, oriented by our course goals. To be successful, this effort relies on the contribution of everyone in the class—sharing experiences, raising questions, and contributing ideas. As a seminar, this course emphasizes *discussion* as the primary vehicle to share our thoughts and build our individual and collective understanding of the subject. Learning is an active process; none of us can expand our understanding without an active exchange of ideas. All of our experiences and thoughts are potential resources in this course. Through classroom discussion we can crystallize our ideas and formulate them into well-articulated questions and assertions. At the same time, we can weigh our own ideas relative to those of others to gain a broader perspective on the issues at hand. My role as your professor is to guide our discussion and to create a context that facilitates learning for everyone involved.

On several occasions throughout the semester we'll be joined by *visitors* to the classroom who can offer additional expertise on particular topics. Some of these individuals will be Kenyon faculty who can contribute the unique perspectives of their academic disciplines. Community members from throughout Knox County will share their experiences and understandings of the local community. We'll interview all our guests to explore questions of mutual interest.

We'll also leave the classroom at various points to conduct *field trips* to places of interest throughout the county. These trips will enable us to directly engage with community life in context. Taken together, our class activities should provide a rich opportunity to connect real world experience with the broader issues that animate the course.

Outside Readings. Obviously, we cannot cover in class more than a small portion of the material that can be brought to bear on the subject. Thus, some outside preparation is necessary. I have included those readings that make valuable contributions to our knowledge of each topic. You may find some of this material difficult on first reading. If you give these readings your time and consideration, I am certain that you will benefit from them.

You'll soon discover that the readings exhibit great variety, in several respects. First, reading assignments are drawn from a *diversity of academic disciplines* representing the arts, humanities, and sciences. By introducing you to the liberal arts, I hope to expose you to a sample of the material you will encounter throughout the curriculum.

Second, you'll consider both *primary and secondary materials*. Primary materials include institutional reports, memoirs, and descriptive histories that chronicle Knox County's past and present. These documents provide valuable information for our analysis. Secondary materials in the form of books, journal articles, and essays written by professional scholars offer rigorous analysis of the issues at hand and often place our discussion of Knox County within a broader intellectual framework.

Third, our readings include several *works composed by Kenyon students*. For the past twenty years Kenyon students like you have engaged in a wide variety of research and creative work focused on the local community. Much of this work has been presented at professional meetings and to the general public, and students have received numerous local, state, and national awards for their accomplishments. Their contributions underscore the fact that as students you are the creators as well as the recipients of valuable knowledge.

A specific course outline, including a timetable for reading assignments, appears at the end of the syllabus. Readings are assigned to complement in-class activities and should be completed prior to each class meeting. Begin reading immediately and keep up throughout the semester. If you fall behind you will receive fewer benefits from classroom discussions than if you keep up.

Research Projects. A significant portion of the time you devote to this course will involve original research focusing on Knox County life. This experience will constitute a valuable resource for our discussions, and we will incorporate your work into our class meetings. The results of your research will be presented as a public project for the Kenyon and Knox County communities.

Other Outside Sources. From time to time events—movies, meetings, and speakers—occur that relate to subjects of interest to our class. Because of time considerations, you will generally not be asked to attend events or do additional preparations. However, when things do appear I will try to make you aware of them and hope you will alert the class to those events that you come across as well. I hope those of you who attend events or read materials of interest will bring them into the context of the course as relevant.

COURSE REQUIREMENTS

Liberal education is a serious matter. I promise to come to class each day well prepared and focused on the issues before us, and I expect you to do the same. We all have a bad day now and then. But repeated failure in this regard constitutes grounds for dismissal from the course, at my discretion.

A note on classroom etiquette. Our class time together is central to the educational experience. Please be respectful of your classmates and our guests by arriving in class on time and remaining for the entire session. Turn off your cell phone. I strongly discourage the use of laptop computers in class; let me know if you have a special need to take notes on your computer.

The College requires that I assess each student's progress in the form of a final grade. Even if this were not the case, I believe that feedback regarding your mastery of the material is a necessary part of the learning experience. In keeping with the goals of this course, my evaluation of your work (and your final grade) will be based on your demonstrated ability in completing four requirements:

Classroom activity. I will assess your weekly contribution to our discussions and other classroom activities.

Field reports. On four occasions throughout the semester you will submit a two-page written report on our field trips. Additionally, to begin each class meeting one student will read and report on the *Mount Vernon News*.

Research assignment. Early in the semester you will form two-person research teams and complete a research project on a topic you select, presenting your results as part of a website on life along the Kokosing.

Final examination. A comprehensive, take-home final examination will be due at the regularly scheduled period during exam week. You will be given choices from among a number of essay questions.

I will provide written details regarding each assignment in class.

My evaluation of your work in each of these requirements will contribute to your course grade as follows:

Class activity	15%
Field reports	15%
Research assignment	30%
Final examination	40%

In order to aid your understanding of the criteria by which I evaluate your work, I offer the following grading policy:

F (unsatisfactory): a failure to demonstrate comprehension of course materials; inability to communicate basic ideas

D (marginal): a very weak grasp of the substance of course material; vague expression of ideas; little awareness of the interrelationship among ideas

C (satisfactory): a basic understanding of the substance of course material; while essentially correct, discussion is superficial and uncritical

B (good): a more active and increasingly critical discussion of ideas; use of more precise language in more probing arguments

A (outstanding): a clear command of the substance of the material and an actively critical approach to the strengths and limitations of the work; demonstration of the

interrelationships among the various ideas and paradigms; careful and precise argument

Due dates for all required work appear in the semester outline to follow or in written descriptions I will provide for specific assignments. Assignments are due at the beginning of class on the date specified. Late work without legitimate excuse (i.e., documented by the appropriate college official) will be penalized one-third grade (e.g., "A" to "A-" to "B+") for each day or portion thereof beyond the specified due date. Missed exams without legitimate excuse will receive a grade of zero. No work may be turned in for credit under any circumstances beyond the close of the final examination period unless the Dean of Students has issued a grade of Incomplete.

In order to receive credit for this course you must complete all of the requirements listed above. Failure to complete a requirement will result in failure for the course as a whole, regardless of your work in the other areas of the course.

I remind you that it is your responsibility to comply with college regulations regarding academic honesty in all written work. If you are unsure of your responsibility in this regard, please read the section on academic honesty in the *Kenyon College Catalog* (<http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/academic-integrity-and-questions-of-plagiarism/>) or consult with me.

If you have specific physical, psychological or learning disabilities that require an accommodation to allow you to carry out assigned coursework, you must contact the Office of Student Accessibility and Support Services at extension 5453 to schedule an appointment. The Director of Student Accessibility, Erin Salva (salvae@kenyon.edu), will review your concerns and determine, with you, what accommodations are appropriate. You must notify me of any required accommodations at the beginning of the semester. All information and documentation of disability is confidential. No accommodations of any kind will be given in this course without notification from the Coordinator of Disability Services.

AN OUTLINE FOR THE SEMESTER

I. Introduction: We are Like Kokosing

1/19 A. Introducing Knox County

What is this place called Knox County? How can we better appreciate its character?

Course syllabus and materials on Knox County, distributed in class.

1/21 B. The Meaning of Place

Why is it important to study connection to place? What is involved in understanding place? What is the relevance of this topic to liberal education?

Howard L. Sacks, "Kenyon is in Knox County, Ohio." Founders Day Address, Kenyon College, Nov. 2, 2010.

Wallace Stegner, "The Sense of Place." Pp. 199-206 in *Where the Bluebird Sings to the Lemonade Springs: Living and Writing in the West* (New York: Random House, 1992).

II. Nature and Society: The Kokosing River

1/26 A. The Kokosing Watershed

What is the region's geological history? How does it shape the Kokosing watershed and the present contours of Knox County?

Packet of materials on geology, distributed in class.

1/28 B. Early Inhabitants

How did early human inhabitants relate to the local natural environment? How do we interact with that environment differently today?

P. Nick Kardulias and James H. Acton, "The Millwood Rockshelter (33KN395) in Knox County." *Ohio Archaeologist* 56, no. 3 (2006): 34-38.

A. Banning Norton, "Chapter 1." Pp. 7-14 in *A History of Knox County, Ohio, From 1799 to 1862 Inclusive* (Columbus, OH: Richard Nevins, Printer, 1862).

"Kokosing Sand and Gravel Pit" and "Indian Field Run." *Life along the Kokosing*.

2/2

C. River Ecology

What comprises the ecology of a place? What is the distinctive ecology of the Kokosing River, and how is it changing? How do humans engage with the river, and with what effects on the local ecology?

FIELD TRIP: Brown Family Environmental Center (BFEC)

Heather Doherty, "River of Owls, Part 1" *Brown Family Environmental Center Field Notes* 19, no. 3 (2014): 1-2, 4, 7.

Heather Doherty, "River of Owls, Part 2" *Brown Family Environmental Center Field Notes*, 19, no. 4 (2014): 1-2, 4, 7.

Mary Jo Croonquist and Robert P. Brooks, "Use of Avian and Mammalian Guilds as Indicators of Cumulative Impacts in Riparian-Wetland Areas." *Environmental Management* 15, no. 5 (1991): 701-14.

"Brown Family Environmental Center" and "Gambier Mill." *Life along the Kokosing*.

2/4

D. Field Trip Review

Field report due

No readings

2/9

E. Preservation and Tourism

What efforts have been made to ensure the sustainability of the local river ecology? What is the significance of designating the Kokosing as a State Scenic River?

Ohio Department of Natural Resources, "Introduction." Pp. 1-16 in *Kokosing Scenic River Watershed Plan* (Columbus, OH: Ohio Department of Natural Resources, 2004).

"Kokosing Valley Camp & Canoe." *Life along the Kokosing*.

2/11 F. Sustainability and Place

What do we mean by “sustainability,” and how does our understanding of it shape our relationship to natural phenomena like the Kokosing River?

David W. Orr, “Two Meanings of Sustainability” and “What is Education For?” Pp. 23-40 and 141-48 in *Ecological Literacy: Education and the Transition to a Postmodern World* (Albany: State University of New York Press, 1992).

Thaddeus Countway Guldbrandsen and Dorothy C. Holland, “Encounters with the Super-Citizen: Neoliberalism, Environmental Activism, and the American Heritage Rivers Initiative.” *Anthropological Quarterly* 74, no. 3 (2001): 124-34.

III. Agriculture: Dudgeon Family Farm

2/16 A. The Changing Face of Agriculture

What is the character of agriculture, and how has it changed in the past century? What is the farm crisis, and what generated it?

Thomas A. Lyson, “From Subsistence to Production.” Pp. 8-29 in *Civic Agriculture: Reconnecting Farm, Food, and Community* (Medford, MA: Tufts University Press, 2004).

Marty Strange, “Farm Crisis Again.” Pp. 13-30 in *Family Farming: A New Economic Vision* (Lincoln: University of Nebraska Press, 1988).

2/18 B. Working the Land

What different approaches to land and place are reflected in traditional family farming, agribusiness, and Amish farming? How does each of these approaches impact the local environment, society, and culture?

John A. Hostetler, “Agriculture and Subsistence.” Pp. 117-46 in *Amish Society*, 3rd ed. (Baltimore: Johns Hopkins University Press, 1980).

David Kline, “In Praise of Fencerows.” Pp. 106-10 in *Great Possessions: An Amish Farmer’s Journal* (New York: North Point Press, 1990).

“Cassell Farm.” *Life along the Kokosing*.

2/23

C. Life on the Farm

What is it like to live on a farm? What are the opportunities and challenges facing young people in agricultural communities like Knox County? How do the changes taking place in farm communities affect American society as a whole?

FIELD TRIP: Dudgeon family farm

Martin Welker, "The Farmer and His Occupation" and "Boys and Girls on the Farm." Pp. 92-106 in *Farm Life in Central Ohio Sixty Years Ago* (Wooster, OH: Clapper's Print, 1892).

Glen Elder, "Bridging Family and Community." Pp. 107-25 in *Children of the Land: Adversity and Success in Rural America* (Chicago: University of Chicago Press, 2000).

Patrick J. Carr and Martha J. Kefalas, "The Heartland and the Rural Youth Exodus." Pp. 1-26 in *Hollowing out the Middle: The Rural Brain Drain and What It Means for America* (Boston: Beacon Press, 2009).

2/25

D. Field Trip Review

Field report due

No readings

3/1

E. The Local Food Movement

What is the local food movement? What is involved in creating a sustainable local food system? How would such a system affect the sustainability of Knox County? What is its place in the agricultural landscape of the twenty-first century?

Howard L. Sacks, "Why Aren't There Any Turkeys at the Danville Turkey Festival?" *Journal of Agriculture, Food Systems, and Community Development* 1, no. 1 (2010): 1-7.

Jeff S. Sharp, et. al., "Planting the Seeds of Sustainable Economic Development: Knox County's Local Food System." *Social Responsibility Initiative Topical Report 09-04* (Columbus: The Ohio State University, 2009).

Rebecca Katzman, "Farm to College: Institutionalizing a Farm-to-College System, Kenyon College." (Gambier: Rural Life Center, 2010)
[https://farmtocollege.wordpress.com/about/.](https://farmtocollege.wordpress.com/about/)

3/3 F. Agriculture and American Character

What does our approach to agriculture suggest about the values we hold as Americans? What are the implications of these values for the future of our society and the sustainability of our planet?

Wendell Berry, "The Unsettling of America." Pp. 3-14 in *The Unsettling of America: Culture and Agriculture* (San Francisco: Sierra Club Books, 1986).

3/5-3/20 **Spring Vacation**

IV. Public Life: Foundation Park

3/22 A. Public Space

What is the value of public space for us as individuals and communities? How have our attitudes and behavior regarding public space changed in modern society?

Robert N. Bellah, *et. al.*, "Culture and Character." Pp. 27-51 in *Habits of the Heart: Individualism and Commitment in American Life* (New York: Harper and Row, 1986).

Ray Oldenberg, "The Problem of Place in America." Pp. 3-19 in *The Great Good Place* (Cambridge, MA: Da Capo Press, 1999).

3/24 B. Rural Economy and Poverty

What was the industrial character of Mount Vernon? How do local characteristics shape the economic fortunes of working people? What is the experience of poverty in a rural community?

Frederick N. Lorey, "Industry." Pp. 143-78 in *History of Knox County, Ohio, 1876-1976* (Mount Vernon, OH: Knox County Historical Society, 1976).

Rebecca M. Blank, "Poverty, Policy, and Place: How Poverty and Policies to Alleviate Poverty are Shaped by Local Characteristics." *International Regional Science Review* 28, no. 4 (Oct. 2005):

441-64.

“Andrew Craig Historical Marker.” *Life along the Kokosing*.

3/29

C. Foundation Park

What is the intended purpose of Foundation Park, and how might it contribute to Mount Vernon and Knox County?

FIELD TRIP: Foundation Park

Jennifer Marie Frate Di Lisi, “Belgians and Their Glassmaking Roots in Mount Vernon, Ohio.” *Living Together: An Exploration of Rural Diversity in Knox County, Ohio* (Gambier: Rural Life Center, 1999)

<http://www2.kenyon.edu/projects/livingtogether/belgians.htm>.

_____, *The Place to Be: An Exhibit Exploring Public Life in Knox County* (Gambier: Rural Life Center, 2013)

<https://theplacetobeknoxcounty.wordpress.com/>.

“Mt. Vernon Viaduct.” *Life along the Kokosing*.

3/31

D. Field Trip Review

Field report due

No readings

4/5

E. Rural Planning

What is the vision for Knox County’s future? How is that vision determined, and by whom? What forces shape the community’s prospects?

_____, “Vision and Goals” and “Policies and Initiatives.” Pp. 87-122 in *Knox County Comprehensive Plan* (Mount Vernon: Mount Vernon/Knox County Chamber of Commerce, 1998).

Sonya Salamon, “The Rural People of the Midwest.” Pp. 352-65 in Emery N. Castle, ed., *The Changing American Countryside: Rural People and Places* (Lawrence: University Press of Kansas, 1995).

4/7

F. Creating Sustainable Communities

*What changing conditions in Knox County affect its ongoing sense of community?
What are the psychological and social implications of losing this collective bond?
How can communities like Knox County enhance community sustainability?*

Cornelia Butler Flora and Jan L. Flora, "Creating Social Capital." Pp. 217-25 in Willaim Vitek and Wes Jackson, eds., *Rooted in the Land: Essays on Community and Place* (New Haven, CT: Yale University Press, 1996).

Robert Putnam, "Toward an Agenda for Social Capitalists." Pp. 402-14 in *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon & Schuster, 2000).

V. Rural Diversity: "Song Written Upon Leaving Knox County"

4/12 A. Music in Rural Culture

What is the character of musical life in rural America? How is local music linked to broader cultural currents?

Howard L. Sacks, "From the Barn to the Bowery and Back Again: Musical Routes in Rural Ohio, 1800-1929." *Journal of American Folklore* 116, no. 461 (2003): 314-38.

4/14 B. Way Up North in Dixie

Who are the Snowdens, and what was their life like in nineteenth-century Knox County? As African Americans, how did they relate to others in their community? How were their lives shaped by broader forces in America, and how did they negotiate those forces?

Howard L. Sacks and Judith Rose Sacks, "I am Sitting Sad and Lonely" and "Ohio's Not the Place for Me." Pp. 94-152 in *Way Up North in Dixie: A Black Family's Claim to the Confederate Anthem* (Urbana: University of Illinois Press, 2003 [1993]).

"Greer." *Life along the Kokosing*.

4/19 C. The Community Within

What were the contours of rural black life in places like Knox County? In what sense can we talk about a “Black community,” and what are the markers of that community? What was the relationship between these conditions and Black consciousness?

FIELD TRIP: Black history tour of Mount Vernon

W.E.B. Du Bois, “Of Our Spiritual Strivings.” Pp. 43-53 in *The Souls of Black Folk* (New York: Penguin Books, 1982 [1903]).

Henry Louis Gates, “Colored People” and “Wet Dogs and White People.” Pp. 3-16 and 29-39 in *Colored People: A Memoir* (New York: Vintage Books, 1995).

_____, *The Community Within: Knox County Black History Archives* (Gambier: Rural Life Center, 2013) <http://digital.kenyon.edu/knoxcobha/>.

4/21 D. Field Trip Review

Field report due

No readings

4/26 E. Constructing Community

How does a community construct a narrative about itself? Who participates in its construction? What is the significance of this construction?

Howard L. Sacks, “Cork and Community: Postwar Blackface Minstrelsy in the Midwest.” *Theater Survey* 41, no. 2 (2000): 23-50.

Howard L. Sacks and Judith Rose Sacks, “Constructing Uncle Dan.” Invited lecture, Chinese Folklore Society Annual Meeting, Kunming, China, Oct. 12, 2014.

Dan Shilling, “Invest in the Story: Revealing the Genius of a Place.” Pp. 61-76 in *Civic Tourism: The Poetry and Politics of Place* (Prescott, AZ: Sharlot Hall Museum Press, 2007).

4/28 F. The Changing Face of Rural Diversity

How is the face of Knox County changing? What challenges are associated with these changes, and how might they be addressed? What distinguishes the rural minority experience, in contrast with that of urban communities?

Jeffrey H. Cohen and Nidia Merino Chavez, "Latino Immigrants, Discrimination, and Reception in Columbus, Ohio," *International Migration* 51, no. 2 (2014): 24-31.

_____, *Latinos in Rural America* (Gambier: Kenyon College, 2015)
<http://digital.kenyon.edu/lkca/>.

Darlene Feldman and Abigail Kenedey, "Latin American Life in Rural Ohio." *Living Together* (Gambier: Rural Life Center, 1999)
<http://www2.kenyon.edu/projects/livingtogether/hispaniccommunity.htm>.

VI. Conclusion: Maintaining Rural Vitality

5/3 A. Course Project Review

Research project due

No readings

5/5 B. Community and Place

What do we mean by a sustainable community? How can we ensure rural vitality? What is our role in this process as Knox County residents? Why does it matter? What is the significance of connection to place?

David L. Brown and Kai A. Schafft, "Rural Transformations and Policies for the Future." Pp. 219-37 in *Rural People & Communities in the 21st Century* (Malden, MA: Polity Press, 2011).

Wendell Berry, "Conserving Communities." Pp. 76-85 in William Vitek and Wes Jackson, eds., *Rooted in the Land: Essays on Community and Place* (New Haven, CT: Yale University Press, 1996).

Eric Zencey, "Why History is Sublime." Pp. 165-69 in *Virgin Forest: Meditations on History, Ecology, and Culture* (Athens: University of Georgia Press, 1998).

“Millwood.” *Life along the Kokosing.*

5/9

Final examination due in my office no later than Noon

SPAN 381 Introduction to Chicano/a Cultural Studies (Advanced seminar)

Profesor: Clara Román-Odio

Office Hours: W 1:00-5:00 Ascension Hall 110

email: romanodioc@kenyon.edu;

Tel. (740) 427-5275 (office)

Fall 2015

Course Description:

Chicana/o culture produced in the U.S. is a vast field often underrepresented in undergraduate curricula. Even so, Chicana/os' contributions to literature, visual and public art, music, film, cultural theory, and political activism are among the richest in this nation. This absence is symptomatic of a larger societal reality, namely, a history of cultural and economic oppression, which results in a silencing of this "other" America. In this regard, Gloria Anzaldúa, who was and remains one of the most important theorist and activist of Chicana feminism in the U.S., states: *"I write to record what others erase when I speak, to rewrite what others have miswritten about me, about you."*

This course is an introduction to Chicana/o cultural studies through an examination of Chicana/o history, literature, and culture as sites of opposition to sexist, racist, classist, and homophobic ideologies. A primary goal of the course is to expose students to Chicana/os' identities and critiques from the Mexican-American civil rights movements to the present. The Mesoamerican concept of *nepantla*, a Nahuatl word referring to "the land in the middle," will serve as an anchor for class discussion since this notion is at the root of Chicana/o cultural theory and practice.

Another important objective of this course is to offer students valuable opportunities to learn through community engagement. Community-based learning (CBL) builds on partnerships between institutions of higher education and community organizations. It is changed-oriented and it finds research questions in the needs of the community. It can prepare students for an active civic life by combining classroom-learning objectives with social action, geared at empowering community groups. In this class we will work with the local Latino/a community to support an oral history project, *Latinos in Rural America* (LiRA), as well as with educational goals identified by this community.

Readings and class discussion will be in English. However, students may choose to read and write in Spanish when primary and secondary sources are available.

This course fulfills .5 units of the core course requirement for the Latina/o Studies Concentration. It also counts towards the majors in American Studies, International Studies, Women and Gender Studies, Religious Studies, and Spanish Area Studies.

Textbooks:

Anaya & Márquez. *Cuentos Chicanos. A Short Story Anthology, Revised Edition*. University of New Mexico Press, 1997.

Gómez, Laura. *Manifest Destinies: The Making of the Mexican American Race*, New York University Press, 2008

Rebolledo & Rivera eds. *Infinite Divisions. An Anthology of Chicana Literature*. University of Arizona Press, 1993.

Román-Odio, Clara. *Sacred Iconographies in Chicana Cultural Productions*. Palgrave McMillan, 2013.

Tatum, Charles M. *Chicano & Chicana Literature: Otra voz del pueblo*. University of Arizona Press, 2006

Tatum, M. Charles. *Chicano Popular Culture: Qué hable el pueblo*. University of Arizona Press, 2001.

Some primary sources and articles are in our Electronic Reserve System (ERES).

Procedure to access ERES:

Go to LBIS home page, click on ERES. Once in ERES, click on Electronic Reserve and course page. Click on arrow to find professor name and click on it to select the correct course. Type the password of the course. List of items assigned will be displayed. Password: chicana

Films:

Chicano! The History of the Mexican American Civil Rights Movement (videos 1-2)

La Bamba

Onda Chicana

Underwater Dreams

Homework: The mid-term and final oral exams will be based on homework questions found at the end of each chapter of Tatum's books, as well as on literary texts, films and critical readings. Reflect about these readings, answer questions in writing and bring them to class to engage in class discussion.

Mid-Term and Final Oral Exams: There will be a mid-term and a final oral exam based on homework, literary and cultural analysis, films, and critical readings. These are not conversations. You will do most of the talking. You will draw two questions and explain your answer orally. You will have about 15 min. per question. I will let you know when time is

winding down. You will want to get right to the core of your answer (your examples and how they support the answer you are developing). Once you've finished, I may ask you some follow-up question.

You may bring to the exam three main talking points for each question. Questions may include the follow topics:

- What is distinctive about a particular period or movement (feminist, civil rights, cultural trend) and how authors we have read or artists we have discussed characterize such period / movement, or break with the past.
- A citation from a literary or critical text and how authors we have read reflect or respond to such observations.
- How would you explain evolving gender relations, behaviors, and ideals in Chicana/o culture? What changes and why? How are these changes reflected in literature, film and visual art we have analyzed?
- What is the relationship between technological change, economic interests and Chicana/o cultural change? Culture here can be understood broadly (how people communicate, what they communicate), as well as more narrowly (forms of expression such as writing, literature, plastic and fine arts, music, film, etc.).

Community-Based Learning Projects: The class will be divided in 4 groups to work on CBL projects identified in LiRA as important goals of the local Latino community. Students will work a minimum of 30 hours per semester in the CBL project, will keep a short journal and will give a formal class presentation on outcomes. The CBL projects consist of:

1. Archiving interviews in Digital Kenyon College (to be completed by Kenyon summer scholars).
2. Translating interviews (from Spanish to English).
3. Creating and disseminating documentation on Latino cultural norms.
4. Supporting the local the Salvation Army in the creation and implementation of a college-preparation course for Latino youth to improve ACT/SAT scores.

CBL Journal – two individual journal entries will be required, each of which will be 250 words, typed, double space. Students will keep a **journal** on the CBL project experience. **Reflection** can help you see the big picture. It can make you more aware of your fundamental connections with other people and your shared place in realities that are larger than yourself. Pay attention to details. What is salient in a particular situation? What is new, unique, non-repeatable? What particular features make the situation a moral, political, or economic one? How can these perceptions refine your understanding of the situation, or lead you to action? Late journals will not be accepted. 10% of your grade on the CBL project will be based on the quality of your journal.

1. **Journal 1** - description of the project including: the problem or community need, goals of the project and working plan to achieve those goals, time line and expected outcomes, and a short reflection about your personal response to the project, including the above reflection questions.
2. **Journal 2** - an overall reflection about the process of civic engagement including learning opportunities, challenges, benefits and value of the experience, as well as connections to the main learning objectives of the course.

Final Academic Paper: Students will write a final academic paper, 10 pages in length, on a topic of your choice. This essay will include the analysis of a literary text, a cultural artifact, a film or visual art. It can be comparative or include two or three primary sources (depending on length). The essay should include the following elements:

1. Contextualization (historical and cultural context of the author)
2. Themes that are elicited by the work(s)
3. Four secondary sources addressing the selected work(s)', theoretical or critical core concept(s) and historical context.
4. Identification of the problem you will address (i.e. a contradiction, incomplete analysis, innovative interpretation, etc.)
5. Your thesis (solution or interpretation)
6. Analysis of primary sources supported by examples
7. Conclusions

Students will submit the introduction and annotated bibliography three weeks before the final version is due. This will be 10% of the final grade of your essay.

Rubric for Final Academic Paper

The quality of an essay depends on the strength of the arguments and the craft of writing. Here are some guidelines to help you critically assess your paper. A high quality essay:

- Expresses and develops ideas in depth and in detail
- Recognizes the complexity of the subject
- Carries out a sustained analysis
- Presents relevant evidence and interprets it convincingly
- Develops ideas with focus and purpose
- Engages the reader
- Employs clear and concise language
- Employs correct grammar and orthography

Before submitting your introduction and your essay, make sure to check them against these standards of excellence.

Films: We have reserved the Multimedia Room in Olin Library for the screening of films. If you are unable to attend the time of the screening, please watch the film on your own and come to class prepared for discussion.

Criteria for Course Evaluation:

Mid-Term Exam:	25%
Final Exam:	25%
Final Paper:	20%
CBL Project:	20%
Class Participation Grade:	10%

Course Program:

August

8/27 - Introduction to the course syllabus and CBL projects

September

Chicana/o Literature

9/1 - Tatum, Chicano/a Literature, Chap.1; "Approaches to the Interpretation of Chicana/o Literature" Ramón Saldívar, "A Dialectic of Difference: Towards a Theory of the Chicano Novel" (ERES); *Cuentos Chicanos* "El Patrón pp. 41-47; *Infinite Divisions*, "Self & Identity" pp.75-78; Cisneros p.79; Anzaldúa, p. 81; Mora 95.

9/2 - **FILM Screening, Multimedia Room, Olin Library, 7:00-9:00 pm, History...**

9/3 - Tatum, Chicano/a Literature, Chap.2; "The Origin and the Evolution of Chicana/o Literature"; **Film 1**, *History of the Civil Rights Movement*; *Infinite Divisions* "The Oral Tradition" pp. 39-45; *Cuentos Chicanos*, Mario Suarez, "The Migrant" pp. 142-158.

9/7 - **FILM Screening, Multimedia Room, Olin Library, 7:00-9:00 pm, History ...**

9/8 - Tatum, Chicano/a Literature, Chap.3; "The Chicano Movement and the flowering of Chicana/o Literature"; **Film 2**, *History of the Civil Rights Mov*; *Cuentos Chicanos*, "The Circuit" pp. 106-110.

9/10 - Tatum, Chicano Pop Culture Chap. 5, Pop Literature, "I am Joaquín," "Plan Espiritual de Aztlán" (ERES); *Infinite Divisions*, Cisneros, "Little Miracles" 257-266.

9/15 - Tatum, Chicano/a Literature, Chap. 4 “Chicana Autobiography”; José Saldívar, “Towards a Chicano Poetics: The Making of the Chicano-Chicana Subject,” *Confluencia* 1(2): 10-17 (ERES); *Infinite Divisions*, Growing up, pp. 305-307 Viramontes pp. 307-314; Cota-Cárdenas p.315; Zamora p. 315; *Cuentos Chicanos* “Lupe” pp. 14-19.

9/17 - Tatum, Chicano/a Literature, Chap.5 “Trends and Themes”; *Cuentos Chicanos* pp. El Tonto pp. 20-26; *Infinite Divisions, Myth and Archetypes* pp.189-195; Mora, “Aztec Princess pp. 195-196; Tafolla, “La Malinche” 198-199; Gaspar de Alba, “Malinchista” pp. 212-213; La Llorona, pp. Candelaria pp. 215-217; Quiñones p. 218.

9/22 - Román-Odio *Sacred Iconographies* Chapter 1, “Chicana Theory in the Flesh”; Selection from *This Bridge Called my Back*. (ERES)

9/24 - Tatum, Chicano Pop Culture Chap.1 “Introduction + Chap 1 “Definitions and Theoretical Approaches”; **CBL Journal 1**

Chicana/o Pop Culture

9/28 - **FILM Screening, Multimedia Room, Olin Library, 7:00-9:00 pm** *Onda Chicana*

9/29 - Tatum, Chicano Pop Culture Chap. 2, Folk Music of the Southwest; **Rusty Barceló’s visit; Film** *Onda Chicana*, John Valadez

October

10/1 - Tatum, Chicano Pop Culture Chap. 3, Cinema; **CBL Project reports**

10/5 - **FILM Screening, Multimedia Room, Olin Library, 7:00-9:00 pm** *La Bamba*

10/6 - Tatum, Chicano Pop Culture Chap. 4, “Newspapers, Radio, and Television”.

10/8 - **October Break**

10/13 - Tatum, Chicano/a Literature, Chap.7; “Contemporary Chicana/o Poetry”; Jimmy Santiago Baca’s *Immigrants in our Own Land* (Selection) (ERES); *Infinite Divisions* pp. 341-42; Corpi 345-347; Villanueva pp. 350; Gaspar de Alba, “Making Tortillas” pp. 355-356.

10/15 - **Mid Term Oral Exam**

10/20 - Tatum, Chicano Pop Culture Chap. 6, Art, Celebrations, and Other Popular Traditions; Latorre, Guisela “Gender, Indigenism, and Chicana Muralists” (ERES); Judith Baca’s murals; Low Riders Art.

Borderland Identities

10/22 - Román-Odio *Sacred Iconographies* Chapter 2; “Nepantlismo, Chicana Approach to Colonial Ideology”; Gloria Anzaldúa, *Borderlands/La Frontera*- Chapter 1; *Infinite Divisions*, Anzaldúa “To live in the Border...” pp. 96-97; Valdez, “The Border” pp. 185-186.

10/27 - Román-Odio, Chap. 4, “Globalization and Chicana Politics of Representation,” Ester Hernández’s, Marion Martínez’s, and Consuelo Jiménez-Underwood’s visual art. *Cuentos Chicanos* Rudolfo Anaya, “Traven is Alive and Well in Cuernavaca” pp. 1-13.

10/29 - Román-Odio, Chap. 5, “Queering the Sacred”; Alma López’s visual art; Cherríe Moraga’s “Fear, a Love Poem,” “For the Color of my Mother,” “Credo” & Francisco X. Alarcón’s “Mestizo,” “Soneto XII,” “Cuerpo en llamas” *Cuentos Chicanos*, “Rosa, la Flauta” pp. 64-68. (ERES)

November

11/3 - CBL Presentations; **CBL Journal #2**

11/5 - CBL Presentations; **CBL Journal #2**

The Making of Race

11/10 - Laura Gómez, *Manifest Destinies*: Introduction + Chapter 1

11/12 - Laura Gómez, *Manifest Destinies* Chapter 2; **Introduction and Annotated Bibliography for Final Paper**

11/17 - Laura Gómez, *Manifest Destinies*: Chapter 4 & Epilogue

11/19 - **Final Paper Small Group Work to review and provide feedback on each student’s final paper introductions and annotated bibliography**

11/21-29 - Thanksgiving Break

December

12/1 - **LiRA Opening**; Marta Cotera, “Our Feminist Heritage,” pp. 41 to 44 Marta Cotera, “Feminism As We See It,” pp. 202 to 204

Alicia Sandoval, “Chicana Liberation,” pp. 204 to 205

Consuelo Nieto, “The Chicana and the Women’s Rights Movement,” pp. 206-211.

Corrine J. Gutiérrez, "The Progress of the Chicana Woman," p. 211-212. (All in ERES)

12/3 - **LiRA Observations; FINAL PAPER DUE**

Chicana Feminist Thought

12/9 - **FILM Screening, Multimedia Room, Olin Library, 7:00-9:00 pm** *Underwater* Readings from: *The Basic Historical Writings*, edited by Alma M. García

Marta Cotera, "Among the Feminists: Racist Classist Issues – 1976," p. 213- 220

Yolanda Orozco, "La Chicana and 'Women's Liberation,'" pp. 221-223

Marta Cotera, "Feminism: The Chicano and Anglo Versions – A Historical Analysis," p. 223-231 (All in ERES).

12/10 - **Film** *Underwater Dreams* +Wrap Up

Final Oral Exam –during exam period

PLAGIARISM AND DOCUMENTATION (Rev. 3/19/12)

Any form of ACADEMIC DISHONESTY is a serious offense in an academic community. It is therefore important for every student to know when and how to acknowledge intellectual indebtedness. The provisions in the regulations against cheating must be understood to include **all forms of misrepresentation** in academic work, such as:

1. Failure to acknowledge ideas or phrases used in an essay that are gained from another writer (see below);
2. The submission of a single paper in more than one course, unless explicit permission from the instructors has been obtained in advance;
3. The use of work prepared or corrected by another person, by a translation program or grammar checker, or by a hired ghost writer.

DOCUMENTATION IN PAPERS

Most difficulties in this area arise from a failure to acknowledge sources. Plagiarism is using the work, words, or ideas of another person as if they were your own. What is and what is not plagiarism in a given instance can, however, pose a problem, since a great deal of what anyone writes can be traced to one source or another, and since many facts and ideas are too commonplace to require footnotes. When should you document your debt to another writer? Here are three rules of thumb to help you decide:

1. The first is to give whatever citations you think will help your reader. Give a reference whenever your reader may ask such questions as "Where did s/he get that?" or "Where can I find out more about this?"

2. The second is to consult your own feeling of indebtedness. If you incorporate a phrase, an idea, or an argument of someone else's work into your essay, then you owe that writer an acknowledgment. If you think you have been able to do a better job because of the help from someone else's work, then give that writer credit in your text, footnote, or bibliography.
3. The third rule is to err on the safe side. When in doubt, give the reference. You should, of course, avoid needlessly distracting the reader (for example, by citing Freud every time you mention the unconscious, or by giving book, chapter, and verse for every Biblical reference or quotation). But it is better to be distracting or overcautious than to risk plagiarism.

FORMS OF CITATION

Follow the guidelines in the most recent edition of the *MLA Handbook for Writers of Research Papers*, available for purchase in the bookstore or for consultation at the Olin Library Information Desk.

TITLE IX

Kenyon College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Kenyon, please go to: <http://www.kenyon.edu/directories/offices-services/office-of-equal-opportunity/sexual-assault-and-harassment/>

DISABILITY ACCOMMODATION

Students who anticipate they may need accommodations in this course because of the impact of a learning, physical, or psychological disability are encouraged to meet with me privately early in the semester to discuss their concerns. In addition, students must contact Erin Salva, Director of Student Accessibility and Support Services ([740-427-5453](tel:740-427-5453) or salvae@kenyon.edu), as soon as possible, to verify their eligibility for reasonable academic accommodations. Early contact will help to avoid unnecessary inconvenience and delays.

RELIGIOUS STUDIES 382: PROPHECY
Fall, 2016

(times change, but
ancient voices
fill the air)

--Robert Lax ("The Harbor")

Prof. Miriam Dean-Otting
Ascension 106
Office Hours: MW 1:15-2:15, TTh 2:45-4:15

PBX 5655
deanotting@kenyon.edu

Course Description

A working definition of prophecy as it will be used in this course can be found in Abraham Heschel's study, *The Prophets* (1962):

"The prophet is human, yet he employs notes one octave too high for our ears. [She] experiences moments that defy our understanding. He is neither 'a singing saint' nor 'a moralizing poet,' but an assaulter of the mind. Often [her] words begin to burn where conscience ends. The prophet is an iconoclast, challenging the apparently holy, revered, and awesome beliefs cherished as certainties, institutions endowed with supreme sanctity, [she or he] exposes as scandalous pretensions." (p. 10)

Heschel's study of prophets and prophecy focused solely on the prophetic figures of ancient Israel. This will be our starting point. Beginning with classical Hebrew prophecy in the context of the ancient near east, we will examine the roots of the prophetic voice and its classical manifestation. Then we will study a number of modern works with a view to determining if there are prophetic voices in the modern world. While I may occasionally lecture briefly, primarily class time will be spent discussing the assigned readings. It is expected that every student will come to class prepared to raise questions and contribute to discussion. It is highly recommended that you take notes on the reading in order to fulfill those expectations.

Community Engaged Learning

This class incorporates Community Engaged Learning as an integral part of the course. Students will get course credit for volunteering in a Knox County institution (food security, physical and mental health, education in public schools and adult literacy, outdoor education and preservation). We will work with these institutions: Interchurch Social Services, Hot Meals, Mount Vernon City Schools, Knox County Health Department, and Knox County Parks and Recreation. We will fully integrate our academic study with our engagement in the community. Early in the semester you will sign a Memorandum of Understanding with the Knox County institution in which you will volunteer and, possibly, a Confidentiality Agreement. We will need to determine your transportation needs.

NOTE: Statement on Student Accessibility Accommodations

Students who anticipate they may need accommodations in this course because of the impact of a learning, physical, or psychological disability are encouraged to meet with me privately early in the semester to discuss their concerns. In addition, students must contact Erin Salva, Director of Student Accessibility and Support Services ([740-427-5453](tel:740-427-5453) or salvae@kenyon.edu), as soon as possible, to verify their eligibility for reasonable academic accommodations.

Books Available in the Bookstore, in Consort and OhioLINK

Harper Collins Study Bible

Jonathan Kozol, *Shame of the Nation: Apartheid in America's Schools*

Richard Louv, *Last Child in the Woods*

Claudia Rankine, *Citizen, An American Lyric*

Flannery O'Connor, *The Violent Bear it Away*

Several readings are on ERes or Course Reserve and are designated as such in the syllabus.

Make time to watch a video with every modern prophetic voice that we study.

Participation and Discussion Questions (15%)

This course will often be run as a seminar, and full participation in discussion is expected of every student.

Lack of engagement with the material constitutes a missed class. If you are shy about speaking in class see me asap to discuss creative ways to participate. **Missing more than one class without a reasonable excuse will negatively affect your grade.** If you must miss class due to illness, you are expected to responsibly inform me. Follow up with another student regarding what you have missed, and ask me for any handouts that have been distributed in class.

Grading Rubric:

Excellent: Engagement is active. Student works enthusiastically with others responding to their thoughts in discussion; consistently volunteers information and/or takes risks with ideas; takes others' ideas seriously; arrives on time every day and stays engaged throughout the class meeting;

Developing: Engagement is present. Student works with others' thoughts and ideas, but occasional prompting required; cooperative in discussions; takes an interest in others' thoughts, respects and responds to them; takes occasional risks in volunteering thoughts;

Unsatisfactory: Engagement is lacking. Student does not participate in discussions, or only reluctantly; speaks only when spoken to and or provides "bare minimum" responses; may be dismissive of others' thoughts, apathetic or mentally absent; often late for class.

- Bring all assigned reading to every class. NOTE: Use of electronic devices in the classroom is not acceptable unless you have a documented reason to do so.

- Unless informed otherwise, always read the introduction to all reading.
- Be prepared for occasional serendipitous freewriting in class.
- Keep track of key dates and terms and be prepared to use them in class.
- Raise questions about anything that puzzles you.
- **NOTE:** All graded work must be submitted both on Moodle and into the box on my office door. No emailed attachments will be graded. Please plan accordingly.
- **NOTE: Statement of Academic Integrity**
At Kenyon we expect all students, at all times, to submit work that represents the highest standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words they have drawn upon (see Academic Honesty and Questions of Plagiarism in the Course Catalog). Ignorance and carelessness are not excuses for academic dishonesty. If you are uncertain about the expectations for this class, please ask for clarification.
- **You are also expected to**
 - carefully read and follow my Writing Guidelines, which will be distributed early in the semester;
 - show respect for all participants, turn in all work on time, and address problems as they arise; locate the readings ahead of class, and alert both the library staff and me if readings are missing;
 - participate fully in all team and/or group projects;
 - **arrive for class on time, remain in the classroom and engaged with the discussion for the entire period,**
 - and turn off your cell phone and stow it away until the class is dismissed

Weekly Discussion Questions and Discussion Points In addition to careful note taking for class, this assignment should be used as preparation for class discussion: **in the form of two-three discussion points or questions. Submit to Moodle no later than 11 a.m. on the day class meets** (no extensions). You must submit these at least once a week. However, you may submit them as often as you would like. Construct these in such a way that they will lead to fruitful discussion. Sample questions: one that addresses a broader theme and asks others to give examples from the reading; one that focuses on something specific that seems new or distinct from earlier material and asks others to respond to what's new; you may also want to ask about something that puzzles you but craft it in a such a way that the discussion will open up. Avoid questions that elicit a simple yes or no and avoid stating "I liked" or "I didn't like..." As we go forward in the course, be sure to connect current reading to earlier materials.

ASSIGNMENTS

Volunteering in one Knox County agency: Interchurch Social Services, Mount Vernon City Schools, Knox County Health Department, Knox County Parks and Recreation.

Participation in one Hot Meal (date of latter to be announced (25%))

Methods of Reflection on Volunteering (30%)

- Personal journals used to record a variety of things before and during volunteering: anticipations, concerns and first impressions; daily volunteer entries; students should tie observations to reading whenever relevant.
- Critical Incident Report: what happened, how was it dealt with, what could be done next time? what was learned?
- At end of course: Highlighted Journal: looking back; what was learned?
- Experience Based Research Paper: Take an experience, observation, or a question raised during the volunteer experience; pursue library research and develop a thesis and proposal.
- Alternative to Research Paper: Ethical Case Study

Your grade will be based on successful and committed engagement in the community, journal and all other methods of reflection outlined above. In addition, you are expected to make a contribution to discussion as we plan and engage in volunteering.

One 3-4 page (single-spaced) essay due Feb 7th (15%)

Research Project: Study of a Possible Prophetic Voice

1. Annotated Bibliography Draft, Final Submission and Peer Review (15%)

2. Pitch for a PBS show: "Gathering of Prophets" (15%) (5-6 typed pages, double-spaced, plus attached bibliography) on an individual whose impact on the modern world you think may be considered prophetic. This will be based on your Annotated Bibliography submitted in advance. Please note due dates below. Each student will read another's paper and then participate in **Partnered Discussions** during finals week. A separate handout will be distributed.

COURSE PLAN

Weeks 1-3 Getting Started: What is prophecy and who is a prophet?
Introduction to the issues of the course

PROPHECY IN THE ANCIENT NEAR EAST

N.B. Read the introductions to each prophetic book before reading the text.

The Book of Amos, *H-C Study Bible*

Max Weber, "The Prophet" (**ERes**)

Cornel West, "Prophetic Thought in Post-Modern Times" (handout)

Exodus 19-20 and Leviticus 19

The Encyclopedia of Religion, "Prophecy: An Overview" and "Biblical Prophecy" (Olin Library)

recommended: Victor Turner, "Religious Specialists" in *International Encyclopedia of the Social Sciences*, pp.437-443

Abraham Joshua Heschel, "What Manner of Man is the Prophet?" (ERes)

Hosea chs. 6-11

Isaiah chs. 1-6 and chs. 28-33:24

Micah

Nahum

Habbakuk

Jeremiah chs. 1, 5-10 and 46-51, Ezekiel 1-3 and Joel

The New Testament and the Qur'an

Harper-Collins Study Bible: Mark 1-6, Luke 7:1-35, John 1:19-28;
6:1-15; Matthew 5-7; Mark 13

John

Acts 3; I Corinthians 12:27-31 and 13-14

Readings in the Qur'an (3 Copies on CR)

Discussion: Characteristics of a prophet

Week 4

Martin Luther King, Jr. and Malcolm X

Martin Luther King, Jr., "Letter from Birmingham Jail"

http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Malcolm X, "God's Judgment of White America (The Chickens are Coming Home to Roost)" at MalcolmX.org

http://www.malcolm-x.org/speeches/spc_120463.htm

Short Essay Due Submit to Moodle and to the box on my office door.

Weeks 5-8

Wendell Berry

"Heaven in Henry County: A *Sojourners* Interview with Wendell Berry,"
Rose Marie Berger (2004):

<https://sojo.net/magazine/july-2004/web-exclusive-wendell-berry-interview-complete-text>

Watch Wendell Berry on Bill Moyers: “On His Hopes for Humanity”
<https://www.youtube.com/watch?v=2ejYAfcjJmY>

“Compromise, Hell!” *Orion*:
<https://orionmagazine.org/article/compromise-hell/>

“Not a Vision of Our Future, But of Ourselves” (2006)
http://www.ilovemountains.org/cost_of_coal/86

“Contempt for Small Places” *Missing Mountains*, Kristin Johanssen et al, eds., 106-107 (handout)

Berry on Civic Responsibility

“Property, Patriotism and National Defense” (1984)
in *Home Economics*, 98-111 (ERes)

“Thoughts in the Presence of Fear” (September 2001)

<http://www.orionmagazine.org/index.php/articles/article/214/>

“A Citizen’s Response to the National Security Strategy” (March/April 2003)

<http://www.orionmagazine.org/index.php/articles/article/20/>

“The Commerce of Violence” (2013) *The Progressive*
<http://progressive.org/commerce-of-violence>

NOTE Due Dates: Consider the persons (2-3) you would like to examine as possible prophetic voices. Consult with your instructor **no later than**
Turn in your top three choices **no later than in class on**

Berry: Health of Body/Health of Nature

“Health is Membership” (1994):

<http://home2.btconnect.com/tipiglen/berryhealth.html>

“Fidelity” in *That Distant Land* (ERes) 372-427

Berry:

“Less Energy, More Life” *The Progressive*

<http://www.progressive.org/news/2013/09/184055/less-energy-more-life>

“On Climate Change: To Save the Future, Live in the Present” *Yes! Magazine*

<http://www.yesmagazine.org/issues/together-with-earth/wendell-berry-climate-change-future-present>

Feb 19 Wrap-up Discussion on MLK, Malcolm X and Berry: What characteristics do they add to the portrait of a prophet?

Week 9

Claudia Rankine

Claudia Rankine, *Citizen, An American Lyric* 5-87

Rankine, 88-161

Topic and 3 resources due (Draft Annotated Bibliography). Submit to Moodle and the box on my office door.

Wrap-Up Discussion of Rankine, including lecture

Week 10-11

Jonathan Kozol

Watch: "Public Education, Still Separate, Still Unequal"

<https://www.youtube.com/watch?v=e7X3JI-aais>

Jonathan Kozol, *Shame of the Nation: Apartheid in America's Schools*
chs. 1-6

Kozol, *Shame* chs. 7-12

Kozol: Lingerin Questions

Annotated Bibliography Due: Submit to Moodle and to the box on my office door. **In addition, email it to your peer.** Review Guidelines.

Weeks 12-13

Richard Louv

Richard Louv, *Last Child in the Woods*

Peer Review of A.B.s due in class (two copies)

Week 14

Flannery O'Connor, *The Violent Bear it Away*

**Pitch Due at 4:00 in Moodle and in the box on my office door
E-mail it to your partner as well.**

Finals Week: Paired Dialogues: Let the Modern Prophets Speak!

SPAN 381
Resisting Borders: Contemporary Latino/a Literature

Professor Katherine Hedeem
Class MWF 12:10-13:00 in ASC 225
Office Hours MWF 1:10-2:30, or by appointment, in ASC 9
E-mail hedeenk@kenyon.edu
Phone 427-5063

Course Description

In this course we will study relevant Latino/a voices in a variety of literary genres, among them essay, poetry, fiction, and theater, with a special emphasis on Cuban-American, Mexican-American, and Puerto Rican literatures, and especially those works that while produced in the United States are written in Spanish. While we will pay close attention to local constructions of identity, we will also look beyond them to focus on how these same representations and constructions are connected to global processes. The course also includes a service-learning component that will provide experiential learning to students that explores the relationship between the literature we study and the local community.

Textbooks (available at the Kenyon Bookstore)

Herrera, Juan Felipe. *187 Reasons Mexicanos Can't Cross the Border: Undocuments 1971-2007*. San Francisco: City Lights, 2007.

Díaz, Junot. *The Brief Wonderful Life of Oscar Wao*. New York: Riverhead, 2007.

González, Juan. *Harvest of Empire: A History of Latinos in America*. 2nd ed. New York: Penguin, 2011.

Strongly Recommended

- Blackwell, Frieda H. and Paul E. Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Boston: Thomson Heinle, 2007.
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009.
- Spanish/English Dictionary

Readings (available on P Drive)

Anzaldúa, Gloria. "La conciencia de la mestiza: Towards a New Consciousness". *Borderlands / La Frontera: The New Mestiza*. San Francisco: Aunt Lute, 1987.

Aparicio, Frances and Alberto Sandoval. "Hibridismos culturales: La literatura y cultura de los latinos en los Estados Unidos." *Revista Iberoamericana*. LXXI (2005): 665-697.

Flores, Juan. "Life Off the Hyphen: Latino Literature and Nuyorican Traditions." *From Bomba to Hip-Hop: Puerto Rican Culture and Latino Identity*. New York: Columbia UP, 2000.

- Gómez-Peña, Guillermo. "The Free Trade Art Agreement/El tratado de libre cultura" and "The '90s Culture of Xenophobia: Beyond the Tortilla Curtain". *The New World Border*. San Francisco: City Lights, 1996.
- Kanellos, Nicolás, ed. *En otra voz: Antología de la literatura hispana en los Estados Unidos*. Houston: Arte Público Press, 2002 (Selections).
- . *Herencia: The Anthology of Hispanic Literature of the United States*. Houston: Arte Público Press, 2003 (Selections).
- Pérez Firmat, Gustavo. "Introduction: The Desi-Chain." *Life on the Hyphen: The Cuban-American Way*. Austin: UT Press, 1994.
- . "El sinocubanoamericano". *Vidas en vilos: La cultura cubanoamericana*. Madrid: Colibrí, 2000.

Attendance and Class Participation

Students are required to attend all classes. During the semester, students are allowed three unexcused absences. Arriving tardy to class three times will be considered one unexcused absence. All other unexcused absences will severely affect students' attendance and participation grade. Most of our class time will be dedicated to discussion of the texts assigned. Thus, students are expected to:

1. Come to class having carefully read the texts assigned.
2. Actively participate in discussion.
3. Actively participate in fellow students' oral presentations.
4. Refrain from eating and/or chewing gum in class.

All laptops and phones should be out of sight and, in the case of the latter, placed on vibrate during class time. Failure to do so will severely affect your participation grade.

Students' preparation and participation will be evaluated DAILY.

No late homework will be received without a penalty of at least one full grade point.

All classes will be conducted in Spanish.

Oral Presentations

Individually, students will do one presentation in class, in Spanish, of at least 20 minutes in length. It will have as its focus a literary work read in class. Students will briefly provide important facts about the author and describe the social and cultural context in which he/she wrote. The bulk of the presentation should focus on the principal features of the work in question and offer a close textual analysis of it. In addition, presenters will respond to classmates' questions and informally lead class discussion. Students are encouraged to discuss presentations with the professor beforehand.

Sign-up sheet will be provided the first day of class.

Essays

A major component of this course is perfecting students' academic writing skills in Spanish. Throughout the semester, they will write **two** 10-page essays. Students will write a first draft, which will be peer-edited and evaluated by the professor. They will then turn in a final draft. (Grade breakdown: quality of first draft: 40%, peer evaluation: 20%, final draft: 40%). Students should be aware of the following:

- 1) **Students will be evaluated as peer editors.** Students will be asked to exchange their first drafts with another student. They will be given a rubric to guide them in the task of editing. 20% of their essay grade is based on how well they do this. **The draft turned into a peer must be of the same quality as if it were turned in to the professor. Failure to demonstrate this level of quality will severely affect students' grade.**

- 2) **Students must attach all drafts when turning essays in.** In the case of the first draft, students will turn in the draft originally given to the peer editor, their comments and corrections, and a new copy, with corrections made. When turning in the final draft students will also attach the peer-edited version and the first draft corrected by the professor. **Students should keep drafts in a safe place; failure to not turn them in will severely affect their grade.**

For each essay students will write on a work by an author. They are responsible for choosing the work, formulating a clear thesis about it, analyzing it through a close reading and providing examples from the text, and incorporating secondary critical sources.

Students will be evaluated using the following criteria:

- a) Language (grammar, vocabulary, and spelling), 40%;
- b) Form (organization, presentation of ideas, clearness, use of MLA Style), 30%;
- c) Content (use of criticism, social and cultural context, and textual analysis), 30%.

Essay #1:

A text not read in class by one of the Mexican-American writers on the syllabus (no novels).

Essay #2:

A text not read in class by one of the Cuban-American or Puerto Rican writers on the syllabus (no novels).

Service Learning: Latino Literature Reading Club

A key element of this course is to give students the opportunity to engage in experiential learning. This will be achieved through their participation in a Latino Literature Reading Club with Mount Vernon High School's Spanish Club. Kenyon students will meet four times with high school Spanish Club students to discuss key works from the course. The project will conclude in a community reading/performance at the Mount Vernon Public Library.

Students will work a minimum of 20 hours on the project, in collaboration with classmates, high school students, and individually. They will establish both learning goals and project outcomes. Such goals and outcomes should be specific, measurable, achievable, relevant, and time bound. Learning goals as well as methods of evaluation can include those listed in the [Kenyon College EXPL 205 Internship Learning Plan](#) (Handout).

Journal: Students will keep a journal on the Service Learning project experience. It will consist of 4 reports due on the dates indicated in the syllabus and will be two-pages typed double space in Spanish.

Journal #1 will be a reflection on literature. Consider the following questions: Should we read it and study it? Why? Does literature have a place in greater society? Does it have a social purpose? What?

Journal #2 will be a description of the specific literary project you will undertake, including the issue or need to be addressed, your goals and the activities to achieve such goals, expected outcomes, and your personal response to the project and plans for future action.

Journal #3 will be a two-page summary of the discussion of the literary text you facilitated and your participation in the public performance. You are encouraged to add stories, interviews, or other media presentation techniques such as video or audio files that illuminate and expand on the nature of the work and learning experience. It should also include a reflection on how interaction with Spanish Club students and the community has changed the way you view yourself and the world around you.

Journal #4 will be an overall reflection about the service learning experience, including learning opportunities, challenges, benefits and value. It should also address how all this relates to coursework and materials.

Attendance and Participation	20%
Oral Presentation	10%
Essays	40%
Participation in SL Project	10%
Journal Entries on SL Project	20%

Academic Honesty

Plagiarism is among the most serious matters in an academic community. Please refer to the *2016-17 Course of Study* (<http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/academic-honesty-and-questions-of-plagiarism/>) for policies on academic honesty or consult your professor if you have questions about the attribution of sources. **The use of Google Translate or any other translation program is considered to be plagiarism.**

Disabilities

If you have a disability and feel that you may have need for some type of academic accommodation in order to participate fully in this class, please feel free to discuss your concerns with your professor in private and to contact Erin Salva, Coordinator of Disability Services at PBX 5453 or via e-mail at salvae@kenyon.edu

Schedule

August

F 29 Introduction

September

Resisting Borders: Historical and Cultural Context

M 1 Juan Gonzalez: *Harvest of Empire*, xi-163.

W 3 *Harvest of Empire*: 167-224.
F 5 *Harvest of Empire*: 225-311.

M 8 Aparicio y Sandoval: “Hibridismos culturales: La literatura y cultura de los latinos en los Estados Unidos” (P Drive). **Visit from The Freedom Center.**

Mexican-American Literature

W 10 Aparicio y Sandoval: “Hibridismos culturales: La literatura y cultura de los latinos en los Estados Unidos” (P Drive). **Visit from The Knox County Health Department.**

F 12 Rodolfo “Corky” Gonzales: “I am Joaquin” (P Drive).

M 15 Rolando Hinojosa: “Don Orfalindo Buitureyra” and “Feliz Cumpleaños, E.U.A.” (P Drive).

W 17 Abelardo: “El inmigrante” and “El río Grande” (P Drive).

F 19 Tomás Riviera: “Primera comunión” (P Drive).

M 22 Luis Valdes: “Soldado Razo” and “Los Vendidos” (P Drive).

W 24 Gloria Anzaldúa: “La conciencia de la mestiza: Towards a New Consciousness” (P Drive).

F 26 Alurista: “when raza?”, “la canería y el sol”, “pues ¡y qué!” (P Drive).

M 29 Guillermo Gómez-Peña: “The Free Trade Art Agreement/El tratado de libre cultura” and “The ‘90s Culture of Xenophobia: Beyond the Tortilla Curtain” (P Drive). **Journal #1**

October

W 1 Eduardo Corral: *Slow Lightning*, ix-30.

F 3 *Slow Lightning*, 33-74.

Cuban-American Literature

M 6 Gustavo Pérez Firmat: “Introduction: The Desi-Chain” and “El sino cubanoamericano” (P Drive).

W 8 Lourdes Casal: “Obbatalá”, “Definición”, “Para Ana Veldford”, “La Habana 1968” (P Drive). **First version of Essay 1 to peer editor.**

F 10 **October Reading Days**

M 13 José Kozer: “Está oscuro, mi hermana, está oscuro”, “Que mi mujer cubana nacida en Nueva York” and “Este señor don gringo está hoy muy académico” (P Drive). **Peer Editor Returns First Draft of Essay 1.**

W 15 Oscar Hijuelos: “Our House in the Last World” (P Drive).

- F 17 Achy Obejas: “We Came All the Way from Cuba So You Could Dress Like This?” (P Drive).
- M 20 Ruth Behar: “The Jewish Cemetery in Guanabacoa”, “My Grandmother in Miami Beach who Sees Everything in Blue”, “Returning”(P Drive). **Second Version of Essay 1 to Professor.**
- W 22 Richard Blanco: “America” (P Drive).
- F 24 Víctor Rodríguez Núñez: “orígenes”, “indisciplinas”, “destierros”, “resguardos”, and “intervenciones” (P Drive).
- M 27 Visit by Rodríguez Núñez. **Professor Returns of Second Version of Essay 1.**

Puerto Rican and Dominican-American Literature

- W 29 Juan Flores ““Life Off the Hyphen: Latino Literature and Nuyoric Traditions.” (P Drive).
- F 31 Guillermo Cotto-Thorner: “Trópico en Manhattan” (P Drive).

November

- M 3 René Marqués: “La carreta” (P Drive). **Final Version of Essay 1 to Professor.**
- W 5 Pedro Juan Soto; “Garabatos” (P Drive).
- F 7 José Luis González “La noche que volvimos a ser gente” (P Drive). **Journal #2**
- M 10 Piri Thomas: “Down These Mean Streets (excerpt)” (P Drive).
- W 12 Miguel Algarín: “Saliendo” and “Light after Blackout” (P Drive).
- F 14 No class.
- M 17 Miguel Piñero: “A Lower East Side Poem” (P Drive).
- W 19 Pedro Pietri: “Puerto Rican Obituary” (P Drive).
- F 21 Sandra María Esteves: “My Name is María Christina” and “Anonymous Apartheid” (P Drive) **First Version of Essay 2 to Peer Editor.**

22-29 Thanksgiving Vacation

December

- M 1 Víctor Hernández Cruz “The Latest Latin Dance Craze”, “today is a day of great joy”, “Loisada” and “energy”(P Drive). **Peer Editor Returns First Version of Essay 2. Journal #3.**
- W 3 Tato Laviera: “my graduation speech” and “doña cisa y su anafre” (P Drive).
- F 5 Junot Díaz: *The Brief Wondrous Life of Oscar Wao*, 1-75. **Second Version of Essay 2 to Professor.**

M 8 *The Brief Wondrous Life of Oscar Wao*, 77-201.
W 10 *The Brief Wondrous Life of Oscar Wao*, 204-335.
F 12 Conclusions.

Final Version of Essay 2 and Journal #4 by Fri. Dec. 19 at 1:30 pm.

WGS 331: GENDER, POWER AND KNOWLEDGE

MWF 1:10-2:00

Professor H. Abbie Erler
Horowitz House, 06
Tel: 427-5733
Email: erlerh@kenyon.edu
Office Hours: Monday, Tuesday 2:00-4:00; Wednesday 2:00-3:00

1. Course Objectives

This class will examine feminist critiques of dominant methodologies and theories of knowledge creation in the social sciences. It will explore a variety of alternative epistemologies and methodologies proposed by feminist theorists and researchers. Participants in this class will learn several qualitative and quantitative methods and use these methods in a community-based research project. In addition, we will discuss ethical issues within research contexts and what responsibilities feminist researchers have to the broader political community.

2. Community-Based Research Project

Students in this class will participate in a community-based research project. For this project, we will be evaluating the “Crunch Out Obesity” health program taught in Knox County elementary schools for the Knox County Public Health Department. As part of this research project, we will be traveling to various schools across the county to conduct interviews with students who have participated in the program and teachers who implement the program. We will also be distributing a survey to students and their families to assess their experiences with the program. In addition, we will use other research methods to help the Public Health Department assess the effectiveness of this program in promoting healthy habits. We will present the results of our findings at the Get Healthy Knox County meeting in May.

3. Student Responsibilities and Grading

Grades will be determined as follows:

Disciplinary Paper:	20%
Project Reflection Papers (4):	40% (10% each)
Final Project and Assessment Essay:	20%
Participation:	15%
CITI Training:	5%

Attendance and Participation: This class will involve critical analysis and discussion of the assigned texts. Students are expected to complete the readings in advance and come to class prepared to discuss them. Since this class only meets once a week, attendance is mandatory at all class sessions.

Academic Honesty: Please consult the *Student Handbook* for the College’s policy on academic honesty. Plagiarism of any kind will not be tolerated. All papers must have proper citations.

Disabilities: If you have a disability that will affect your participation in class please let me know and contact Erin Salva, Coordinator of Disability Services, at x5453 or by email.

4. Required Texts

- Shulamit Reinharz. 1992. *Feminist Methods in Social Research*. Oxford.

5. Class Schedule

1. Week 1

Designing a Feminist Research Project

*Caroline Ramazanoglu (with Jane Holland). 2002. "Choices and Decisions: Doing a Feminist Research Project." In *Feminist Methodology: Challenges and Choices* (Sage).

Reinharz, pp. 3-17.

What is Community Based Research?

Mary P. Sheridan and Tobi Jacobi. 2014. "Critical Feminist Practice and Campus-Community Partnerships: A Review Essay." *Feminist Teacher* 24(1-2): 138-150.

Strand et al. "Research Practices in Community-Based Research".

2. Week 2

Gender as a Variable

*Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* (selections).

*Anne Fausto-Sterling. 1993. "The Five Sexes: Why Male and Female are Not Enough." *The Sciences* (March/April), p. 20-24.

*Sharlene Nagy Hesse-Biber and Gregg Lee Carter, *Working Women in America: Split Dreams* (selections).

Self-Reflexivity

Verta Taylor and Leila J. Rupp. 2005. "When the Girls are Men: Negotiating Gender and Sexual Dynamics in a Study of Drag Queens," *Signs* 30(4): 2115-2139. (JSTOR)

CITI Training and IRB Application Due

3. Week 3

Feminist Methodologies as Critique

*Susan Hekman. 1987. "The Feminization of Epistemology: Gender and the Social Sciences." *Women and Politics* 7: 65-84.

Linda Alcoff. 1987. "Justifying Feminist Social Science." *Hypatia* 2(3): 107-127.

Conducting Interviews

Reinharz, pp. 18-45.

*Joan Acker, Kate Barry, and Johanna Esseveld. 1991. "Objectivity and Truth: Problems in Doing Feminist Research." In *Beyond Methodology*, eds. Fonow and Cook.

Sabine Grenz. 2005. "Intersections of Sex and Power in Research on Prostitution: A Female Researcher Interviewing Male Heterosexual Clients," *Signs* 30(4): 2091-2113. (JSTOR)

Project Reflection Paper #1 Due

4. Week 4

Feminist Research Ethics

*Maria Mies. 1993. "Feminist Research: Science, Violence and Responsibility." From Mies and Vandana Shiva, *Ecofeminism*.

Linda Alcoff, "The Problem of Speaking for Others."

Features of Feminist Epistemologies

Judith a Cook and Mary Margaret Fonow. 1986. "Knowledge and Women's Interests: Issues of Epistemology and Methodology in Feminist Sociological Research," *Sociological Inquiry* 56(1): 2-29. [**Read only pages 2-13**].

Sandra Harding. 1987. "The Methods Question." *Hypatia* 2(3): 19-35.

*Kum-Kum Bhavnani, "Tracing the Contours: Feminist Research and Feminist Objectivity." In *Feminist Perspectives on Social Research*, eds. Hesse-Biber and Yaiser.

Interview Script Due

5. Week 5

Engendering the Natural Sciences

*Evelyn Fox Keller, "A World of Difference." From *Reflections on Gender and Science* (1995).

Emily Martin. 1991. "The Egg and Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16(3):485-501.

*Denise Frechet, "Toward a Post-Phallic Science." In *(En)Gendering Knowledge*, eds. Hartman and Messer-Davidow.

Ruth Ginzberg. 1987. "Uncovering Gynocentric Science," *Hypatia* 2(3): 89-105. (JSTOR)

Doing Survey Research

Reinharz, pp. 76-94.

6. Week 6

Feminist Positivism

*Janet Saltzman Chafetz, "Some Thoughts by an Unrepentant 'Positivist' Who Considers Herself a Feminist Nonetheless." In *Feminist Perspectives on Social Research*, eds. Hesse-Biber and Yaiser.

Dorothy E. Smith, "Women's Perspective as a Radical Critique of Sociology."

Lorraine Code, "Incredulity, Experientialism, and the Politics of Knowledge."

Naomi Scheman, "Epistemology Resuscitated: Objectivity as Trustworthiness."

Men in Feminist Research

*Sandra Harding, "Can Men Be Subjects of Feminist Thought." In *Feminist Perspectives on Social Research*, eds. Hesse-Biber and Yaiser.

Michael Messner and Jeffrey Montez de Oca. 2005. "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events." *Signs* 30(3): 1879-1909. (JSTOR)

Survey Instrument Due

7. Week 7

Feminist Standpoint Theory

*Nancy Hartsock, "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism." In *Feminism and Methodology*, ed. Sandra Harding.

Sandra Harding, "Borderlands Epistemologies."

Patricia Hill Collins, "Black Feminist Epistemology."

Donna Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective."

Reflection Paper #2 Due

8. Week 8

Oral History

Reinharz, pp. 126-144.

*Susan Geiger, "What's So Feminist About Women's Oral History?" In *Feminist Perspectives on Social Research*, eds. Hesse-Biber and Yaiser.

Content Analysis

Reinharz, pp. 145-163.

Nancy Fraser and Linda Gordon, 1994. "A Genealogy of Dependency: Tracing a Key Word of the U.S. Welfare State," *Signs* 19(2): 309-336. (JSTOR)

9. Week 9

Working with Quantitative Data

10. Week 10

Intersectionality

Kimberle Crenshaw. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Stanford Law Review* 43(6): 1241-79 (JSTOR).

Mary Hawkesworth. 2003. "Congressional Enactments of Race-Gender: Toward a Theory of Race-Gendered Institutions." *American Political Science Review* 97(4): 529-550. (JSTOR)

Reflection Paper #3 Due

11. Week 11

Postmodernism and Feminism

Foucault, *The History of Sexuality* (all).

Responding to Foucault

Cressida J. Heyes, 2006. "Foucault Goes to Weight Watchers." *Hypatia* 21(2): 126-149. (JSTOR).

Donna Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective."

Nancy Fraser and Linda J. Nicholson, "Social Criticism without Philosophy: An Encounter between Feminism and Postmodernism."

12. Week 12

Feminist Cross-Cultural Research: Studying "the Other"

Uma Narayan, "Dislocating Cultures: Identities, Traditions, and Third World Feminism."

Satya P, Mohanty. "Political Criticism and the Challenge of Otherness"

Spivak, Gayatri, 1992. "The Politics of Translation."

13. Week 13

Feminist Ethnography

Reinharz, pp. 46-75.

Helen Germillion. 2002. "In Fitness and in Health: Crafting Bodies in the Treatment of Anorexia Nervosa." *Signs* 27(2): 381-414. (JSTOR)

Emotions as a Source of Knowledge

Alison M. Jaggar, "Love and Knowledge: Emotion in Feminist Epistemology." In JM, pp. 378-391.

Reflection Paper #4 Due

14. Week 14

Embodied Knowledge

*Susan Bordo, *Unbearable Weight: Feminism, Western Culture, and the Body* (selections).

*Elizabeth Grosz. 1993. "Bodies and Knowledge: Feminism and the Crisis of Reason." In *Feminist Epistemologies*, eds. Alcoff and Potter.

Final Research Report Due

Syllabus for ENGL 493 IS: Mentoring Middle School Readers and Writers

Course texts –

Anderson, Carl. *How's It Going? A Practical Guide to Conferring with Student Writers*.
Attwell, Nancie. *In the Middle: A Lifetime of Learning about Writing, Reading, and Adolescents*.
Bomer, Katherine. *The Journey Is Everything: Teaching Essays That Students Want to Write...*
Goldstein, Dana. *The Teacher Wars: A History of America's Most Embattled Profession*.
Greene, Maxine. *Releasing the Imagination: Essays on Education, the Arts, and Social Change*.
O'Reilly, Mary Rose. *Radical Presence: Teaching as Contemplative Practice*.
Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*.
Sousanis, Nick. *Unflattening*.
Thoms, Frank. *Teaching from the Middle of the Room: Inviting Students to Learn*.
Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*.

Tuesdays = at Mount Vernon Middle School / Thursdays = at Kenyon

Week 1	T 1/17	Meeting students / learning to observe in a classroom
	R 1/19	Discussing Ohio's Common Core standards for English Language Arts; Sousanis: <i>Unflattening</i> Reflective writing: thinking back to middle school
Week 2	T 1/24	Continuing to observe
	R 1/26	Attwell: <i>In the Middle</i> Reflective writing: What did we see in Andy's classroom? Where do we fit in?
Week 3	T 1/31	Mentoring / Workshopping
	R 2/2	Attwell: <i>In the Middle</i> Critical Incident Journal
Week 4	T 2/7	Mentoring / Workshopping
	R 2/9	Anderson: <i>How's It Going?</i> Critical Incident Journal
Week 5	T 2/14	Mentoring / Workshopping
	R 2/16	Palmer: <i>Courage to Teach</i> Critical Incident Journal
Week 6	T 2/21	Mentoring / Workshopping

- R 2/23 O'Reilly: *Radical Presence* and Palmer: *Courage to Teach*
Lesson planning for week 7
- Week 7** T 2/28 Kenyon student designs class session
- R 3/2 Goldstein: *The Teacher Wars*
Critical Incident Journal / Self-assessment and observations about Tuesday
- Weeks 8-9 Kenyon's Spring Break**
- Week 10** T 3/21 Mentoring / workshopping / catching up with students after break
- R 3/23 Approaching the history of teaching and of education in the US
Goldstein: *The Teacher Wars*
Critical Incident Journal
- Week 11** T 3/28 Kenyon student designs class session
- R 3/30 Bomer: *The Journey is Everything*
Critical Incident Journal / Self-assessment and observations about Tuesday
- Week 12** T 4/4 Kenyon student designs class session
- R 4/6 Bomer: *The Journey is Everything*
Critical Incident Journal / Self-assessment and observations about Tuesday
- Week 13** T 4/11 At Kenyon (MVMS on Spring Break) – working toward final projects
- R 4/13 Continuing to work toward final projects
Reading assignments that offer various approaches to writing about
teaching
(memoir, analysis, critique, theory)
- Week 14** T 4/18 Mentoring / workshopping
- R 4/20 Selections from Diane Ravitch and Jonathan Kozol
- Week 15** T 4/25 Mentoring / workshopping
- R 4/27 Selections from Maxine Greene: *Releasing the Imagination*
- Week 16** T 5/2 Mentoring / workshopping / saying farewell / doing
assessments/interviews
- R 5/4 MVMS student reading

VI. Bibliography

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<http://www.servicelearning.umn.edu/>
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VII. Library Search Resource

<http://kenyon.libguides.com/cel>