

STUDENTS-ORIGINATED STUDIES (SOS): REVITALIZING COMMUNITY, FALL 2019

ZOLTÁN GROSSMAN, FACULTY

Email: grossmaz@evergreen.edu

Office: (360) 867-6153, Lab 1, room 3012 (3rd floor)

Mailbox: Lab 1, first floor, bottom row

Website: <https://sites.evergreen.edu/zoltan>

ELLEN SHORTT-SANCHEZ, CCBLA DIRECTOR

Center for Community-Based Learning and Action

Email: shorttse@evergreen.edu

Office: (360) 867-6137 Sem II E2125

Website: www.evergreen.edu/communitybasedlearning

This program is open to students doing internships and community-based volunteer projects, in collaboration with the Center for Community-Based Learning and Action (CCBLA) at Evergreen. Priority will be given to students registering for In-Program Internships, particularly if they form groups around particular issues.

Students will engage in service learning with organizations, agencies, or self-organized communities that emphasize community resilience in the face of challenges. Examples may be disaster planning and emergency response, Indigenous communities revitalizing their cultural and environmental sustainability, houseless communities, military veterans, communities of color targeted by hate groups, coastal towns dealing with the effects of climate change, or community gardens. Students may organize themselves around other internship or volunteer opportunities.

On <https://my.evergreen.edu>, students can propose internships with community organizations by filling out an Internship Learning Contract (identifying a field supervisor), or propose an independent volunteer or research project (that does not require a field supervisor) by filling out an Individual Learning Contract, with detailed learning objectives and work timeline. Make sure you click "Yes, I am or will be registered in an academic program," and click on 16 *Total Credits* and 8 *Internship Credits*. You will also propose four (4) books specific to the issue and project. Students can receive faculty feedback by releasing (Submit) the draft contract.

CCBLA Director Ellen Shortt-Sanchez can help connect you with community organizations. Emily Gray, Internship Coordinator in Academic Advising (Library 2126), can also help you in the contract process (graye@evergreen.edu; 360-867-5343).

Students will be meeting every two weeks, with weekly student engagement via the Canvas website. **BOOKMARK IT** now at <https://canvas.evergreen.edu/courses/2747/modules> or access via my.evergreen.edu. All students would participate in orientations to the issue background and working respectfully with communities and organizations. Participation in this program means practicing accountability to other communities, interacting as a respectful guest with other cultures, and engaging in constant communication with your own learning community of faculty and fellow students.

* **Credit Summary.**

* **2 credits** will be fulfilled by participation in classes/forums and bi-weekly check-ins.

* **4 credits** will be fulfilled by an academic component (biweekly papers on assigned readings in Weeks 2, 4, 6 & 8, and on-line responses);

* **8 credits** will be fulfilled with a community-based internship or community-based volunteer project (including weekly updates on Canvas); the internship Field Supervisor's evaluation is due by December 11.

* **2 credits** will be fulfilled with an internship or project synthesis report due Wednesday, December 4 and symposium presentation on Wednesday, December 11. *Absolutely no late work accepted; faculty cannot be reached after December 11.*

* **Classes and Check-ins.** (Students generally enroll for 16 credits; check with faculty on other credits.) 2 credits will be fulfilled by participation in 2-3 one-day classes/forums and on-going participation, including bi-weekly check-ins (see schedule). **Attendance and updated written reports are required at these bi-weekly check-ins, which are essential to the continuation**

of the internship. Alert your supervisor you will need to attend Wednesdays: October 2, 16, 30, November 13, December 4, and 11. The reading for our first Wednesday will be Charles Wilkinson's *Messages from Frank's Landing*, about Nisqually treaty rights and Native resilience in the face of settler colonialism.

* **Readings.** 4 credits will be fulfilled by an academic component (biweekly 2-3 page papers on assigned readings in Weeks 2, 4, 6, and 8, and at least two on-line responses to other students). The readings will depend on faculty-student contracts. Emphasize short quotes or highlights from the readings that inform you about your internship work. These papers are regularly scheduled to give you time to read and faculty to respond. They will not receive credit if they are delayed and submitted at the end of the quarter.

* **Project (Internship).** 8 credits will be fulfilled with a community-based internship or community-based volunteer or research project. It will include the internship plan and work timeline in your contract, detailed weekly Report/Reflection updates on Canvas, and an end-quarter supervisor report to faculty. For every 4 hours of internship credit, you're expected to work about 10 hours at your internship site; for 8 credits, you're expected to work close to 20 hours a week, if the supervisor sees a need. Working on a contract is more a matter of your own personal scheduling, and your own inner navigation, which can be difficult. Consider what that would typically involve in terms of class time and out-of-class preparation in a regular program. At any time during a given week, students are free to do site visits or attend events together,

The Canvas and class dialogues can help you stay connected to others doing similar work, but keep in touch on your own too. If you're having trouble developing a good work pattern, it's your responsibility to talk with faculty. The Report/Reflection (at least 300 words per week) shall reflect on your week's work in understanding the essence of an organization or community. Your writing may include a specific work log, ideas, insights and questions that arose during the week, the identification of successful and not so successful interactions during community work, new community sources that you've discovered, a problem that you solved, and how the week informs the work you'll do the following week. Go to my.evergreen.edu or Canvas.evergreen.edu to access our Canvas page, or bookmark it at <https://canvas.evergreen.edu/courses/2747/modules>

* **Report and Symposium.** 2 credits will be fulfilled with a 10-15-page internship synthesis report (due on Wednesday, December 4) and an SOS Symposium presentation (on Wednesday, December 11), which can be attended by internship supervisors and other organization members. *Absolutely no late work will be accepted; faculty cannot be reached after December 11.* The synthesis paper uses both your weekly reports and papers on the readings, as building blocks.

In your paper and presentation, answer the questions: What knowledge and insights did you gain from your internship? What did you do and why? What did you learn about issues and community? Use the Grammar/Style guidelines on Canvas, and access the Writing Center or a peer to help with the final draft. Refer to your original internship plan, but convey your experiences, and compare them to your readings, films, class discussions, etc.

Write your paper in accessible language and with background context, so that a member of the general public will understand it and find it useful. The *Works in Progress* local newspaper may be interested in publishing it as an article, perhaps in a general issue on our program. Upload your final paper on Canvas before the Week 9 Check-In, and bring two hard copies (stapled, paginated, double-spaced) to the check-in for faculty and peer review.

Your presentation should be based on your paper, but not simply read out loud, and should be accompanied with visuals. We will discuss Powerpoint Presentation Guidelines, or how to prepare for scholarly presentations to conferences or an external audience, and they will be posted on Canvas. You will have 15 minutes, followed by 5 minutes of questions.

* **Attendance and communication.** Absences will only be excused under extenuating circumstances (documented in an e-mail or phone message to your seminar's faculty member, preferably in advance). *ALWAYS KEEP IN COMMUNICATION with your seminar's faculty member* by your Evergreen e-mail or phone; you should respond to any email or phone messages within 24-48 hours. Since you are out of touch for an extended period it is your

responsibility to let your faculty and classmates know how you are doing. The program e-mail lists are a critical part of staying informed about any changes to the syllabus, and any current events that relate to the program. If you do not use your @evergreen.edu address, you are required to forward e-mails to your preferred address. You should check your e-mail every weekday for any updates, and you are encouraged to pass along interesting news items that relate to the program on our Canvas site. Any e-mails or material sent to faculty should be sent from your @evergreen.edu address to avoid email interface problems.

Evaluations: Each student will have an evaluation conference with faculty in Week 11 to discuss the student's required self-evaluation, the faculty evaluation of the student, internship field supervisor evaluation, and required student evaluation of the faculty. Credit is not the same as positive evaluation. Students earn credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend regularly yet receive no or reduced credit because of unsatisfactory performance. Students should not make plans for vacation without first signing up for an evaluation conference with their seminar leaders.

S.O.S. SCHEDULE

Optional events in italics

October 1 (Tuesday Week 1) Library 0406

10:00-11:30: Overview for all SOS students, Zoltan Grossman, Ellen Shortt Sanchez.
CCBLA history, service learning contracts, responsibilities, syllabus, Program Agreement.
11:40-12:50: Students discuss projects; *Canoe Way* film

October 2 (Wednesday Week 1) Sem II D2107

(same meeting room on Wednesday Weeks 1, 3, 5, 7, 9)

10:00-11:00: *Messages from Frank's Landing* (Wilkinson) discussion.
11:00-11:45: Welcome Woman Unveiling
12:00-12:50 Lecture: Indigenous Nations and Climate Change; Resilience theme discussion
Block Party until 3 pm

October 4-5 (Friday 5-10 pm, Saturday 12-5 pm)
Fall Arts Walk downtown

October 9 (Wednesday Week 2)

DUE on Canvas: Weeks 1-2 Work Report/Reflection (including *Messages from Frank's Landing*)
Paper on Reading 1

October 9 (Wednesday evening)
Raucous Womxn poetry reading

October 14 (Monday)
Indigenous People's Day

October 16 (Wednesday Week 3) Sem II D2107

10:00-12:50: **WEEK 3 CHECK-IN**
Lecture/discussion on The Resilience Doctrine: Disaster Cooperativeness in the Climate Crisis
DUE on Canvas and in class: Week 3 Work Report/Reflection; also bring Week 2

October 23 (Wednesday Week 4)

DUE on Canvas: Week 4 Work Report/Reflection, Paper on Reading 2

October 30 (Wednesday Week 5) Sem II D2107

10:00-12:50: **WEEK 5 CHECK-IN**
DUE on Canvas and in class: Week 5 Work Report/Reflection; also bring Week 4

November 2 (Saturday, Longhouse, 6-8 pm)
Community, Culture, and Justice Forum

November 6 (Wednesday Week 6)

DUE on Canvas: Week 6 Work Report/Reflection, Paper on Reading 3

November 9 (Saturday)

Longhouse Community Dinner, 6-9 pm

November 13 (Wednesday Week 7) Sem II D2107

10:00-12:50: **WEEK 7 CHECK-IN**

DUE on Canvas and in class: Week 7 Work Report/Reflection; also bring Week 6

November 14-15 (Thursday-Friday Week 7) Rooms TBA

Fall Equity Symposium

November 15 (Friday) University of Washington Intellectual House

Salish Sea Equity and Justice Symposium <https://ssequityandjustice.weebly.com>

November 20 (Wednesday Week 8)

DUE on Canvas: Week 8 Work Report/Reflection, Paper on Reading 4

November 21 (Thursday)

Nurturing Roots: Mixtec coffee worker organizer Josefina Vásquez Morales

December 4 (Wednesday Week 9) Sem II D2107

10:00-12:50: **WEEK 9 CHECK-IN** (bring Week 8 report), Peer Review of Synthesis Paper; Powerpoint Presentation Guidelines

DUE on Canvas and in class: SYNTHESIS PAPER (attach paper as .doc, .docx, or .pdf only; also bring 2 hard copies to class: double-spaced, stapled & paginated)

December 11 (Wednesday Week 10) Sem II D1105 (note room & time change)

SOS SYMPOSIUM: All students attend & organizations invited

10:00-3:50: Final Presentations, Potluck (bring a dish to pass), Summative Discussion

In a portfolio bring all your printed work arranged chronologically, draft self-evaluation, internship field supervisor evaluation. Absolutely no late work will be accepted; faculty cannot be reached after December 11.

December 13-14 (Friday-Saturday 11 am-6 pm)

Longhouse Holiday Art Fair: Native artists, gifts, tacos

December 16 (Monday Week 11) Lab 1 3012 (3rd floor)

EVALUATIONS on this day only; do not make travel plans without consulting with faculty.

PROGRAM AGREEMENT

All students would participate in orientations to the issue background and working respectfully with communities and organizations. Participation in this program means practicing accountability to other communities, interacting as a respectful guest with other cultures, and engaging in constant communication with your own learning community of faculty and fellow students. As we engage in the collective work of this program, please bear in mind that we form an academic community. In order to study and learn effectively as individuals, we need to work together as a group. We will present ourselves as respectful Evergreen representatives in the greater community, since what we do will reflect on the faculty and future students. We will maintain an open, inquiring attitude, help each other by offering encouragement and withholding judgment, treat all individuals with kindness and respect, especially when disagreeing; allow space for humor, relaxation and socializing.

Learning in the midst of conflict: It is important that we speak openly about our needs and concerns and that we respect the needs and concerns of others. As we work through the program we expect to encounter differences, and if conflict arises, we agree to proceed with respect. If we critique an idea or position, we agree to offer constructive criticism, including the posing of

possible alternatives. Our program's inquiry requires an open-mindedness towards ideas and values which might be different from our own and a willingness to learn about serious issues such as the history of racism, ethnocentrism, cultural prejudice, sexism, classism and other forms of oppression. These and other structures of inequality shape the experiences of all people living in the historical and contemporary world, including all of us, as the experiences we bring to the classroom. Our program work involves academic study and promotion of a cooperative and supportive atmosphere for all program members to work on these issues. We will respect and value differences of belief, ethnicity, race, religion, gender, ability, sexual orientation, class background, age, veteran status, and experience. We will not generalize about all individuals in social groups, assume that they represent unchanging and monolithic blocs, or that they speak on behalf of their community. *These principles extend outside the classroom: when we are guests in another community and interacting with other cultures, we will listen to their priorities rather than impose our own.*

Engagement: Evergreen programs are not simply a collection of classes, but a deeper effort to form a learning community. We learn from each other, and are therefore responsible to each other to participate in the learning community. Communication and attendance are vital to build relationships among students, and between students and faculty. Normal adult behavior, of course, is expected. In all program activities, please make sure your cell phones are turned off, laptops are not used (except at breaks or by permission), and you do not make it difficult for students or faculty to listen or concentrate. Faculty should not be asked to reveal private information about students. *Absolutely no audio or video recording is allowed without the written permission of faculty, and for student privacy reasons it cannot be shared online or outside the classroom.*

Accommodations: Please let your faculty know **at the beginning of the quarter** if you feel you might have difficulties with the class and if there are any reasonable accommodations that you will need that will be coordinated through Evergreen's Access Services. Students with documented disabilities have a right to reasonable accommodations to facilitate their learning. These accommodations must be coordinated in advance through Access Services (<http://www.evergreen.edu/access/>; 867-6348, Lib 1407D). Students will take responsibility for contacting Access Services regarding any health condition or disability that may require accommodations to participate effectively in the program. For faculty to consider your condition (e.g., in giving extra time on quizzes for example), it must be documented by the Access Services Director who will send the written notice to your seminar faculty. Other support services available at no cost include the Office of Veterans' Affairs, TRiO Support Services, Student Wellness Services, and Academic Advising.

Academic Honesty: In an academic community we learn from each other. It is important that you acknowledge other people for their ideas, and never pass off someone else's ideas as your own. In written work, always use proper citations. You must not simply copy information without citation, or even rely on cited web data without using library or other media sources. Copying and pasting text from a website, or lazily passing off anyone else's writing as your own constitutes **PLAGIARISM** and will be dealt with with zero credit for the project and/or the program.

Accountability: Students are expected to honor and protect the confidentiality and privacy of the community partners whom we work with. It is the student's responsibility to alert faculty to any problems, changes or unexpected developments in an internship. Don't leave this until the end of the quarter. Let faculty know if you need to be conferring with your supervisor about any issues regarding your work. Community organizations generously host students and provide them guidance that can be life-altering, that can ignite passions, deepen interests and enrich capacities. The internship experience can also have its ups and downs. It's important to let your faculty and your supervisor know how it's going for you. This is a team effort and your input really matters.

Positive internships. Interns who are learning and are helpful to the organization are genuine in communications with organization about expectations, and are communicative and clear about their time commitments, including specific days and times during those days when they are available. They take these commitments seriously and are honest about them. They are where they say they will be, when they say they'll be there, and if they are not, they have communicated it clearly as much ahead of time as possible. They are self-directed and self-starting, assessing

what work needs to be done on their own after they get into the swing of things and asking what needs to be done. They are aware of their appearance and nonverbal cues and general stance and attitude, to best fill the needs of the organization and respect the people whom that organization is serving. They consider the socio-economic or cultural messages that are sent by their stuff, such as jewelry and electronic devices, and think about when it is and isn't appropriate to use a device like a cell phone or iPad. They are thoughtful about the history and experiences of people of different socio-cultural backgrounds and situations. They don't judge others simply by comparing their lives to their own – they realize that they likely cannot understand where everyone is coming from, and they are sensitive to this and don't take it for granted. Students doing work with Indigenous peoples will abide by the "Guidelines for Working with Native Communities."

Negative acts to avoid. Actions that get in the way of mutually beneficial connections for students and organizations include a lack of communication--not calling or showing up, without letting the right person know (as soon as you know). Simply feeling bad or down is not a reason to skip work; absences are only extenuating for health, family or career reasons. It is not helpful to wait around for someone to tell you to do something. Other acts to avoid are answering texts or calls while working, using inappropriate or marginalizing vocabulary, lecturing people about their issues, or getting into personalized debates. Interns need to pay attention to different personalities, work styles, and others' needs, and to educate themselves about the people and community they are serving, rather expecting that community or organization to educate them.

Disruptive behavior. Any use of alcohol or drugs (including marijuana/THC) at a program event will be grounds for immediate dismissal from the program. Students may be asked to leave the program. If a student repeatedly disrupts the attempts of others to learn, faculty team members will warn the student that continuation of this behavior will result in their dismissal from the program. If the behavior continues, the faculty team will confer and will ask the person to leave the program at once. All programs are governed by Evergreen's Social Contract includes provisions on freedom, civility, rights, prohibition against discrimination, intellectual honesty, and other topics. If you are not familiar with the Social Contract, find it on line at <http://www.evergreen.edu/about/social.htm> The Social Contract governs all members of the Evergreen community.

Harassment. The Evergreen State College is committed to an educational environment free from sexual harassment and sexual misconduct. In order to connect students with the best possible services and all available options, members of the faculty are required to report disclosures of sexual harassment and sexual misconduct made by students to Evergreen's Title IX Coordinator. Students may contact the Title IX Coordinator, Em Jones at jonese@evergreen.edu or 360-867-5221 for information about their rights and options at Evergreen, to access support services, or begin a formal complaint. Confidential support is available to students affected by sexual misconduct in Student Wellness Services, Office of Sexual Violence Prevention and Response, Seminar 1, 2110, (360) 867-6200. The college offers a range of other support services. Among these are the Grievance Office (x5113), Access Services (x6348), and First People's Advising (x6467), Housing (x6132). The Grievance Office can refer you to additional services.

Evergreen Wellness Resources. The quarterly student health fee covers office visits for medical and counseling services at Student Wellness Services, Seminar 1, 2110. Services include screening and treatments for cold, flu, reproductive & sexual health, depression, anxiety, and drug and alcohol use. If you or someone you know needs assistance, please contact Student Wellness Services at (360) 867-6200. Drop in is provided every day. If faculty are concerned about your wellbeing, they will express that concern to you and offer to help you connect with Student Wellness Services. Faculty and staff expect students to ask for assistance with medical and counseling concerns. Please consider asking for assistance at the earliest possible point.

The faculty and staff members have agreed to this Agreement by the act of writing it and continuing in the program. Each student recognizes that this Agreement expresses the ground rules governing the program and agrees to abide by it by the act of continuing in the program and by signing and dating the Seminar Introduction Form and returning it to their faculty.

Zoltán Grossman, Ph.D, Ellen Shortt-Sanchez, CCBLA

INTRODUCTION FORM

*Name (please print): _____

*Preferred nickname (If different from first name): _____

*Pronouns: _____

*Standing (circle): Soph Junior Senior Master's (in _____)

*(Transfer student from: _____)

Evergreen E-mail (*check every day!!!*): _____

Other E-mail address _____

Cell phone: () _____

Other local phone: () _____

Hometown: _____

*Proposed SOS Project: _____

*Proposed SOS Organization: _____

Proposed SOS Supervisor (if applicable): _____

*Related academic preparation or community-based organizing: _____

*Other experiences with diverse or marginalized communities: _____

*Quirky fact for people to remember you by: _____

Any special needs that you want your faculty to know about: _____

I hereby recognize that the Program Agreement (in syllabus and any addendum) expresses the ground rules governing the program and agree to abide by it by the act of continuing in the program and by signing and dating this page and returning it to my faculty

Student name (printed)

Signature

____/____/19
Date