

HUM-2020: COMMUNITY ENGAGEMENT THROUGH THE HUMANITIES

Cuyahoga Community College

Viewing: HUM-2020 : Community Engagement Through the Humanities

Board of Trustees:

March 2020

Academic Term:

Fall 2021

Subject Code

HUM - Humanities

Course Number:

2020

Title:

Community Engagement Through the Humanities

Catalog Description:

A project-based course designed to help students develop skills as active participants in a pluralistic democratic society through direct service, education, and reflection opportunities. The course will emphasize collaboration, methods of inquiry characteristic of the humanities, evidence-based decision making, humanities-based research techniques, social responsibility, and effective communication.

Students will use an interdisciplinary collaborative approach to analyze and actively participate in principles and practices of community engagement through a local lens.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-1020 College Composition II or ENG-102H Honors College Composition II.

Outcomes

Course Outcome(s):

Utilize effective communication skills to collaborate with team members and local agencies/business on a community engagement project.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Meet with community partner to discuss identified issue/need and determine project goals.
 2. Discuss with project team how to develop a viable project that befits the nature of the partner and their presence in the community.
 3. Present ideas and materials for project to community partner, orally and/or in writing, using clear thesis-driven arguments based on gathered research.
 4. Write humanities-based essays citing evidence from gathered research on the identified issue/need to share ideas for the project with team members.
 5. Participate in a leadership-teamwork self-assessment to identify one's own strengths in working within a team.
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Course Outcome(s):

Use methods of inquiry characteristic of the humanities (action research, critical discourse, focus group research, case studies, etc.,) to analyze the community issue/need and use evidence-based decision making to create a viable project that addresses the identified community issue/need.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Examine the historical and humanistic context of the identified issue.
2. Research information from credible and relevant humanities-based sources to support project goals, determine action steps, and implement project deliverables.
3. Document sources in accordance with appropriate citation style.
4. Discuss and select appropriate humanities-based research tools to use to gather relevant information to support project goals (i.e. focus group, survey tools, interviews, etc.).
5. Develop questions to utilize in researching community issue/need via a focus group or survey tool.
6. Apply fact and opinion appropriately to determine formal and contextual artistic elements of the project.
7. Synthesize and evaluate research materials in order to develop an innovative approach to the community engagement project.

Course Outcome(s):

Evaluate how the community engagement project fulfills the social responsibility of the community partner and the student.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Analyze community needs as they apply to the community engagement project.
2. Research and discuss community partner's level of involvement in the local community.
3. Examine the benefit to the community for the project, as well as any benefit to the community partner.
4. Discuss the social responsibility of local businesses/individuals to support community engagement projects.
5. Gain a sense of self-awareness as a citizen and a member of a larger community.

Methods of Evaluation:

1. Reflective essays
2. Research reports
3. Humanities-based critical essays
4. Project
5. Project presentations
6. Tests

Course Content Outline:

1. Introduction to community engagement
 - a. Exploring the concept of community
 - i. Examining how persons are affiliated
 1. Geographic proximity
 2. Special interest
 3. Shared values
 - ii. Investigating how communities may share characteristics
 1. Age
 2. Ethnicity
 3. Gender
 4. Other
 - iii. Defining community engagement

1. Explaining how communities collaborate for the mutually beneficial exchange of knowledge and resources.
2. Researching how community partnerships and coalitions help mobilize resources and influence systems for initiating or changing policies, programs, and practices
- iv. Understanding community engaged service
 1. Exploring how the application of expertise can address a community identified need/project
 2. Determining how community engaged service supports the goals and missions of stakeholders
2. Leadership and assessment training
 - a. Assessment tools
 - i. Strengths finder
 - ii. Myers-Briggs type indicator
 - iii. DISC (Dominance, Influence, Steadiness, Conscientiousness)
3. Collaboration
 - a. Team building
 - i. Roles and responsibilities of team members
 - ii. Group communication
 - b. Facilitating conversations
 - i. Compromise
 - ii. Need for consensus
4. Humanities research methods
 - a. Action research
 - b. Critical discourse
 - c. Focus group research
 - d. Case studies
 - e. Survey tools
 - f. Citation and documentation of sources
 - g. Distinguishing fact from opinion
 - h. Interpretive modeling
 - i. Close reading and analysis
 - ii. Cultural critique
 - iii. Genre analysis
 - iv. Historical analysis
 - v. Analysis of artistic movements and styles
 - i. Review of Humanities based materials
 - i. Historic Materials
 - ii. Multi-genere/inter-genere materials
 - iii. Materials from international cultures
 - iv. Contemporary materials
5. Community partners in Northeast Ohio
 - a. Examples
 - i. Non-profit
 - ii. For profit
 - b. Roles in the community
 - c. Local and national models
6. Fulfilling social responsibility
 - a. Concept of social responsibility
 - i. Importance of social responsibility to our society
 - ii. Types of social responsibility
 - iii. Benefits of social responsibility
 - b. Social responsibility of community partners
 - i. Organizational ethics
 - ii. Responsibilities of organizations
 - iii. Obligations to community
 - c. Social responsibility of students
 - i. Personal ethics
 - ii. Responsibilities of the individual
 - iii. The individuals obligations to community
7. Developing the project
 - a. Introductory meeting with community partner
 - i. Mini-workshop
 - ii. Documentation/source-meetings with partner

- b. Project deliverables
 - i. Team discussion
 - ii. Brainstorming
 - iii. Project management
- 8. Examining how the community project develops understanding of the Humanities
 - a. Identifying humanities-related elements of the community project
 - b. Relating these elements to humanities disciplines
 - i. Art
 - ii. History
 - iii. Literature
 - iv. Gender Studies
 - v. Other
 - c. Synthesize these elements with appropriate humanities principles
- 9. Effective communication
 - a. Communicating in a professional setting
 - b. How to create/frame a project for a specific audience
 - c. Presenting program ideas/recommendations
 - i. Written recommendations
 - ii. Oral presentations
 - 1. Individual
 - 2. Group
 - iii. Visual aids

Resources

Austin, Michael (ed.). . *Reading the World, 3rd ed.* 3rd. . New York and London: W. W. Norton and Company , 2017.

Jaeger, L. . "Okay" *Taking Action: Readings for civic reflection.* . Great Books Foundation, 2012.

Liu, E. *You're more powerful than you think : a citizen guide to making change happen.* New York : Public Affairs, 2017.

Rogat-Loeb, P. *Soul of a Citizen: Living with conviction in challenging times.* . New York: St. Martin Griffins , 2010.

Samet, Elizabeth D. (ed). *Leadership: Essential Writings by Our Greatest Thinkers.* 1. W. W. Norton and Company, 2017.

Warner, Marcus and Jim Wilder. *Rare Leadership: 4 Uncommon Habits for Increasing Trust, Joy, and Engagment in the People You Lead.* Chicago, IL: Moody Publishers, 2016.

Cooper, David. *Learning in the Plural: Essays on the Humanities and Public Life.* East Lansing, MI: Michigan University Press, 2014.

Coyle, Daniel. *The Culture Code: The Secrets of Highly Successful Groups.* New York: Bantam Books, 2018.

Rath, Tom. *The Strengths Finder 2.0.* Gallup Press, 2015.

Resources Other

1. History of Human Rights (video). Published Dec 6, 2009 by the blackstarorder. Retrieved from <https://www.youtube.com/watch?v=nCQWwkERit4> (<https://www.youtube.com/watch/?v=nCQWwkERit4>)
2. Ted Ed website: <https://ed.ted.com> (<http://catalog.tri-c.edu>Rare Leadership: 4 Uncommon Habits for Increasing Trust, Joy, and Engagment in the People You Lead/)
- 3.

Instructional Services

OAN Number:

Ohio Transfer 36 TMAH

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