Integrating Service-learning into an Urban Anthropology Course Syllabus

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Presented at the University of South Florida Day Institute on Engaged Scholarship and Community Redevelopment, October 30, 2009. Sponsored by Florida Campus Compact and the USF Office of Community Engagement.
Presentation Outline: Excerpts taken from ANT 4442 service-learning syllabus

- Course Description and Purpose
- Course Goals, Objectives, and Expectations
- Grading Distribution
- Ethnographic Readings Blogs
- Service-learning
- Community Partners, Community Engagement, and Community Based Research
- Fieldwork Journal Blogs (Notes and Reflections)
- Deliverable to Community Partner
- Course Reflections Final Essay
Course Description and Purpose

This course will survey recent ethnographic research on the topics most relevant to understanding urban life and culture in the neoliberal and globalizing world of today:

- rural to urban migration and socio-political marginalization;
- gentrification, housing, and neoliberal urban development;
- immigrant labor, urban poverty, and transnational spaces;
- indigenous people, citizenship, and urban organizing;
- architecture, urban design, and everyday socio-cultural life;
- urban spatialization of heritage and memory;
- ethnohistorical approaches to urban ethnic relations;
- blackness, whiteness, and class stratification in urban contexts;
- the politics and cultures of public spaces;
- children and youth living in a street situation;
- fear and security, urban crime, and class segregation;
- environmental racism and urban activism;
- media technologies and urban life.
Course Description and Purpose, cont’d

- As a service-learning course, students will be required to work with a nonprofit organization in the Tampa Bay area.
- Service-learning is a philosophy of education that asserts that students can achieve course learning goals and retain course content in more profound and lasting ways through experiential learning in a real world context.
- Service-learning typically takes place in the context of community development work or a social change project.
- Service-learning benefits the community and is directly linked to course curriculum, content, and goals, and it entails ongoing self-reflection exercises through which students
  - reflect on the social context of the learning process,
  - analyze their own relationships to other people and the world,
  - challenge their own assumptions about social problems and issues,
  - and cultivate a more committed sense of civic responsibility and ethical sense of personal agency.
Course Goals, Objectives, and Expectations

- This course emphasizes critical thinking and inquiry.
- In keeping with the learning objectives of the Foundations of Knowledge and Learning Core Curriculum at USF, this course emphasizes inquiry as the means of developing complex intellectual skills that enable students to
  - become critical thinkers, concerned citizens, successful professionals, and reflective people who throughout their lives are aware of, understand, and engage with the complexities and challenges that our global realities require.
Students who successfully complete all course requirements will:

- gain a solid understanding of the basic concepts, issues, and perspectives of urban anthropology;
- develop a general understanding of anthropological theories and methods of producing knowledge;
- become familiar with outstanding examples of recent ethnographies of urban life and culture written by anthropologists;
- learn what anthropologists can contribute to the study of urbanization, urbanism, urban life and culture by conducting ethnographic field research in the context of a service-learning project with a local nonprofit organization concerned with urban issues; and
- learn how to use anthropological approaches, theories, concepts, and research methods to describe, explain, and propose recommendations for solving urban problems.
# Grading Distribution

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>300</td>
<td>Ethnographic Readings Blogs</td>
<td>20%</td>
</tr>
<tr>
<td>150</td>
<td>Service-learning Hours</td>
<td>10%</td>
</tr>
<tr>
<td>450</td>
<td>Fieldwork Journal Blogs</td>
<td>30%</td>
</tr>
<tr>
<td>225</td>
<td>Deliverable to Community Partner</td>
<td>15%</td>
</tr>
<tr>
<td>75</td>
<td>In-class Final Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>150</td>
<td>Course Reflections Final Essay</td>
<td>10%</td>
</tr>
<tr>
<td>1500</td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 11</td>
<td>January 13</td>
</tr>
<tr>
<td></td>
<td>• introduction to course</td>
<td>• community partners in Sulphur Springs</td>
</tr>
<tr>
<td></td>
<td>• introduction to urban</td>
<td>• service-learning and community based research</td>
</tr>
<tr>
<td></td>
<td>anthropology</td>
<td>• student service-learning and research groups</td>
</tr>
<tr>
<td>2</td>
<td>January 18</td>
<td>January 20</td>
</tr>
<tr>
<td></td>
<td>• NO CLASS: Martin Luther</td>
<td>• read articles on Sulphur Springs prior to class</td>
</tr>
<tr>
<td></td>
<td>King, Jr. Holiday</td>
<td>• post a blog on Sulphur Springs articles by 11:00 am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• discuss articles on Sulphur Springs</td>
</tr>
<tr>
<td>3</td>
<td>January 25</td>
<td>January 27</td>
</tr>
<tr>
<td></td>
<td>Ethnohistorical Approaches</td>
<td>• make initial contact with community partner</td>
</tr>
<tr>
<td></td>
<td>to Urban Ethnic Relations</td>
<td>• post a fieldwork journal blog on initial meeting with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>community partner by 4:00 pm</td>
</tr>
<tr>
<td></td>
<td>• read introduction and</td>
<td>• post a blog on <a href="https://example.com">More than Black</a> by 11:00</td>
</tr>
<tr>
<td></td>
<td>chapter [x] from <a href="https://example.com">More than Black</a>: Afro-Cubans in Tampa by Susan D. Greenbaum prior to class</td>
<td>am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• discuss <a href="https://example.com">More than Black</a> readings during class</td>
</tr>
</tbody>
</table>
Ethnographic Readings Blogs

- In order to prepare for class discussions on Mondays, you will submit a 250-word paragraph of written text prior to each Monday class meeting.
- These paragraphs will be submitted via Blackboard as blog entries and will be based on the ethnographic readings, which are selections from book-length urban ethnographies and are intended to offer a comparative, cross-cultural perspective from which to view aspects of urban life and issues across the globe.
- More detailed instructions about the ethnographic readings blogs can be found on the Blackboard course site.
- Each student will submit 6 ethnographic readings blogs. Each blog is worth 50 points for a total of 300 points (or 20% of your final grade). There are 12 ethnographic readings in total.
- Students will be divided into two groups at the beginning of the semester. The two groups will alternate each week in submitting blog entries so that every student in both groups does a total of 6 blogs, one every other week. All students in both groups will be equally responsible for participating in seminar-style discussions about the readings during Monday classes.
This course requires that you spend some time outside of class conducting urban ethnographic field research in the context of service-learning with a locally operating nonprofit organization concerned with some issue regarding urban life and culture.

This can be done with an organization near the USF campus or in the Tampa Bay area, although students will be encouraged to work with an organization in the Sulphur Springs neighborhood, which is about a fifteen minute drive from the USF campus.

There are 15 service-learning hours required. You will do service-learning at least one hour a week beginning with the week of January 25 and ending with the week of April 19th; during three of these weeks you will need to do service-learning at least two hours in order to accumulate all 15 hours.

Service-learning hours will be logged in Blackboard on a weekly basis. Each hour is worth 10 points for a total of 150 points (or 10% of your final grade).
Community Partners, Community Engagement, and Community Based Research

- You will be strongly encouraged, though not required, to do service-learning in Sulphur Springs, a neighborhood close to the USF campus and in which the Instructor and his faculty mentor Dr. Susan Greenbaum have been conducting research and other projects for a number of years (Dr. Greenbaum since 1999, the Instructor since 2007).

- Other USF faculty and students have also been conducting research, offering service-learning courses, operating nonprofit organizations, and directing or advising various kinds of community based projects in Sulphur Springs.

- This involvement includes Dr. Antoinette Jackson (Anthropology), Robin Jones (Geography), and others, who have developed community engaged partnerships with a variety of institutions, organizations, and agencies in Sulphur Springs over the years.

- The long-term community engagement of these faculty have created ongoing community based research projects in which students can easily participate in a more structured, coherent way and with stronger implications for social action.

- A descriptive inventory of institutions, organizations, and agencies operating in Sulphur Springs will be provided at the beginning of the semester.
Fieldwork Journal Blogs (Notes and Reflections)

- The purpose of the fieldwork journal blogs are for you to demonstrate how specific topics, issues, and aspects of urban life and culture that you learn about through service-learning can be understood anthropologically by applying some of the relevant anthropological knowledge, perspectives, theories, and methods you learn about through the course content and readings.

- For the fieldwork journal blogs, you will
  - (1) record descriptive observations about the social, organizational, and urban contexts in which you do your service-learning and research,
  - (2) write critical reflections about what you learn through open-ended conversational interviews and focused observations, and
  - (3) analyze the connections between what you learned during your fieldwork activities and the weekly topics and assigned readings.
Deliverable to Community Partner

- At the conclusion of your community based research project, which will be conducted at your service-learning site, your community partner will be expecting you to deliver a final product (or “deliverable”).
- By the third or fourth week of your service-learning, you should negotiate with your community partners about what your deliverable to them will be.
- Agree to a deliverable that is realistic and actually doable within a three month time span. Do not be overly ambitious and do not promise to “save the world.” If you work as a student group, you ought to be able to offer more than if you were working as an individual.
- Your deliverable may take a number of different forms or formats, and it may include an action plan or require that your community partners or future volunteers continue some aspects of the project beyond the end of the semester. The Instructor will provide guidance about community partner deliverables throughout the semester.
Course Reflections Final Essay

- The final exam for this course is a self-reflection essay (4-5 double-spaced pages or 1000-1250 words).
- The objectives of the final reflective essay are for you to review, summarize, and reflect on what you have learned about urban applied anthropology during the course of the semester by doing service-learning based field research.
- The final essay is therefore part course summary and part critical reflection, and its purpose is twofold:
  - (1) it allows you to demonstrate that you comprehend the “big picture” regarding anthropological approaches to understanding the diversity of urban life and culture, and
  - (2) it allows you to demonstrate that you can critically reflect on the significance of the contexts and processes involved in your own experiential learning.
- The course reflections final essay should include a short synopsis of the research findings from your service-learning fieldwork project and explain how what you learned through this course helped you to arrive at those results.
Other Resources Online

- USF Syllabus Checklist (from the Center for 21st Century Teaching Excellence)
  
  http://www.c21te.usf.edu/resources/syllabus-checklist.pdf