Course Description: This two-part course (Fall 2021 ANTH A525/Spring 2022 ANTH A526) will challenge and explore what it means to be "community engaged" and how to develop engagement that is receptive to and structured around community input. In ANTH A525, we will focus on theoretical discussions about hierarchical structures of power, legacies of colonialism, and developing methodologies that center equity and ethical and sustainable collaboration. A key component of the course will put theory into practice through weekly participation in local community projects as observers and volunteers. The first semester (ANTHA-525) will be used to build relationship with the community partner, while the second (ANTH A-526) will be dedicated to designing and executing a collaborative community-driven research project. This course will equip students from broad research backgrounds with the tools to formulate research rooted in Community Based Research methodologies.

During this semester, we will tackle the following questions:

How do I create responsible and meaningful community research? What role does co-creation play in my research design? How do my own identities and personal history shape my research interests? How do I meld my interests with that of my community partners'?

This course is both a Global Learning and Service-Learning course. Throughout the semester, students will work through the complex process of building trusting and equitable community partnerships with **The Banneker Community Center**. Through Global Learning practices, students will learn skills to form intentional, historically informed and deeply self-reflexive relationships with community partners, both in Bloomington and in their own global areas of work.

What is Global Learning?

Global Learning is an approach that focuses on creating learners that are humble, adaptable, and open to broad views of all the ways there are to exist in this world. Whether you work in Bloomington, the U.S., or another country, learning to listen closely, understand your own biases and blindspots, and be curious about their roots will help you to build authentic and honest relationships. Yet, these skills must be built through a consistent practice of self-reflection, dialogue, and exposure to new experiences. The course expectations and requirements are designed to help you build this practice. You can learn more about Global Learning through IU's [Global Center](#).

Course Expectations and Requirements

Module I: Situating the Self
Module II: Situating the Community
Module III: Breaching the Ivory Tower
Module IV: Community work at a Research Pace
Module V: Celebrating Collaboration

IN-CLASS (35% total grade)

Participation (15%) <u>Weekly</u>**:** As a seminar course, this class will be driven by the conversations that you bring into the classroom. This course is heavily based on your participation, as we all learn best when we are invested in learning as a community, and when you find ways to link learning to your own interests. Because we each bring unique perspectives and experiences to our understanding of the world, <u>everyone who is in attendance will be asked to share throughout our seminar period</u>. I highly suggest taking notes while reading, highlighting points that stick out to you, questions you still have, relevant experiences etc. If this type of participation is something that you struggle with, please reach out during office hours to brainstorm some solutions and alternative ways of including your voice in our discussions.

Journal (10%) <u>Weekly</u>**:** Please designate a notebook specifically for this class. If you do not have access to a notebook, one will be provided for you. When you arrive to class, you will be presented with a prompt or reflection related to the weeks' topic. These journals will not be submitted to the instructor- they are a private space for you to engage with materials and topics without fear of judgment. Although the entries are not graded, I will ask you to submit summaries and reflections about the evolution of your perspectives at the end of each module, due by Friday 9 pm of that week.
- Week 4: Journal Reflection Summary #1 (at least 1 paragraph)
- Week 8: Journal Reflection Summary #2 (at least 1 paragraph)
- Week 12: Journal Reflection Summary #3 (at least 1 paragraph)
- Week 16: Journal Reflection Summary #4 (at least 1 paragraph)

Discussion Lead (10%): You will be tasked with co-leading discussion once during the semester. As a team, you may choose to lead in any way that you think will spark critical thought and engagement with the readings (a short presentation, activities, questions, art project, music etc). Your responsibility during assigned weeks will be to:

1. Co-author and submit a 1 page "Cliffs Notes" of the main themes and questions for discussion, to be loaded to Canvas by <u>9 am on the Wednesday morning before each class</u>.
2. Engage classmates for 1 hour of class time.
3. Do a thorough read of assigned materials and be ready to lead targeted conversations linking the materials to the day's theme, to the class at large and service learning experience, if applicable.
4. Bring in new, relevant materials (a short clip, instagram post, meme, article, art piece) to help expand discussion.

You are encouraged to use office hours to discuss the details of your assigned discussion lead.

OUTSIDE OF CLASS (65% of TOTAL GRADE)

Service Learning Attendance and Engagement (20%):
You are expected to spend 2 hours a week in person at your Service Learning Site over the course of 10 weeks between September 6th-December 3rd (11 weeks, not including Thanksgiving). See "Service Learning Agreements" section to learn more about the details of this engagement. You must establish a set weekly schedule with the community partner by the end of the second week. If an emergency arises, you may miss up to three Service Learning days. Because of the importance of consistency and commitment in building community relationships, if you miss more than three days, you must forfeit further participation. <u>You are responsible for communicating to both the community partner and course instructor ahead of time if there are any emergency changes to the schedule.</u>

- After every service-learning session, you must complete an "Exit Interview" (link will be available on Canvas).
- You will also be expected to complete self and peer reviews mid-semester (Week 7:10/5) and at the end of the semester (Week 11: 11/16)

Weekly Reflections (15%) <u>Weekly</u>**:** Due by Friday 9 pm. Each week, you will have a unique writing assignment (1 paragraph to 2 pages) that asks you to synthesize the themes of the week and your service-learning experience to respond to a particular prompt or assignment. **Four** of the assignments will be open for peer engagement, with the expectation that you engage with at least one of your classmates' posts. *If writing is difficult for you, please reach out to talk about the possibility of recorded or alternative forms of reflections.*
- Week 1: Story Share summary (1 paragraph) + <u>Peer Commentary</u>
- Week 2: Expectations and Doubts/fears (1 paragraph)
- Week 3: Internalized Hierarchies (1-2 pgs)
- Week 5: Proposal of community interview (1 paragraph)
- Week 6: Community History (2 pgs) + <u>Peer Commentary</u>
- Week 7: Service Check-In (survey + 1 pg)

- Week 9: Mapping of Multiple Selves (creative response) + <u>Peer Commentary</u>
- Week 10: IU through a Banneker Lens (1 paragraph) + <u>Peer Commentary</u>

Midterm Exchange (10%): With the goal of breaching the IU/Banneker divide, your midterm assignment will be to work with your Service Learning team to coordinate a Banneker Student visit to IU's campus. You will be supported by Banneker staff in logistics, but your midterm task will be to design and execute a visit to campus that takes into account Banneker student interests.
- Week 8: Submit proposed itinerary and justification – draw from class materials to aid in design. MCCSC ON BREAK- use service learning time to plan details midterm exchange
- Week 9: Coordinate and execute midterm exchange
- Submit assessment and reflection within one week of exchange, drawing from class materials/discussions.

Final – Community Graphic (20%): Using the final three weeks of Service Learning to hone your ideas and consult your Banneker team, you'll be working to produce a graphic visual on a topic related to your experience in service learning. This can be a zine, an infographic, a storybook, an art piece… The goal is to listen to your Banneker team and decide what story/info is representative of your specific team experience and would be of interest to both the team as an audience, and a broader Bloomington public.
- Week 11 (5%): Submit brainstorm of ideas for final project, sign up for office hours if you need further support
- Week 12 (5%): Submit project proposal, identify any new skills you may need to acquire, how you will acquire them
- Week 13 : In-class time to problem solve, work on project
- Week 15 (30%): In-class presentations of projects, peer feedback and problem solving
- Final Submission (40%) and reflection (20%): You will submit a final copy as a class assignment, along with a reflection on the course and your experience in community engagement. As we design the project, you will also consider how you would like to share this final submission with the Banneker team – this will vary by individual.

Components of your Grade:

The grade scale is as follows:

A, 94-100 A-, 90-93
B+, 86-89 B, 83-85
B-, 80-82 C+, 76-79
C, 73-75 C-, 70-72
D, 65-69 F, below 65

- Service Learning 20%
- Weekly Reflections 15%
- Midterm Exchange: 10%
- Final Community Graphic and Reflection 20%

- In-class participation: 15%
- Journal: 10%
- Discussion Lead: 10%

Course Expectations and Requirements

Practice flexibility: This is a unique moment to be engaging in group learning. As a course that will be meeting during the COVID pandemic, we are navigating quickly changing schedules, meeting contexts, and personal capacities. The syllabus presented on the first day of class is a loose guide, rather than a concrete schedule, and will adapt with whatever this semester brings. Updated syllabi can be found on CANVAS. Of you, I ask for *patience* as we figure out how best to structure the class to meet everyone's needs, *clear and timely communication* about what needs you may have (eg. assignment extensions, access needs, etc.), and *feedback* so that we can find a balance about what works best.

Be Present
In order to cultivate community and a sense of trust and accountability to one another, I ask that you respect your learning space and that of your classmates by removing distractions if possible (cell phones, open browser tabs, etc.). If there are barriers that limit your ability to be fully present (eg. needs related to neurodiversity, learning ability, etc.) please communicate this to the professor so that we can create an environment best suited to maximum engagement.

Use your own words and experiences
This course relies on the [IU Code of Student Rights, Responsibilities, & Conduct](#). No plagiarism, cheating, or copying are permitted (as defined [here](#)). You are responsible for understanding plagiarism and how to avoid it.

Late assignment policy
Any assignment turned in after the due date will decline by a grade-rank per day (A+ to A, A to A-, A- to B+, etc.) unless a valid exception is cleared with the instructor PRIOR TO the due date. Extensions are readily available but will only be granted if you communicate the need to me beforehand.

Incomplete Policy
If you are falling behind at any point in the course, please talk with me about your situation as soon as possible. We are still collectively navigating the chronic stress and losses of the ongoing pandemic. As such, communication will allow me to work closely with you to ensure that we reach your personal goals for the class. Extensions and Incomplete grades are an available option, but students must provide a timetable for completion of the course requirements before the incomplete is approved.

Accessibility
Students are expected to keep the classroom a place that is welcoming, safe, mutually respectful, and which allows everyone to exist as their full selves. If you are uncomfortable attending class due to the behavior of another member of our community, please communicate with the instructor or the department about the issue. Students with disabilities may receive assistance and accommodation of various sorts to enable them to participate fully. To establish the accommodations appropriate for each student, please alert your instructor to your needs. [The Disability Services Program](#) provides a wide range of support services.

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Course Schedule			
Date	In-class Theme	Readings	Due Dates
Module 1: Situating the Self			
Week 1: Building the Classroom Community			
T 8/24	Course Expectations + community norms	Read through Syllabus & Canvas	
TH 8/26	Storyshare – what brought you here?	**Jones et al.** 2009. Ch1: Vision, Valley, Victory. **hooks, bell. 1994.** Introduction- Teaching to Transgress. (12 pgs) **hooks, bell. 1994.** Ch. 1 Engaged Pedagogy. (9pgs) Teaching to Transgress.	
Week 2: Origins of CBPR			
T 8/31	Where did this methodology come from and how has it been used?	**Stoeker, R**. Community-Based Research: From practice to theory and back again. (12pgs) **Jones et al.** 2009. Ch2: Begin your partnership- the process of engagement (18 pgs) **Schalowitz et al**. 2009. CBPR Review (12 pgs)	
TH 9/2	<mark>Guest Lecture</mark>	Current Agreement with Banneker Center & Norms of engagement **Boyle-Blaise &Binford** 2005. The Banneker History Project. (10 pgs)	
Week 3: Internalized Hierarchies			
1st WEEK AT BANNEKER			
Monday LABOR DAY			
T 9/7	Self -reflection on Identity	**Chavez, V. et al.** 2003. Ch. 12. The dance of race and privilege in community-based participatory research. (18 pgs) **Gaventa, J. and Cornwall, A**. 2006. Power and Knowledge. (8 pgs)	
TH 9/9	Unpacking shame and privilege	**Muhmmad et al.** 2014. Reflections on Researcher Identity and Power. (22 pgs)	

		Spade. 2020. Some dangers and Pitfalls of Mutual Aid.

Module 2: Situating the Community

Week 4: What is a community, and am I a part of it?
2nd WEEK AT BANNEKER

T 9/14	Guest Lecture Community Engaged Research	**Otero & Martinez Rivera.** 2021. Theorizing Folklore from the Margins. Introduction (16 pgs)
TH 9/16	How are our identities in or out of alignment with the communities we seek to "partner" with? Who is our "community"	**Jones et al. 2009.** Ch3: Develop a Vision Theories about community (30 pgs) **Block.** Community- The Structure of Belonging. Intro and Ch 1. (33 pgs) *Optional:* **Atalay. 2012**. Community Based Archaeology. Ch. 4 Connecting with Community Research Partners.

Week 5: Bloomington and Banneker Center
3rd WEEK AT BANNEKER

T 9/21	Bloomington and Banneker Center History. Mapping the Banneker Community.	**Bejarano et al. 2019**. Introduction in Decolonizing Ethnography (16 pgs)
TH 9/23	How do you find alternative stories?	**Reyes Cruz 2008.** What if I just Cite Graciela? (8pgs) **Chochran et al. 2008**. Indigenous Ways of Knowing (6 pgs)

Week 6: Honoring Community Knowledge and Histories
4th WEEK AT BANNEKER

T 9/28	What do we count as knowledge?	**Atalay. 2012.** Community Based Archaeology. Ch. 3: Guiding Principles of Community Based Participatory Research (34 pgs). AND Ch. 5: Building a Strong Foundation. (39 pgs)
TH 9/30	Listening to diverse voices as knowledge holders.	**Kimura and Kinchy. 2019**. Science by the People. Ch. 1- Environmental Citizen Science (23 pgs) AND Ch. 2 (13 pgs) How is Environmental Citizen Science Political?

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	*Week 7: Community Conflict and Resolution*	
5^(TH) WEEK AT BANNEKER	
T 10/5	Identifying and defining conflict	**Haga. 2020**. Healing Resistance. Ch. 6. On Conflict. AND Ch. 16: Step one: Information Gathering
TH 10/7	Why do we avoid conflicts, and how can we learn from them?	**Hoffman. 2020.** Ch 4: We Ask Only that you come to us with an open heart and an open mind. In: Archaeologies of the Heart. **Rosenburg. 2003.** Nonviolent communication Ch. 1
*Week 8: Can community and research coexist?*	
6^(TH) WEEK AT BANNEKER	
T 10/12	Theme: Bridging academic and community divide – legibility	**Rizvi. 2020.** Community-Based and Participatory Praxis as Decolonizing Archaeological Methods and the Betrayal of New Research. (13 pgs) **Kimura and Kinchy. 2019**. Science by the People. Conclusion
TH 10/14	Independent research time- NO CLASS	NO CLASS Spend time fine-tuning your campus visit day
*Week 9: Balancing community and research priorities*	
7th WEEK AT BANNEKER	
T 10/19	Check in day	No Readings- Check in day MIDTERM EXCHANGE WEEK
TH 10/21	How can we think beyond university metrics for success? How can we rename/re-envision metrics in new ways?	**Castleden 2015.** I don't think any peer review committee would ever get what I do. (25 pgs) **Teufel Shone 2011.** CBPR and Academic Rewards. (6pgs)
*Week 10: Identifying community skills and strengths*	
8th WEEK AT BANNEKER	
T 10/26	==Guest Lecture==	
TH 10/28	What is the community at Banneker teaching you? How does	**Simpson. 2017.** Ch. 1: Nishnaabeg Brilliance as Radical Resurgence Theory. In: As We Have Always Done.

	this weave into and beyond your university self?	**brown. 2017.** Interdependence and decentralization: who we are and how we share. In: Emergent Strategy
Week 11: Catch up week		
9TH WEEK AT BANNEKER		
T 11/2	Guest Lecture	**Buchanan et al. 2007.** Ethical Issues in CBPR (9 pgs) **Allen and Jobsen. 2006.** Decolonizing Generation. SKIM with particular focus on p. 136 "Decolonizing Pedagogies" thru p.140 (4pgs)
TH 11/4	How do many community skills/interests have parallels in Higher Ed, how have they been renamed/misnamed in service of creating intellectual hierarchy?	**Flicker 2008.** Who Benefits from Community-based Participatory Research? (17 pgs) Case Study in Archaeology: **Atalay. 2012.** Community Based Archaeology. Ch 2: Origins of Community Based Research in Archaeology. (25 pgs)
Week 12: Aspects of White Supremacy that derail community work		
10th WEEK AT BANNEKER		
T 11/9	Recontextualizing failure	Perfectionism and urgency **Halberstam. 2011.** The Queer Art of Failure. Introduction **hooks. 2003.** Ch. 1- The Will to Learn. In: Teaching Community
TH 11/11	Failure in a colonial lens	**Tuhiwai Smith. 2012.** Introduction. In: Decolonizing Methodologies. AND Ch. 2: Research Through Imperial Eyes. **Kovach. 2021.** Preparations: Situating Self, Culture and Purpose in Indigenous Methodologies. In: Indigenous Methodologies.
Week 13: Can research and play co-exist?		
11th WEEK AT BANNEKER		
T 11/16	Guest Lecture	READINGS TBD
TH 11/18		**hooks. 2003.** Ch. 16- Practical Wisdom. In: Teaching community **hooks. 2010.** Ch. 13 Humor in the Classroom. In: Teaching Critical Thinking.

Week 14
11/22-11/26 NO CLASS THANKSGIVING BREAK
**Module 5: Celebrating Collaboration**
*Week 15: Authentic Measurements of Success*
T 12/1		**Jones et al. 2009.** Ch7: Celebrate Victory **Atalay. 2020.** Ch 16: An Archaeology led by Strawberries. In: Archaeologies of the Heart.
TH 12/3		**Bejarano et al. 2019.** Conclusion. In: Decolonizing Ethnography
*Week 16: Wrapping up, reflections and future plans*
T 12/7		NO READINGS
TH 12/9		
Exam week

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