

Individual and Social Well Being in Local and Global Community Engagement
Tessa Hicks Peterson and Brian Carlisle
ONT 108, Spring 2015

Class times: Wednesdays, 1:15 – 4:00 p.m.

Location: Atherton 103

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Office hours: By appointment only

Course Description:

The course will allow students to process their community engagement experiences locally and abroad and focus on (i) emotional well-being, (ii) processes of identity development, regarding culture, nationality, gender, ethnicity, and sexual orientation, (iii) social development – the ways in which experiences and beliefs influence our ability to effectively communicate and maintain healthy relationships in diverse communities, and (iv) the nexus between individual and community well-being. The course integrates a “micro” examination of the individual (self-development, self-realization, psycho-social functioning) with a “macro” analysis of the facets of community well-being and their impacts on collective bodies (the communities in which students are deeply engaged on and off campus, locally and abroad). The nexus of individual and social well-being as well as the tools for effective intrapersonal and interpersonal positive development are the key areas of focus for this course. Students enrolled in this course ought to be either currently or recently engaged in a local or abroad community partnership. The course presents the subject matter in an academically rigorous manner, while simultaneously promoting positive developmental outcomes. Utilizing a dialectical, liberatory pedagogical approach (Freire, 1970, hooks, 1984, Freire and Shor, 1987), this seminar class will be conducted in a participatory, dialogue format. The course will involve critical reflection essays on a regular basis and final praxis projects that allow students to do further research on a theme of the course and demonstrate and reflect on the ways it plays out in their community engagement.

Student Learning Outcomes: Upon completion of this course, students will be able to:

- Describe the relationships between cognitive, social, and emotional competence, and use this knowledge to promote effective functioning and healthy development;
- Describe the relationships between the developmental inputs that shape identity (culture, nationality, gender, race, ethnicity, sexual orientation, among others) and the developmental experiences that influence thoughts, feelings, and behaviors;
- Describe how cross-cultural communication styles impact interpersonal relationship and apply these skills and techniques to more effectively participate in diverse communities.
- Describe the link between individual and collective well-being and practices that build positive development in each

- Synthesize course material in *praxis* (connection and cyclical process of applying theory through action and reflection) to demonstrate the themes of this course as they play out in student community engagement placements.

Course structure

There are various components of this course: reading, class discussions, experiential activities, and writing. Your total participation in each facet of the course is crucial to your individual success in this class (i.e., the grade you earn). This class promises to challenge, inspire, invigorate and teach you; your promise (by virtue of your enrollment and consistent participation) is to give back fully to the course content (fully completing all readings and writings, as well as community engagement activities). Thus, expect a rigorous commitment of time and personal/mental energy and expect to receive much in return. Accordingly, your participation (in terms of being consistently present, well-read and vocal at each class) is not only something expected in respect to your grade but out of respect for your peers. Similarly, your familiarity and compliance with Pitzer's Student Code of Conduct and academic honesty is expected (FMI see: http://www.pitzer.edu/student_life/pdf/Student_Handbook.pdf.) It is also expected that you will complete all readings and writing assignments, (submitting assignments on Sakai on the due date; that is, the day an item is listed on the syllabus). It is up to you to become familiar with the Sakai class website and visit it between classes for announcements, returned assignments and more. Assignments will be docked a ½ point for each day that they are turned in late. Students in need of academic accommodations based on documented disabilities should contact Jill Hawthorne at 607-3553 (http://www.pitzer.edu/student_life/student_affairs/academic_support/index.asp.) In order to ensure that you are keeping up with the readings each student will be required to come to class with at least one discussion question, inspired by your analysis of the readings. These questions will be used as prompts for our collective review of the readings and should be written down and brought to class. Note that this syllabus may change slightly as the semester unfolds. If you feel you are faltering in your ability to keep up with the course content and community engagement obligations, please see one of us immediately.

Course Requirements

Critical reflection essays: 2 papers -- Due 2.12.15 and 2.26.15

Apply your own critical reflection around the theoretical frameworks introduced on the topics of emotional well-being, identity development or social development/community building. Two, three- page papers. Submit to appropriate assignments section on Sakai.

Final Praxis Project (theory+action+reflection on one course topic) -- Due 3.12.15

10-15 page final paper - Detailed instructions will be provided closer to the due date.

Final Student Presentations (on praxis projects) – Due 3.12.15

Five minute presentations about your praxis projects (in any medium you wish).

Evaluation plan:

In-class participation & discussion questions based on reading	10%
Critical reflection essays: 2 total (20% each) on four main course themes	40%
Final Praxis Project (theory+action+reflection on one course topic)	40%
Final Student Presentations (on praxis projects)	10%
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Total grade	100%

Grading scale:

100-97 = A+; 96-93 = A; 92-90 = A-
89-87 = B+; 86-83 = B; 82-80 = B-
79-77 = B+; 76-73 = B; 72-70 = B-
69-67 = B+; 66-63 = B; 62-60 = D-
59-Below = F

Course Topics and Readings:

1.22: Week 1: Emotional Wellbeing

Welcome/ Introductions/ Class overview/ Syllabus review
Community Agreements
Stress, Stress reduction and Schemas
Cognitive Theory and Understanding Emotions
Review related readings in class
Closing: Relaxation visualization

Readings:

Carlson, N.R., Heth, C.D., Miller, H., Donahoe, J.W., Martin, G.N. (2007). Coping with Everyday Stress. In Psychology: The Science of Behavior (pp. 536-540). Boston: Allyn & Bacon.

Bourne, R. (2000). Self-Talk. In The Anxiety & Phobia Workbook (pp. 181-214). Oakland, CA: New Harbinger.

1.29: Week 2: Emotional Wellbeing

Stress reduction, Schemas and Understanding Emotions continued
Mindfulness and Heartfulness and The Gifts of Imperfection- Reading Review
Closing Relaxation/ Engaged HEART practice

Readings:

Daughtery, A. (2014). From Mindfulness to Heartfulness: A Journey of Transformation Through The Science of Embodiment. Bloomington: Balboa Press.

Brown, B. (2010). The Gifts of Imperfect: Let Go of Who You Think You're Supposed To Be and Embrace Who You Are. Center City: Hazelden.

2.5: Week 3: Identity development, Brian

Identity development theory, history of theoretical frameworks
Student Development theory overview,
Sexual Identity Development, Racial and Ethnic Identity Theory
Review of readings
Possible Guest Speaker or Film

Readings:

Chickering, A. & Reisser, L. (1993). The seven vectors: an overview. In *Education and Identity* (pp. 43-52). San Francisco: Jossey-Bass.

Phinney, J.S. & Kohatsu, E.L. (1999). Ethnic and racial identity development and mental health. In Schulenberg, J. et. Al. (Eds.) *Health Risks and Developmental Transitions During Adolescence*. Cambridge, UK: Cambridge University Press.

Sullivan, P. (1998). Sexual Identity Development: The Importance of Target or Dominant Group Membership. In Sanlo, R.L. (Ed.) *Working with Lesbian, Gay, Bisexual and Transgender College Students: A handbook for faculty and administrators* (pp. 13-22). Westport, CT: Greenwood Press.

2.12: Week 4: Identity development, Connected to local community- Paper due

Identity Development and Community Development through Community Engagement
Self-Realization Activities

Readings:

Vaccaro, A. (2009). Racial Identity and the Ethics of Service-Learning as Pedagogy (pp. 119-131). In Evans, et al (Eds.) *African Americans and Community Engagement in Higher Education: Community Service, Service-Learning and Community-Based Research*. New York: SUNY Press.

Flanagan, C. & Bundick, M (2011). Civic Engagement and Psychosocial Well-Being. Special Issue: Civic Engagement and Psychosocial Well-Being. *Liberal Education: AAC&U*.

Sweitzer, H. F & King, M.A., (2009). *The Successful Internship: Personal, Professional and Civic Development*. Third Edition. Belmont: Brooks/Cole

Hicks, T. (2009). Humanizing the Other in “Us and Them.” *Taylor and Francis: Peace Review Journal*.

2.19: Week 5: social development

Communication styles and theories
Intercultural Communication
Defining and Becoming “Community”
Reading Review

Possible guest speaker

Readings:

Armstrong, J. (1998). Community: Sharing One Skin (pp. 35-40). In Jerry Mander and Victoria Tauli-Corpuz, Eds, *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*. San Francisco: Sierra Club Books.

Benson, H. & Stuart, E.M. (1992). Communicating. In *The Wellness Book* (pp. 249-265). New York: Simon & Schuster.

Bennett, M. (1998). Intercultural Communication: A Current Perspective. In Milton Bennett, ed., *Basic Concepts of Intercultural Communication*. Yarmouth: Intercultural Press, Inc

2.26: Week 6 Community building in action – Paper due

In-Situ Interviews with Community Leaders across the 7Cs.

Readings

Explore on your own literature from the community organizations we visit on our campus community tour.

3.5: Week 7: Individual and Social Wellbeing (Tessa)

Bringing it altogether—The Well-being of the Community and Self

Talk about final papers

Readings:

Powers, W. (2008). Future Zarahs. (pp. 12-15). *The Sun*.

Kottler, J. (2004). Bringing the Mystery Back Home. *Psychotherapy Networker Journal*.

Ginwright, S. (2011). Hope, Healing and Care: Pushing The Boundaries of Civic Engagement For African American Youth. (Pp. 34-39). *Liberal Education: AAC&U*.

3.12 Week 8: final paper due

Praxis presentations

All course readings can be found on Sakai