

**FALL 2022 - Community Engagement & Social Change 195CE:
College Corps Fellows Special Section (1st Quarter)
4 units Graded
Quarter 1**

Instructor:	INSERT
Email:	INSERT
Office hours:	Monday-Thursday *You must schedule appointments through myUCLA
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Course Description

This course provides students with a theoretical, analytical, and experiential framework for understanding the purposes of engaging at the local level to bring about social change, particularly around the interconnected areas of K-12 education, climate action and food insecurity in the Californians for All College Corps Fellows Program. In January 2022, the California Volunteers in the Office of the Californian Governor announced #California for All service program. This program will provide \$10,00 to 4,600 students (including opportunities for AB 540 students) from 45 partner colleges and universities who complete 450 hours of community engagement dedicated to the priority areas of K-12 education, climate action, and food insecurity.

We will explore various conceptions of the purpose of community engagement, with the goal of helping students to reflect on their fellowship experience and develop their own personal commitments. This course is required for all College Corps Fellows during the academic year of their fellowship. Using course readings, written assignments, and field-based experiences, students will be asked to contemplate the meaning of community engagement in relation to efforts to bring about social change in the priority areas of K-12 education, climate action, and food insecurity, within the context of one's own personal and academic experiences, and in relation to future professional aspirations.

The College Corps CESC 195CE is open to all College Corps Fellows. It can be taken for a letter grade (or as pass/no pass with petition). Students taking the course to satisfy a requirement of the Community Engagement and Social Change minor must take the course for a letter grade. Students can repeat the course once (by completing the requirements for the 2nd quarter syllabus

Course Learning Outcomes:

By the end of the quarter, students will have:

- Acquired a working knowledge of scholarship on community engagement as a vehicle for social change, particularly in the priority areas of K-12 education, climate action, and food insecurity.
- Practiced skills of critical analysis, both of academic material and of the world around them.
- Cultivated an understanding of social responsibility and the implications of short-term community service versus sustainable social change.
- Gained an understanding of the social, cultural, and civic aspects of their personal and professional identities.
- Learned from and worked reciprocally with diverse individuals, groups, and organizations to build healthy, equitable, and sustainable communities.

Course Expectations

Students are responsible for completing weekly readings, and for providing a thoughtful and thought-provoking written response to each assigned reading and/or assignment prompt. To earn full credit for weekly assignments, students must submit response papers on time, provide evidence of having read the articles with an eye toward critical analysis, and answer the prompt thoughtfully and completely.

All written assignments will be properly formatted (1-inch margins, 12 pt. Times New Roman font) and checked for grammar and spelling. Points will be deducted for ongoing formatting/grammatical errors. It is also expected that students will listen to and respond to any feedback provided by the instructor and, when necessary, will incorporate this feedback in subsequent assignments. Failing to do so will result in a deduction of points on future assignments.

Finally, this is an upper division course. Though non-traditional, the course seeks to be academically rigorous, and students will be expected to critically engage with course materials. Lastly, as an upper division course, students must have the capacity to work independently and creatively with the guidance of their instructor.

Course Requirements

1. A signed timesheet indicating minimum of 80-100 completed hours at fellowship
2. Five one-on-one meetings with your instructor
3. Weekly reading assignments
4. Weekly written assignments
5. Final research paper

1) Fellowship Hours & Timesheet (0 points - Requirement)

To pass the course, fellows must work remotely or in-person at their site at least 8 weeks during the 10-week quarter for a minimum of 80 hours total (approximately 8-10 hours/week). If you know that you must miss more than 8 hours during any given week throughout the quarter and will be unable to meet the minimum requirement, please let your UCLA internship instructor know right away so they can determine how to best advise you. You must submit your signed timesheet to the course website **by 5 pm on the Friday of Week 10.**

If an unforeseen circumstance arises mid-quarter which impacts your ability to complete your hours, please consult your Graduate Student Instructor (GSI) as soon as possible to create a plan to move forward. **Failure to complete the required hours is grounds for substantial grade penalty.**

2) *Bi-weekly Meetings – 4 pts. each* (20 pts. total)

You will meet with your GSI for 30 minutes every other week to discuss the readings, weekly assignments, and your work at your internship site. **Appointments are set up through MyUCLA.** To set up an appointment, please call, email, or stop by the Center for Community Engagement (see contact information above). It is your responsibility to make your appointments, and to ensure that you have scheduled a total of five throughout the quarter. If you fail to meet at least five times, your final grade will be reduced by 4 points. Meeting less than four times will result in an automatic failure.

Each meeting is worth 4 points, for a total of 20 grade points. Your first meeting should take place during weeks 0, 1, or 2, and must be completed by the end of week 2 at the very latest. Ideally, you should meet with your instructor every other week so that meetings are adequately spaced throughout the quarter. All meeting changes or cancellations must be done in advance of the meeting you are hoping to change. Failure to show up for a meeting without notification will result in an automatic 4pt. deduction from your final grade and will require a make-up appointment.

3) *Weekly reading assignments (0 pts - Requirement)*

All readings will be posted on the course website. An assessment of the student's reading completion/comprehension will be evaluated in their bi-weekly instructor meeting and in their written assignment.

4) *Weekly written assignments – 5 pts. each* (40 pts. total)

You will write a 2–3-page written assignment each week. **Assignments are to be double spaced, 12-point Times New Roman font, 1-inch margins.** Assignments will be graded on the quality of your response to the prompt, the quality of the writing, and the promptness of the submission. The content of these assignments varies each week and are based on a specific prompt provided by the instructor on the course website. These prompts will vary and will ask you to respond to your fellowship experience, the course readings, current events, or you will be asked to make connections between all three.

Written assignments are **due on Sundays by 11:59 PM.** Late assignments will result in a 1-point deduction for each day late. **No credit will be awarded for assignments more than 2 days late.** Please see assignment details on page 7-8 for information on all writing assignments.

5) *Final Paper – 40 pts. (including 5pts for the Proposal)*

You are required to write an 8–10-page research paper. This paper is meant for you to explore, in depth, an issue/area that is of interest to you and your fellowship site, connects to at least 2 of 3 of the College Corps thematic areas (climate action, food insecurity, and/or K-12 education), and allows you to build on your fellowship experience. More details are available on page 9-10.

Point Summary – Final Grade Breakdown

Meetings with instructor:	5 x 4 pts each	=	20 pts
Weekly assignments:	8 x 5 pts each	=	40 pts
Final research paper:	1 x 40 pts	=	40 pts
Total		=	100 pts

Grading Scale			
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 63-66
	B- 80-82	C- 70-72	D- 60-62
			F 0-59

Possible point deductions

Failure to submit timesheet with 80 hours	=	Significant point reduction
Failure to attend at least 5 1:1 meetings	=	Significant point reduction
Late weekly assignment	=	-1 pts/day
Late final paper	=	-2 pts/day

Course Policies

Academic Integrity

All UCLA policies regarding academic integrity apply to 195CE internship courses, including but not limited to policies regarding **cheating, fabrication, plagiarism, multiple submissions, and facilitating academic dishonesty**. As specified in the UCLA Student Conduct Code, violations or attempted violations of academic integrity will be reported to the Dean of Students and may result in disciplinary action and/or expulsion from the university. UCLA's complete policy regarding academic dishonesty can be found at the following website: <http://www.deanofstudents.ucla.edu/>

Nondiscrimination Policy

The UCLA Center for Community Learning is committed to a policy against discrimination on the basis of color, race, religion, sex, national origin, age, sexual orientation, gender identity and expression, disability and protected veteran status, or any other basis prohibited by [UC policy and federal and state laws and regulations](#). We expect internship sites to adhere to applicable federal and state laws and UC Policy re: nondiscrimination, and urge students to report incidents of bias/harassment to the appropriate office at their internship site, to their internship instructor, and/or to Center for Community Learning administrators as soon as possible after the incident in question so that we can provide supportive services (including working with campus partners to facilitate an early exit from the internship if needed). We also encourage students to pursue confidential support through Student Legal Services (<https://www.studentlegal.ucla.edu/>), CAPS (<https://www.counseling.ucla.edu/>), and other campus resources (<https://www.studentincrisis.ucla.edu/Who-can-Help>).

Course Accommodations & Campus Resources

UCLA provides a wide range of resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation:

<http://www.studentincrisis.ucla.edu/Who-can-Help>. If you need to request an academic accommodation based on a documented disability related to your work in this course

please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu/>. Students should also notify their internship instructor about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

Communication with Sites & Campus Stakeholders

To monitor the educational experience of undergraduate fellows, the Center for Community Engagement communicates with the UCLA College Corps Program Manager for mandatory check-ins at least twice each quarter and provides sites with an online evaluation of their partnership with UCLA. As a matter of policy, sites must be notified at any point in the quarter if students are in danger of not passing the course or if they withdraw. As needed, we may also communicate with various campus stakeholders, such as the Volunteer Center, Black Bruin Resource Center, the Career Center, Student Care Managers, the Dean of Students, and the Office of Equity, Diversity, and Inclusion.

Writing and Research Assistance

There is a wealth of research and writing assistance at UCLA to help you as you write your final papers. Please explore the following links, other resources will be provided throughout the quarter.

Powell Library Research Assistance:

<http://library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/schedule-research-consultation-powell-library-inquiry-labs>

Charles E. Young Research Library Research Assistance:

<http://library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/charles-e-young-research-library>

24/7 UCLA Online Research Assistance

<http://library.ucla.edu/support/research-help>

UCLA Undergraduate Writing Center

<http://wp.ucla.edu/index.php/home>

The Undergraduate Student Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Sessions can focus on how to approach an assignment, on formulating a thesis, on fleshing out a plan/outline for a draft, on reading a draft with the writer to check for clarity and flow, on incorporating and citing sources, revising a paper based on instructor feedback, or on tackling grammar or sentence structure problems.

Purdue University Writing Lab Website

<https://owl.english.purdue.edu/owl/>

Weekly Reading and Assignments

	Reading(s)	Assignment(s)	Due Date
Week 1	<i>Critical Thinking Document (read before first weekly written assignment, found in syllabus)</i>	Submit Course Contract	none
Week 2	Positionality and Reflection of Self <i>Questions to consider:</i> <ul style="list-style-type: none"> • Who are you (i.e., social identities, personal traits)? • How does it inform your interests in climate action, food insecurity, and K-12 education? • What assumptions do you hold? • What do you want to get from this experience? <i>Weekly readings:</i> <ul style="list-style-type: none"> • Adichie, The danger of a single story (video) • University-wide engagement and the transdisciplinary university 	See course website for assignment prompt	4/10
Week 3	Redefining Community Engagement & Service <i>Questions to consider:</i> <ul style="list-style-type: none"> • What is service and whom does it serve? • Is there a right approach to working with and for a community? <i>Weekly readings:</i> <ul style="list-style-type: none"> • Davis, <i>What we don't talk about when we talk about service</i> • Avila, <i>Reflecting on and sharing our stories</i> 	See course website for assignment prompt	4/17
Week 4	Informational Interview: Someone from your Fellowship Site <i>Questions to consider:</i> <ul style="list-style-type: none"> • Who are individuals who inspire you (professionally)? • What relationships/networks do you need to get to the next step? <i>Weekly readings:</i> <ul style="list-style-type: none"> • OPTIONAL: How to Get the Most Out of an Informational Interview (HBR) 	See course website for assignment prompt	4/24
Week 5	Redefining Social Change in the Context of Climate Action, Food Insecurity, and K-12 Education <i>Questions to consider:</i> <ul style="list-style-type: none"> • What is social change to you, as it relates to the three interconnected thematic areas of climate action, food insecurity, and K-12 education? • What role do institutions, systems, etc. play in creating change? <i>Weekly readings:</i> <ul style="list-style-type: none"> • Boyte, <i>Reinventing Citizenship as Public Work</i> • Dear Policymakers: Community engagement is critical for climate policy • Social movements as agents of change: fighting intersectional food 	See course website for assignment prompt	5/1
		Final Paper Proposal	5/1

	<i>inequalities, building webs of life</i>		
Week 6	Activism & Being a Change Agent in the Context of Climate Action, Food Insecurity, and K-12 Education <i>Questions to consider</i> <ul style="list-style-type: none"> • <i>What tactics do activists use to mobilize these causes?</i> 	See course website for assignment prompt	5/8

	<ul style="list-style-type: none"> • <i>Why are students/youth historically on the front lines of social movements?</i> <i>Weekly readings</i> <ul style="list-style-type: none"> • <i>Concerned student 1950 (documentary)</i> • <i>K-12 students are becoming activists, drawing on lessons from historic fight for ethnic studies</i> • <i>20 heroines revolutionizing food activism to improve the planet</i> 		
Week 7	Intersections Across Climate Action, Food Insecurity, and K-12 Education <i>Questions to consider:</i> <ul style="list-style-type: none"> • <i>Do you consider activism that may not be intersectional an example of performative activism?</i> • <i>Can corporations, philanthropists, etc. truly be actors of social good/change?</i> • <i>Who are the social change agents of our time and what is their proximity to power/wealth?</i> <i>Weekly readings:</i> <ul style="list-style-type: none"> • <i>Winners Take All, Anand Giridharadas (RSA Minimate video)</i> • <i>LAUSD resolution on climate literacy</i> • <i>Cultivating community collaboration and community health through community gardens</i> 	See course website for assignment prompt	5/15
Week 8	Current Events in the Context of Climate Action, Food Insecurity, and K-12 Education <ul style="list-style-type: none"> • <i>TO BE DETERMINED</i> • <i>Optional: Embracing Equity, Our Liberation is Bound Together</i> 	See course website for assignment prompt	5/22

Week 9	Final Reflections <i>Questions to consider:</i> <ul style="list-style-type: none"> • <i>What are your takeaways from this course? What has your course journey looked like?</i> • <i>What do you need to do moving forward? Weekly readings:</i> <ul style="list-style-type: none"> • <i>Hicks-Peterson, 2018, Disrupting Injustice and Mobilizing Social Change</i> • <i>Social change needs engaged communities, not superheroes (video)</i> 	See course website for assignment prompt	5/29
Week 10	<i>None</i>	Final Paper Due	6/5

Assignment Details

1. Weekly Response Papers: 2-3 pages each

Weekly response papers are intended to help you to process the weekly reading and to reflect upon your fellowship experience in relation to the ideas presented in the readings and our conversations. The assignments are designed to help you to think critically about the concepts of civic engagement and how they relate to the work you are doing at your organization. You will be expected to **critically analyze and assess** the reading, not simply provide a summary of the

article.

2. Current Events Analysis (weekly written assignment, week 8)

Choose a current events article that relates to the work of your fellowship site. Only articles/pieces from reputable news sources will be accepted. These include: Major newspapers, radio broadcasts (NPR, Bloomberg, etc.) Ted Talks, Magazine articles, etc. An individual's blog post, Facebook post, etc. does not count as a reputable source.

This assignment has two parts:

1. Brief summary of the article and the author's main points 2-3 paragraphs (this is the only assignment where a summary is appropriate!)
2. Critical analysis of the issue. Follow the guidelines provided above for weekly response papers.

4. Paper Proposal

You will submit a 2-page description and preliminary outline of your paper **during week**

5. In this proposal, you are to address the following:

1. Introduction to your topic, including a preliminary research question or thesis statement. **Your topic must encompass at least 2 of the 3 thematic areas (climate action, food insecurity, and/or K-12 education.**
2. Why you are interested in writing about this topic.
3. Why you think this topic is important to explore in a research paper.
4. How this topic relates to community engagement & social change and your specific fellowship site. Regardless of what you are writing about, there should be some connection to addressing social issues within the local context (even as a comparative to national or global efforts) of the work of your organization. Please explain these connections.
5. Bibliography **including at least three** scholarly sources you plan to use in your paper.

3. Final Research Paper

This paper is meant for you to explore, in depth, an issue/area that is of interest to you and allows you to build on your fellowship experience. You can choose to write about any social issue related to your fellowship, but your examination must focus, at least in part, on how notions of social change and/or community engagement efforts are intertwined with the topic (for example, homelessness and homeless service providers, access to early childhood education and the long-term implications, etc.). If you choose to write about an issue that is not related to your internship, please discuss it with your instructor.

This is an academic style paper that should be 8-10 pages long (not including references). You must include at least five scholarly sources found from academic sources (databases, books, etc.) You are encouraged to utilize readings from the course, should they be appropriate for your paper topic; however, only two course readings can count towards the 5 required academic sources. You must adhere to the following formatting: double-spaced, page numbers, Times New Roman 12 point font, 1 inch margins, and a list of references (or works cited). You must utilize a standard citation format for your

research papers (such as APA, MLA, Chicago Manual of Style, etc.). **You will be graded on the following: adhering to page and formatting guidelines, identifying a clear research/thesis question, and crafting a well-written and organized paper.**

Turning in your paper late will result in a 2-point deduction for every day late.
Extensions will only be granted in the most extreme circumstances and must be pre-approved by your instructor more than 48 hours before the paper due date.