COURSE INFORMATION:
Instructor: Naryan Leazer  Office: Jones Hall 200
E-Mail: nleazer@carroll.edu  Office Phone: 262-524-7107 Cell: 414-801-6360
Office Hours: TBD
Required Text: Selected readings available on My Courses
Required Text: Evicted: Poverty and Profit in The American City by Matthew Desmond

COURSE DESCRIPTION:
Students enrolled CCS 300 Service Learning: Cultural Barriers to Social Justice Milwaukee will participate in a 20-hour Urban Plunge at the House of Peace, followed by volunteering at the St. Ben’s Community Meal Program for an additional 40 hours over the course of the semester. This course will allow students to explore the cultural and social history underpinning the deep racial divisions in Milwaukee and the impact these have had on both white and non-white community identities. Assignments will include common readings on white flight, the social construction of poverty and the systemic effects of geographical segregation. Students will maintain a reflective journal and share their cross-cultural experiences and observations as the semester progresses. Upon completion of their experience, students will submit a final journal and reflection paper/presentation regarding how the immersion impacted their perceptions of distressed minority populations.

CCE LEARNING OUTCOMES: Upon successful completion of the Cross-Cultural Experience, students will be able to:
1. Analyze similarities and differences between their own culture and a different culture.
   Assessment: Social Identity and the Cross-Cultural Setting Paper, Journal, and Final Analysis
2. Demonstrate the ability to interact/communicate/work across cultural boundaries.
   Assessment: Social Identity and the Cross-Cultural Setting Paper, Journal, and Final Analysis
3. Relate the cross-cultural experience to their fields of study.
   Assessment: Social Identity and the Cross-Cultural Setting Paper, Journal, Final Analysis, and Class Participation
4. Articulate the implications of hegemony on their self-identity and of the identity of the community they are volunteering with.
   Assessment: Journal, Final Analysis, and Class Participation

EXPECTATIONS OF STUDENTS:
I expect students to act in a professional and respectful manner in class at all times. The catalog calls upon students, in the Carroll University Compact, to strive to live according to certain values as a member of the Carroll community. This class has these expectations as well. In line with this compact are these specific expectations:
1. We will be discussing ideas that are controversial and may be challenging to what students value and think. It is important to focus on the discussion of the ideas and not the personal attacks on other people.
2. I expect students to have an opportunity to share their ideas but not to monopolize the conversation.

GRADE DISTRIBUTION:
Social Identity and the Cross-Cultural Setting Paper .................................................. 20%
Signature Assignment .......................................................................................... 15%
Journal ............................................................................................................ 15%
Online Discussion.............................................................................................. 10%
Final Analysis Paper .......................................................................................... 15%
Final Analysis Presentation .............................................................................. 10%
Participation ................................................................................................... 15%
100%
GRADING SCALE:
A=93-100  AB=88-92.9  B=82-87.9  BC=78-81.9  C=70-77.9  D=60-69.9  F=0-59.9

ASSIGNMENTS:
1. Social Identity and the Cross Cultural Setting Paper
   Students will complete an analytical paper before they begin their immersion. It is designed to help students become more aware of their social identities, those of the people at their cross-cultural sites, and the impact the two are likely to have on one another. Details will be given as we progress.

2. Signature Assignment
   Each student will be required to write and submit one persuasive essay. It represents the third tier in the writing component of the General Education program (tier 1: CCS 100 and ENG 170; tier 2: CCD) and should be written as a five-paragraph essay. You will be graded based on your ability to develop a short argument on how your Carroll General Education has supported your overall educational goals and will make you a better world citizen and candidate for a job after graduation.

   CCS 300-G: Service in a Cross-Cultural Setting is a component of the Pioneer Core and satisfies a cross cultural requirement. Students are required to upload this paper to their Carroll University X Drive, in their 3-CCD folder.

3. Online Discussion
   During the course of your service learning experience you will be asked to reflect on your experiences in class as well as at immersion site. You will be expected to respond to three or four posts throughout this period. You will be expected to complete an initial post and then respond to the post of at least two of your classmates.

4. Journal
   Students will write reflective journal entries on readings and expectations prior to and during their immersion. This journal will serve as a means of coping with experiences as they occur during the semester and the inspiration for the final analysis at the end of the semester. Details will be explained as we progress.

5. Final Analysis
   Upon return, students will complete a reflective assignment that will be a combination of an individual 2-3 page essay and a presentation to the class. In this assignment, students will specifically address how learning outcomes have been achieved through in-class and immersion portions of course, what aspects of the immersion experience came as a surprise, and how this experience may frame their future activities and career/life choices.

6. Class Participation
   This is not a lecture-based class. As a seminar, we will take responsibility for teaching and learning from one another. If you attend every class but rarely contribute to class discussions, you can expect a “D.” The more you contribute, the higher your grade will become. If you should miss class, display a negative attitude (e.g. playing on your computer or cell phone), arrive late, or not complete readings or assignments, your grade will drop quickly.

TENTATIVE SCHEDULE: All readings are posted on My Courses and must be completed by the date listed below.

   Preparation
   Meeting 1:  Topic: Introduction to Course and Journaling
   Initial Journal Entry: Personal Stereotypes of Minority Poor and Who Am I
   Readings: Service Learning as Crucible by Lori Pompa
   Evicted: Poverty and Profit in an American City (TBD)

   Urban Plunge:  Friday – Saturday, February 3 & 4
Meeting 2: Topic: Recognizing Cultural Differences and the Impact of Hegemony
Readings: Evicted: Poverty and Profit in an American City (TBD)
Video: In the White’s Man’s Image

Meeting 3: Topic: Experiencing Culture and Journaling
Readings: Writing to Explore by Mary Salibrici, Anna Creadick & Doug Reilly

Assignments Due: Social Identity and the Cross Cultural Setting

Meeting 4: Topic: CCE Reflection Process
Assignment Due: Journal Drafts

Meeting 5: Topic: Analyzing your Experience
Readings:

Assignment Due: Signature Assignment

Meeting 6: Assignments Due: Final Analysis Papers & Presentations

COURSE POLICIES:
1. Late Assignments:
   All assignments are to be submitted by the appropriate deadline. Work turned in after the due date will be docked 10% per day late. Any assignment submitted more than three (3) calendar days late will receive a 0%.

2. Grade Appeals:
   When a graded assignment is returned, you will have seven (7) calendar days to raise any questions pertaining to the grade on that assignment. No requests for grade changes will be honored after the seven-day window expires. This policy is designed to encourage you to be proactive in keeping track of your achievement in the course.

3. Academic Integrity:
   There is a procedure in place at Carroll to deal with academic misconduct (e.g. plagiarism, impeding the academic work of other students, etc.). See Section V of the Student Handbook, “Academic Policies and Procedures: Policies and Procedures on Student Academic Integrity.” Academic misconduct will be dealt with in this class according to Carroll’s procedure and may result in sanctions such as: a lower or failing grade on an assignment, a lower or failing grade in the class, suspension from the College. Please read the procedure in the student handbook and be informed particularly of plagiarism (i.e. claiming credit for the work of another without proper authorization or citation). Ignorance is no defense for plagiarism.

4. Academic Support:
   The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. For more information, go to: http://www.carrollu.edu/Learningcommons/. See also information about the writing center and upcoming workshops: http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790.

5. Writing Center:
The Carroll University Writing Center, located in the library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop in basis. To schedule an appointment, use LC Online, which is accessible through the student portal or by visiting: http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790

6. **Accommodations for Disabilities:**
   Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via e-mail at mbledsoe@carrollu.edu.

7. **Modification of Course Content:**
   The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum or program requires.

8. **Office Hours:**
   Everyone is encouraged to stop by my office to discuss any issue that arises in class. As a teacher I want to help you learn and get the highest grade possible. If you have problems in achieving these goals, please stop by office so we can find a way to help. If your schedule does not allow you to meet during my listed office hours, you are encouraged to make an appointment for another time.

9. **Attendance:**
   After the equivalent of one week of absence, a student’s grade will be adversely affected. The equivalent of two weeks of absence may result in failure of the course or being asked to withdraw.