



underlying poverty; practice of community- based research skills; and practice and reflection on character virtues needed for working in communities. Although we will ask questions such as what policies shape community development, we will also grapple with deeper questions, such as: How do we foster relationships with all people as we work in communities? What does it mean to be a person of good character in the classroom, at the University, and in our community?

### **III. Learning outcomes**

#### **Students will:**

- A. Deepen their understanding of how socioeconomic and political structures underpin poverty;
- B. Apply community development principles and structural knowledge to specific cases of community development
- C. Engage in critical reflection about community engagement, the public good, and citizen agency
- D. Practice methods in community-based research, including interviews, observations, organizational analysis, photovoice, and asset mapping, while also practicing character virtues
- E. Identify, practice, and reflect on character virtues, such as intellectual curiosity, intellectual humility, and hope.
- F. Understand and practice basic principles of civic dialogue, and recognize how dialogue is a means for deepening character dispositions
- G. Engage with a local organization to practice community-based research, as well as character virtues
- H. Practice oral and written communication skills
- I. Foster a community of learners as well as the virtues that undergird such as community

Course attendance facilitates meeting these learning objectives (see class attendance policy below).

### **IV. An Invitation to Practice and Reflect on Character Virtues and Life Purpose**

This course invites you, as members of the Sewanee community and beyond, to practice and reflect on one, or more, character virtues as they relate to community development, your role as someone engaged in communities, and your quest for meaning and purpose during your time at college and beyond. I will stress some virtues central in community development– humility, curiosity, hope– but there are many others that are applicable to our work and life goals. Virtues are broadly defined as “personal qualities that are morally worthwhile and that enable us to live productive, socially engaged and ultimately, flourishing lives.” (P. Watts, M. Fullard, & A. Peterson. 2021. *Understanding Character Education*, p. 23).

Periodically we will engage with such questions as:

- A. How do we approach a course text with an attitude of intellectual curiosity and humility?
- B. How can the practice of humility, curiosity and hope help us build community?
- C. How can we learn about humility, curiosity and hope from those we encounter in the community? From our colleagues in class?
- D. How could these character traits open us up to new experiences that shape our life purpose?

You will be asked to keep a “**virtue journal**” in which you respond to prompts. (See below)

### **V. What Are the Career Competencies I Will Gain in This Course?**

Employers want you to be able to explain the career competencies that you have gained both inside and outside the classroom. But they also want to feel that they are hiring people with the character traits to do the work ethically and collaboratively. The National Association of Colleges and Employers [outlines](#)

[eight competencies](#), and this course focuses on six of them. You can talk about the competencies you gained and the character work you did in this course in a job interview or in a cover letter.

Competency	Defined as....	Relates to Character Aspects of....	Gained through These Course Activities
Communication	Communication with clarity and precision	Humility, empathy, open-mindedness, honesty, kindness, judgment	Classroom discussions; dialogue; engagement with community organization & analysis; asset map presentation
Critical Thinking	Reasoning with logic and rigor; identifying needs and situational context	Intellectual curiosity, creativity, intellectual humility, carefulness	Classroom discussions; exams; organizational analysis; asset map
Teamwork	Building and maintaining collaborative relationships to work effectively toward common goals	teamwork, honesty, fairness, gratitude, open-mindedness	Classroom discussions; Asset map
Self-Development	Proactively developing oneself through learning; showing awareness of strengths and weaknesses	Perseverance, courage, humility, patience	Reflection on course learning through discussions and short written assignments
Equity & Inclusion	Demonstrating awareness, attitude, knowledge and skills required to equitably engage people from different cultures; actively challenging discriminatory systems, structures, and policies	Justice, humility, compassion, kindness, hope	class discussions; engagement in service with community partners
Professionalism	Setting goals, dividing tasks, managing time, being accountable for meeting deadlines, demonstrating effective work habits	Judgment, responsibility, perseverance, appreciation of excellence, patience	Meeting deadlines for assignments; communicating responsibly around group work; being prepared for class

## VI. What Tools Will Facilitate Our Learning?

### A. 2 books

The 2 books are available at the Campus Book and Supply Store. They are also available on reserve at the library.

- 1) Desmond, Matthew. 2023. *Poverty, by America*. New York: Crown.

- 2) Edin, Kathryn, Luke Shaefer, & Timothy Nelson. 2023. *The Injustice of Place*. New York: Mariner Press.

**B. Articles, videos, news clips, blogs, links to websites—All available on Brightspace.**

Written materials are provided in two formats—PDFs and Text format. The text format is for machine reading for accessibility. Close captions are available on videos.

**C. Sensitive Materials**

Some reading materials and films for this class deal with topics that some people may find difficult or that may make some people uncomfortable. These include violence, rape, poverty, inequality, sexual relations, discrimination, racism, and physical and/or mental suffering. Please discuss with me any concerns you may have on these issues.

**VII. Achieving the Learning Goals – Required Work**

**A. Active Participation** (Learning Objectives A-G, I)

In order to deepen your learning and allow everyone to benefit from your ideas, participation in this course is required. Studies show that active engagement helps students do better in academic work. However, active engagement does not mean speaking all of the time.

In this course, participation can take **many forms**.

1. Speaking in class
2. Actively and attentively listening to others in class
3. Raising a question to someone who speaks in class or to the professor
4. Trying to synthesize perspectives/ideas from colleagues in class in a comment
5. Participating in small group discussions during class time
6. Being prepared to discuss readings by bringing a printed version of readings with your marginal notes or highlighted texts
7. Actively taking notes in class
8. Visiting the prof's office hours to discuss course material, your assignments, or share your insights on a “green card” or “blue card.” (You have to come to office hours to find out what these are!)

**B. Unannounced Reading Quizzes** (Learning Objectives A, B)

There will be 6 reading quizzes sprinkled throughout the semester. I will drop the lowest grade of your quizzes. You may use your reading notes, but not your readings. Use the “terms you should know” or “questions to think about” on the course schedule (below) to help you.

There are no make-up quizzes unless you are gone for a school-sponsored activity. If you are ill, you can drop that one quiz.

**C. Attendance at Dinner & Dialogue—and 1000-word response** (Learning objectives E, F, H, I)

One all-campus event that occurs at least once a semester is the dinner and dialogue program. Faculty, staff, students, administrators, emeriti, and seminarians join in a meal and discuss a topic related to the university. You are required to attend ONE of the two events below. If this is a problem because of sports

or choir practice (an official school activity), please let me know and we will find an alternative. One of these is on Monday, when there should not be athletic practice.

After attending, you will write a 1000-word response. A prompt and rubric will be provided.

- Monday, September 29, 5:15-7, Convocation Hall
- Tuesday, November 11, 5:15-7, Convocation Hall

#### **D. Organizational Analysis** (Learning Objectives A-E, G, H, I)

Part of community work involves understanding the internal dynamics and external pressures that community organizations face. This assignment also will help you practice some skills such as interviewing, observing, and analyzing. You can work with a partner on this project if there is a logical reason to do so (i.e., you both work at a particular Bonner site).

The project has several steps.

1. **Choose an organization** you know on campus or in the community. It could be an office that you know relatively well (such as Office of Environmental Sustainability, the Chapel) or a community organization that you work with (e.g., Community Action Committee). I'd prefer you don't choose a student-only organization (e.g., a sorority or fraternity). I can help you with your choice.
2. Once you have chosen, you should ask the **leader/director for permission to study the organization**. I will provide you a letter that you can share that helps to explain your project.
3. Begin by learning about the organization with **organizational documents**. What is its mission? (Does it have a mission statement?) Does it have an organigram? What does the website say about it? Does it have reports that provide information? What questions remain after you do this reading? **You need to take notes** on this material because you will turn in your research notes.
4. Conduct **5 hours of participant observations** at the organization. (If you are working with a team, you can do these at the same time. But you both need a total of 5 hours!) We will discuss how to do such observations. You should NOT do these at one time. Spread them across several weeks. Also, if you are supposed to be working, you cannot do your observations during your work (e.g., work study or Bonner/Canale work). You should complete at least half of the observations before you do the organizational interview. **Take notes on the observations**. (We will discuss notetaking). You will turn in your observation notes.
5. Conduct an **interview with someone in the organization** after you have read the organizational documents and done at least half of the observations. We will work on interview questions and interview structure. You should conduct the interview **AT LEAST 2 WEEKS** before the final organizational analysis is due. Do not wait until the last minute. It is not the responsibility of your interview respondent to make time because you have delayed completing the assignment. You will **turn in your interview questions and notes** from the interview. If you are working as a team, you will need to work on the questions together. To be mindful of the organizational leader's time, it would be best if team members interviewed the organization's leader together.
6. **Write a 2500-word paper** in which you analyze the organization. (If you are working in a team, this is an individual paper). You should write about it using a SOAR analysis (strengths, opportunities,

assets, resources). You should also relate your findings to our initial discussion about organizations and how they can promote dignity. Further guidelines and a rubric will be provided on BrightSpace.

7. **Poster presentation of the organization.** (If you are a team, this is one poster.) On the poster you will provide background information on the organization, its work, and components of the SOAR analysis.
8. **Elevator speech about the organization.** On the last day of class, we will have an "organization fair" with the posters. We will invite members of the University community, as well as your community partners. This will provide an opportunity for others to learn about your organization. You should be ready with a short (1 minute) "elevator speech." If you are part of a team, each of you needs a pitch, but they should be tied together. You should practice your pitch with a tutor at the Center for Speaking and Listening. You can [sign up for an appointment with this link](#).

#### **E. Mid-Term Exam** (Learning Objectives A, C, I)

The mid-term will consist of short answers and essays. I will provide you with a study sheet.

#### **F. Group Asset Map for Sewanee Students on X Issue** (Learning Objectives A-D, H, I)

As a group, you will choose an on-campus issue. You will map the Sewanee campus/community assets for that issue. It can be any issue—health, food security, healthy relationships, academic support, housing, summer opportunities, career planning, whatever. You then will model your map after the asset map we discuss in class.

To complete the assignment, each of you should identify one research person on campus and interview them about assets. You should include institutional, individual, and online assets on your map.

You will be graded based on your map's thoroughness, your presentation, and your reasons for including particular assets. (You need to justify the assets.) See the rubrics on Brightspace—1 for the map itself and 1 for the presentation. This is a collective grade, though you should **upload a one-paragraph** description of your specific contributions to the project.

#### **G. Virtue Journals** (Learning Objectives C, D, E, H, I)

Each of you has been given a journal for free writing about virtue practice. At times, we will take 5 minutes to do this in class; at other times, you will do this on your own. The journal is a way for you to reflect on your own efforts to practice a particular virtue throughout the semester. Aristotle's view of ethics—sometimes called virtue ethics—argues that we move toward the "good life," or a life of flourishing, through the practice of virtues. For virtue ethicists, we aren't just born with this good life; rather, we must work at it. We do that through learning from and with others and through reflection on our experiences. The journal provides an opportunity for you to reflect.

I will NOT grade your journals with a letter grade. Rather, I will give you a check (your write up shows thought and time), a check plus (your write up went above and beyond requirements), or a check minus (you clearly put no effort into the assignment). **Receiving all checks is a good grade!**

See the separate handout with the journal prompts. The journal "due dates" are listed in the course schedule.

#### **H. Extra Credit**

From time to time, there are extra-credit opportunities available. You may attend the event and write a two-page (double spaced) paper in which you summarize the event and link it to at least 2 course concepts. Each can add up to 0.75 of a percentage point to your final course grade. All write ups are due by November 18.

- Presentation on Emmitt Till memorial, September 18, time & place TBA

### VIII. When Are Assignments Due? (The Schedule)

Activity	Due Date
Last day to drop a class with no record	September 23
Attend Dinner & Dialogue	September 29, 5:15-7 OR November 11, 5:15-7
Mid-Term Exam	October 9
Paper on Dinner & Dialogue (if attended in September)	October 16
Last Day to Drop Class without an F	November 3
Group Project Asset Map (presentation in class) (10 min)	November 18
Any extra-credit write ups due (upload on Brightspace)	November 18
Paper on Dinner & Dialogue (if attended November dinner)	November 20
Poster Finalized to be Printed (as a PDF)	December 2
Organizational Analysis Due, written notes, and 2500-word paper	December 4
Organizational Fair– “elevator pitch” should be ready	December 11
Last Day Written Work Accepted	December 11

### IX. Assignment Totals (What are assignments worth?)

Activity	Percent Total Course Grade
Participation <ul style="list-style-type: none"> <li>• Includes above listed activities</li> </ul>	10%
6 Unannounced Quizzes (I will drop the lowest); Each is worth 2%	10%
Mid-Term Exam	15%
Essay on Dinner & Dialogue	10%
Group Asset Map (5%) and 10-minute Presentation (5%)	10%
Virtue Journal (10 entries; 3 in-class and 7 outside of class) (timely and satisfactory completion is an easy 100%)	10%
Organizational Analysis Project <ul style="list-style-type: none"> <li>• Examination of Organizational Materials—Notes included (2%)</li> <li>• Participant Observation Hours—Notes included (2%)</li> <li>• Interview—Notes &amp; questions included (3%)</li> <li>• 2500 Word Essay on the Organization (15%)</li> </ul>	22%
Poster on Organization	10%
Elevator Pitch on the Organization	03%

### X. Dr. P’s Grading Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	59-0
A	94-96	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

Note: Grades for assignments are recorded and available on **Brightspace**.

## **XI. Other Important Course Information: Course Policies & Expectations**

### **A. Attendance**

The [College catalog states](#), “the College considers class attendance an essential component of student engagement: students are expected to attend every scheduled meeting of a class.” For this course, class attendance is required and **attendance will be taken at the beginning of class each day**. You may have **one** emergency absence before your final grade is negatively affected. (One absence is the equivalent of one week of class.) **For each absence after one, your final grade will be reduced 5%**. The one free absence may be used for whatever is needed (illness, doctor’s appointments, internship interviews, other responsibilities). The absence is “no questions asked”; that is, you do not need to communicate with me the reasons for your absence, unless it is a university-sponsored activity. *It is your responsibility to turn in any work that is due on the day you miss and to get notes and assignments from your peers. There are no make-up sessions, though you may, as always, come to office hours with questions.* Please note also that I have built time into the schedule for you to work on collaborative projects; if you miss a class, you have missed an opportunity to work with your peers.

Please note that there are no “excused” versus “unexcused” absences, except for school-sponsored activities/class field trips. (Those are excused, but they need documentation from a coach or professor.) If you are involved with an officially-sponsored activity (e.g., sports competition or class field trip), you need to notify me about the dates that you will miss at the beginning of the semester. I prefer a list of dates in writing or as an email from your coach. If you will miss *more than a week* of class periods due to official school activities, please see me to discuss this.

In addition, if specific *religious celebrations* coincide with class and you will be attending a service, please let me know *before the date*. This also will count as an excused absence.

Students **who attend class do better on assignments and their participation grade is higher** than students who miss class. Thus, while you may miss one class without any negative ramifications for your final grade, it would behoove you not to do so. However, I understand that sometimes things do happen. If there are exceptional and documented circumstances, these will need to be discussed with the professor and the Office of the Dean of Students. To be clear, the reason there is an attendance policy in this course is because participation—engaging in small group discussions, question-answer sessions with the professor, hearing your colleague’s ideas, working with your team on final projects—are all part of the learning process. I encourage you to contact me if you have questions or concerns.

### **B. Tardiness**

Excessive tardiness will negatively impact your participation grade. You need to arrive **ON TIME** for all lectures and field trips. Recognize that if you are late, we may leave you.

### **C. Distracting activities**

There are some activities that can be **distracting for everyone’s learning**: excessive tardiness, coming in and out of class (unless it is an emergency), using your laptop to do non-class related activities, looking at your phones. Please be respectful of everyone’s learning experience and refrain from these activities.

#### **D. Honor Code—with Consideration of AI tools (e.g., ChatGPT)**

When you matriculated at Sewanee, you agreed to follow the [Honor Code](#): to do your own honest work and not to cheat in any form. All forms of cheating, including plagiarism, are violations of the Honor Code and will be treated as such. As per the Honor Code, plagiarism is defined as “[copying or imitating] the language and thoughts of others and [passing] the result off as an original work.” Using the language or ideas of others without proper citation is considered academic dishonesty (cheating), and “others” includes responses from artificial intelligence programs that generate content (for example, ChatGPT). If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.

Resolutions related to the Honor Code state that “the same paper may not be submitted in more than one course without the prior permission of the instructors in those courses.” You are expected to complete original work in all courses.

#### **E. Dr. P’s AI Policy and the Reasons WHY**

In this course, it is not permissible to use any AI programs (e.g., ChatGPT, Deep Seek, Bard, Dall-e, or Bing) that generate content for any work for this class. **I also include Grammarly** in this category, because it takes your sentences and rewrites them to potentially distort your meaning and your tone. You are not allowed to use these technologies for any writing assignments, journal entries, presentation slides, reading summaries, research for papers/presentations, and other short assignments. Why? You chose to attend a liberal arts college, where you would be challenged to think critically, write clearly, communicate effectively, and integrate your learning across courses, disciplines, and experiences. Relying on AI-generated materials for assignments does not require you to develop those skills. It prevents you from developing higher level cognitive skills that you will need to navigate the world’s changing issues and to creatively solve problems. Using generative AI technologies risks getting information that is factually inaccurate, misinformed, biased, and/or incomplete. In addition, generative AI robs you of curiosity, creativity, and agency— It prevents you from asking hard questions, undermines the beauty of expressing your own voice and perspective, and makes you into a passive entity in your learning process. Finally, societal reliance on AI is not cost-free: significant water is used to cool computers that generate results; coders may work long hours in low-income contexts to “teach” AI about images; marginalized communities often bear the brunt.

I recognize that many technologies we use rely on some type of AI— spell check, Google Docs, Google maps, GIS. These, however, do not directly generate content. I want to see YOUR ideas and YOUR work. You can only learn through the process of producing materials, making changes, and growing from the lessons learned. After all, isn’t that why you came to college?

A few articles on AI to inform you:

[Your Brain on ChatGPT. \(MIT study, 2025\)](#)

[East Carolina University Guide to AI Environmental Impact](#)

[Dark Side of AI.](#) (60 minutes episode on AI and Kenyan workers)

## F. Citations and Turning Work In

For this course, we will use **APA** (American Psychological Association) style. (This is an in-text author-date citation form with a Reference List). You can review the [documentation guidelines here](#).

You should turn in copies of your papers on Brightspace. This includes slides for any presentations. You should ALSO bring a printed copy of all papers to class on the day the work is due. You will turn in your physical journals on assigned days (see the schedule).

## G. Late Assignments and Penalties

1. Unless alternative arrangements are made with the professor before assignments are due, **all assignments are due IN CLASS at the START of class.**
2. No written work will be accepted after the last day of classes at the end of the semester. This is a college rule.
3. In keeping with the atmosphere of respect, honor, and equity, I will not accept late assignments without a penalty. The penalty is one-third ( $\frac{1}{3}$ ) letter grade per day. (Weekend days count too.) In terms of late penalties, if your paper originally was an A and it is one day late, it will be an A-.

**TO BE CLEAR:** It is unfair to all students if some students get more time to complete assignments. All students have many obligations—from coursework to social clubs to family obligations—and all students have been made aware of the expectations and assignments in this course. As a professor, I strive to explicitly state policies and treat all students equitably in terms of those policies. In addition, part of your time at Sewanee should include practicing professionalism, which includes budgeting your time, planning, and, when work is not completed in a timely manner, facing the consequences.

There may be exceptional circumstances for extensions—death in the family, an accident, a long illness—but **these are truly exceptional**. Please know that in almost all cases, I will not grant exceptions/extensions for work without a late penalty. (see above)

## H. Americans with Disabilities Act and Accommodations

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equitable access to the programs and activities of the University.

Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services (SAS) as early in the semester as possible. If approved for accommodations, the student has the responsibility to present their instructors with a copy of the official letter of academic accommodations. Please note: Accommodation letters should be dated for the current term; accommodations will not be provided without a current accommodation letter; and accommodations cannot be applied retroactively.

SAS is located in the Office of the Dean of Students (first floor of BC; 931.598.1229). Additional information about accommodations can be found on the [Student Accessibility Services](https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/student-life/dean-of-students-office/student-accessibility-services/) website (<https://new.sewanee.edu/offices/the-college-of-arts-sciences-offices/student-life/dean-of-students-office/student-accessibility-services/>).

Students who have questions about physical accessibility should inform their instructors so that we can ensure an accessible, safe and effective environment.

### **I. Electronics in Class- No Phones, No Laptops, No Tablets (without permission)**

So that you are not distracting to others, please turn your phone off and put it in your backpack. No laptops or tablets will be allowed in the classroom without the permission of the instructor. (There may be times when the professor asks you to use laptops for in-class activities or to do research). Please take notes on readings or print and annotate them so that you are prepared for classroom discussions. *If you have accommodations* that allow for a laptop, please let me know. In addition, in order to respect others' privacy and make the classroom a safe space for open discussion, **students may not audio record lectures**. Also, **no photo taking** of slides! Slides will be posted on Brightspace.

## **XII. Helpful Resources**

### **A. The Writing Center**

The Writing Center, located on the main floor of duPont Library, provides objective peer support to Sewanee students who seek assistance with their writing projects. The student tutors can help at any stage in the writing process, including topic development, rough drafts, final drafts, and revisions. You may schedule an appointment in [our online platform](#) or see [our website](#) for more information.

### **B. The Center for Speaking and Listening**

The Center for Speaking & Listening is located in duPont Library on the main floor in the Learning Commons. Peer tutors are available for appointments to help you prepare and practice individual and group presentations, poster presentations, interviews, debates, simulations, dialogues, and other kinds of speaking and listening endeavors and projects. Morning, afternoon, and evening appointments are available on Sunday–Thursday. You can register and make an appointment online here: <https://sewanee.mywconline.net/>. Learn more about the Center for Speaking & Listening here: <https://new.sewanee.edu/academics/center-for-speaking-listening/>.

### **C. Research Help Center**

The Research Help Center, on the lowest floor of duPont Library, is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage in the research process, including developing a research question, finding information, interpreting academic sources, integrating research into your paper or presentation, and citing sources. You can make an appointment with us online at <https://library.sewanee.edu/researchhelp>. Walk-ins are also welcome!

### **D. Title IX / Sex Discrimination and Non-Discrimination Policies**

Sex discrimination is a violation of federal Title IX law and University policy. Disclosure of sex discrimination to University faculty, staff, or specific student leaders (i.e. Proctors, Orientation Leaders, mentors in the first-year program, PRE/SOP Leaders and Ambassadors etc.) is not confidential and these individuals are required to make reports, including names and circumstances, to the University's Title IX Coordinator. One may report confidentially to All Saints' Clergy and University Health and Wellness/CAPS

staff. To report incidents of sex discrimination, including sexual assault/violence, stalking, and/or sexual harassment, please file a report at [ReportSexualMisconduct.sewanee.edu](https://new.sewanee.edu/report-sexual-misconduct) or contact the Title IX Coordinator (Dr. Sylvia Gray, [titleix@sewanee.edu](mailto:titleix@sewanee.edu), EQB Annex - 104A, 931-598-1420). For more information on Title IX please refer to the Title IX website: [new.sewanee.edu/titleix](https://new.sewanee.edu/titleix). For all other forms of discrimination, please refer to the EEO website at <https://new.sewanee.edu/eoo/>. You may file a report at [ReportDiscrimination.sewanee.edu](https://new.sewanee.edu/report-discrimination).

### **E. Wellness Center**

Your physical and mental health directly affects your academic performance and your enjoyment of daily activities. As a student, you may experience a range of challenges that can interfere with learning, such as physical illness, stress, strained relationships, increased anxiety, substance misuse, mood changes, difficulty concentrating, and/or lack of motivation. University Health Services (UHS) is a primary care clinic that helps students with injuries or illnesses. Counseling and Psychological Services (CAPS) offers free counseling services to help you manage the stresses of student life. FitWell is a gym in the Wellness Commons that offers fitness opportunities that are welcoming of all fitness levels and body types. You can learn more about the services provided by the Wellness Commons University at <https://new.sewanee.edu/campus-life/flourishing/wellness-commons/>.

## Course Schedule

**Note:** This syllabus, like our course, should be seen as an evolving experience, and from time to time changes might become necessary. As instructor, I reserve the right to modify this syllabus, with the stipulation that any changes will be communicated to the entire class clearly and in writing.

### Section 1: Human Rights, Dignity, and Leadership

Date	Topic	To Read before Class	Other assignments
Th, Aug 28	Introduction Classroom Contract Virtue Journals	Ira Sher. 1995. "The Man in the Well."	
T, Sept 2	Human Rights, Dignity	<p>Universal Declaration of Human Rights</p> <p>Wein, Tom, et al. "Qualitative Experiences of Dignity in the United States: What We Learned about Lives and Cultures of Respect from 4,374 Stories." Blog for IDInsight. October 5, 2023.</p> <p>IDInsight. 2023. <i>Dignity Report, 2023</i>, READ ONLY pp. 10-11</p> <p>Alberto Cairo's TED Talk: "<a href="#">There Are No Scraps of Men.</a>" (18 minutes)</p>	<p><b>Questions to be ready for:</b> How does dignity (as defined in the Wein reading) relate to human rights? How do you see dignity promoted in the Universal Declaration of Human Rights? What do you think about the focus on dignity instead of human rights by the IDInsight organization? How does dignity manifest in the TED talk?</p>
Th, Sept 4	Service and Character Virtues	<p>Tryon, Elizabeth, and Randy Stoecker. 2008. "Unheard Voices: Community Organizations and Service-Learning." <i>Journal of Higher Education Outreach and Engagement</i>, 12 (3): 47-55 ONLY</p> <p>Hidden Brain. 2023. <a href="#">The Cure for Self-Importance</a>. Podcast, August 5, 2024. (55 min)</p> <p>Annelise Jolley. <a href="#">Does Curiosity Have a Dark Side?</a> Blog. October 8, 2023.</p>	<p><b>Questions to be ready for:</b> What are the "bad practices" evident in the service learning stories? What character virtues might help alleviate some of those bad practices? What do you learn about humility, curiosity and empathy from the 2 blogs and the 1 podcast? How could those lessons be applied in service work? How are those character virtues (or other virtues) practiced by the main character in the short story by Hua?</p>

		Daniel Goleman. <a href="#">Hot to Help</a> . blog. March 1, 2028.  Yu Hua. 2018. “As the North Wind Howled.” <i>New Yorker</i> , August 30.	
T, Sept 9	Civility, Dignity, and Dialogue	<a href="#">What Bad Party Guests Can Teach Us About Bridging Divides</a> . (3 min video)  Speaker: Dr. Lydia Reinig	<b>Virtue Journal #1</b>
Th, Sept 11	Why Dignity and Character Virtues Matter: Examples from Health	Jungari, Suresh, et al. 2021. “Beyond Maternal Mortality: A Systematic Review of Evidences on Mistreatment and Disrespect during Childbirth in Health Facilities in India.” <i>Trauma, Violence and Abuse</i> 22 (4): 739-751.  Podcast: “ <a href="#">Cultural Humility in Health Care: Dr. Zhimeng Jia</a> .” (29 min)	<b>Questions to be ready for:</b> What did you find most surprising in this article and the podcast? What didn’t surprise you? Why? How do you see (or not see) the practice of particular character virtues in the podcast and article? Why might the practice of those virtues matter?

## Section 2: Structures, Poverty, Inequalities, Policies

Date	Topic	To Read Before Class	Extra Assignments
T, Sept 16	Poverty in America	<i>Poverty, by America</i> , prologue, Chapter 1  “ <a href="#">Official Poverty Rate in the US Declined, but More People Face Economic Hardship</a> .” <i>Conversation</i> , September 10, 2024.	<b>Terms/themes to know:</b> extent of poverty in USA; poverty line; what poverty ‘feels like’; deep poverty; basic amount needed/person/day in USA; racial differences in poverty; ugly laws; bandwidth tax  <b>Virtue Journal #2</b>
Th, Sept 18	Poverty and Place	<i>Injustice of Place</i> , introduction & chapter 1  Guest Speakers: Patrick Weems and Jessie Jaynes-Dining	<b>Terms/themes to know:</b> why authors focus on disadvantage; how they measure disadvantage; what are most disadvantaged areas; what disadvantaged areas have in common; method of research; internal colonies; comparisons among Cotton Belt, Appalachia, Crystal City (make list) (NOTE: We will return to these themes often.)
Th, Sept 18	Extra Credit!!  7:30-9, Convocation Hall	Patrick Weems and Jessie Jaynes-Dining, efforts to memorialize Emmett Till’s life and murder in the Mississippi Delta.	Attend and write a 2-page reflection that links the presentation to materials from class. <b>Due Thursday</b> before fall break.
T, Sept 23	Poverty in the US	<i>Poverty, by America</i> , chapter 2  <i>Injustice of Place</i> , chapter 2	<b>Terms/themes to know:</b> Changes in poverty rate over time; conventional reasons given for poverty (and how Desmond debunks them);

		Percival Everett. 2024. <i>James</i> . Chapter 2 (in this chapter, James—the fictitious enslaved person in <i>Huckleberry Finn</i> —is teaching his children how they must perform for white slaveholders)	TANF; block grant; SSDI; SSI; poverty & marriage; poverty & immigrants; “separate but equal;” Segregation academies (& types/quality); Delta whites; corruption in education; today’s disadvantaged places & education; 1969 cheerleader revolt; findings on costs of desegregation today
Th, Sept 25	Historic, Geographic Context	<i>Injustice of Place</i> , chapter 3  LISTEN: “ <a href="#">Sum of Us Examines the Hidden Cost of Racism for all of Us</a> .” <i>NPR Fresh Air</i> , February 17, 2021.	<b>*Question to be ready for:</b> Using Chapters 2 & 3 of <i>Injustice of Place</i> and the radio interview, what are the drivers of poverty and inequality that these authors stress? How do these authors compare with Desmond’s views? Think about themes like: BigPharma in internal colonies; factors driving opioid crisis; social infrastructure (& impact on health); civic safety net; opioids v. social connections; coal company towns and contentment sociology; impact of addiction (on families/communities). From Sum of Us interview: Hinton Rover Helper 1857 study, slave economy and investment in South; swimming pool example; wealth; 1950s federal policies; race & changing support for govt policies; Reagan and who the poor were; zero-sum politics  <b>Virtue Journal #3</b>
M, Sept 29			<b>Dinner &amp; Dialogue (required)</b> , 5:15-7 pm, invite someone (you must sign up)
T, Sept 30	Policies, Poverty and Health  Robert Wood Johnson Health Data by County	PRB. 2023. “Life Expectancy Is Increasingly Tied to State’s Policies.”  “ <a href="#">How Might Medicaid Cuts Affect Rural Hospitals?</a> ” July 24, 2025.  Celeste Watkins. 2018. <i>Remaking a Life</i> . Univ. of Chicago Press, chapter 1.	<b>Themes/terms to know:</b> types of policies that relate to health outcomes; health outcomes in different US states; Austin, IN & inequalities; factors increasing risk for HIV; points you find striking in the stories of Trisha, Beverly, Keisha, Yvette; how the 4 women deal with an HIV diagnosis; syndemic, social death, intersectionality, crisis of respectability, down-low debacle, accumulated injuries of inequality, Intersectional stigma; Medicaid and Big Beautiful Bill
Th, Oct 2	Poverty & Policies	<i>Poverty, by America</i> , chapter 3  Land, Stephanie. 2023. <i>Class</i> . pp. 165-169.  <i>Injustice of Place</i> , Chapter 4	<b>Terms/themes to know:</b> minimum wage & unemployment relationship; changes in union membership (1950s-today); unions and productivity; reasons for increased number of working poor; federal programs of Medicaid, food stamps; Earned Income Tax Credit (EITC); Black-white pay gap; impact of increased poverty on other measures of wellbeing; how Land describes poverty (phrases used); Elaine massacre/Elaine 12 case; Emmett Till Antilynching Act 2022; role of lynching in

			control; Dollard’s findings on caste & violence; violence & disadvantaged places; how wealthy avoid violence; violence cycles
T, Oct 7	Poverty & Policies  Speaker: Spike Hosch, BetterFi	<i>Poverty by America</i> , chapter 4  Housing Assistance Council. <i>Homelessness Continues to Increase in the US and Rural America</i> . March 2025.  Look at <a href="#">BetterFi non-profit website</a>	<b>Terms/themes to know:</b> Rental housing price increases (and reasons why high prices); “housing first” approach (and its advantages, limits); why tenants stuck in poor housing; mortgage deserts; banking system fees & poor; “unbanked” people; payday loans (and hidden costs); drivers of increased homelessness in rural areas; continuums of care; groups of unhoused; rural people and unsheltered
Th, Oct 9		<b>Mid-Term Exam</b>	
T, Oct 14	Poverty & Policies	<i>Poverty, by America</i> , chapter 5  <a href="#">“Study May Undermine Idea that Cash Payments Affect Child Poverty.”</a> <i>NY Times</i> , July 28, 2025.	<b>Terms/themes to know:</b> COVID social policies & poverty; conventional beliefs about the poor and government programs; how the poor spend their money; universal basic income experiment (California); welfare avoidance by poor; government programs benefiting middle- & upper-classes; progressive v. regressive taxes; types of benefits (visible/invisible) and views of government; who gets tax breaks; findings of recent study on cash payments; limits of recent study on cash payments  <b>Virtue Journal #4</b>

**Section 3: Community-based Research, Ethics and Methods**

Th, Oct 16	Dignity, Organizational Analysis and Asset Mapping	FAO. 2013. <i>Organizational Analysis and Development</i> , pp. 20-24; 26-34; 103-107  IDinsight. 2022. “Cultures of Dignity Are Possible: Lessons on How to Build Organizations that Respect Humans.” Read pp 3-5 and your assigned organization.  National Center Farmworker Health. <i>Asset Mapping Guide</i> .	<b>Be ready to discuss:</b> How does your assigned organization (in IDInsight reading) promote dignity? What specific structures, procedures, or approaches does the organization use to promote dignity?  <b>*Dinner &amp; Dialogue Paper Due</b>
T, Oct 21		Fall Break	
Th, Oct 23	Research Ethics	HHS. <i>Belmont Report</i> .  Sewanee Institutional Review Board website.	<b>Be ready to discuss:</b> How can research become more participatory? What does it mean to do ethical research? What are the 3 principles of the Belmont Report? Note terms like informed consent, participant risk,

		Vaughn, L. M., & Jacquez, F. 2020. "Participatory Research Methods – Choice Points in the Research Process." <i>Journal of Participatory Research Methods</i> , 1(1).	minimal risk, confidentiality, institutional review board process  <b>Virtue Journal #5</b>
T, Oct 28	Community-Based Research Methods	Lauren Maclean. "The Power of the Interviewer."  FHI. "Participant Observation."	<b>Come with a list of questions</b> for the interview you will conduct about your organization. How are you going to address the "power" of the interviewer? What virtues will you strive to practice in your interview and observations?
Th, Oct 30	Research Ethics	Fetterman, David. 2010. <i>Ethnography</i> , pp. 61-66.  O'Donovan, James, et al. 2020. "We Are the People Whose Opinions Don't Matter": A Photovoice Study Exploring Challenges Faced by Community Health Workers in Uganda." <i>Global Public Health</i> 15 (3): 384-401.	<b>Take 2 photos that illustrate what EQB means to you.</b> As the university motto, EQB is from Psalm 133:1, which states "Behold how good and pleasant it is when kindred dwell together in unity." What are the nuances of this ideal to you? Using your phone, take photos that represent your views. How might you see your selected virtue (or others) embodied in your photos? We will discuss your photos in light of the "photovoice" article you read. What is the photovoice method? What are other ethnographic methods? What are the benefits or drawbacks of these methods? If you take a photo of people, get their permission.

#### Section 4: Community Assets and Mobilization

T, Nov 4	Character and community work	Norman Wirzba, "Considering Hope." <i>Virtues &amp; Vocations Magazine</i> , Summer 2023. pp. 11-17. (flip through online magazine to the page; notice original art on the way)  <i>Injustice of Place</i> , ch. 7  Celeste Watkins. <i>Remaking a Life</i> , pp 1-19 ONLY	<b>Be Ready to Answer:</b> What is hope? How does hope play a role in development? What is the role of hope in community resistance and mobilization (as detailed in <i>Injustice of Place</i> )? What is the role of hope in "remaking a life"? What other factors made it possible for Dawn to "remake a life"?
Th, Nov 6	Community Mobilization	Celeste Watkins. <i>Remaking a Life</i> , ch. 2	<b>Terms/ideas to be ready to discuss:</b> Gay Men's Health Crisis; ACT UP; AIDS looks different in women; HIV Law Project; gender and AIDS concerns/stigma/care; CARE act; AIDS as the "politics of disgust," "intersectional politics," "politics of transformation," & "politics of inequality."

T, Nov. 11	Community mobilization	S. McClennen, et al. 2023. "How to Sharpen a Non-Violent Movement." <i>Journal of Democracy</i> 34 (1): 110-125.  Gilda Zwerman & Michael Schwarz. 2021. "How Good Social Movements Can Triumph over Bad Ones." <i>Scientific American</i> , March 16.	<b>Be ready to discuss:</b> What are dilemma actions in protest movements? Why are they effective? What's their role in nonviolent campaigns? What are examples?  <b>Virtue Journal #6</b>
T, Nov 11 5:15-7 pm			<b>Dinner &amp; Dialogue</b> (for those who didn't attend in Sept. or if you want to attend again)
Th, Nov 13	Community Mobilization	<i>Injustice of Place</i> , Ch. 9  LISTEN: <a href="#">Sum of Us Podcast</a> , Episode 2 (Memphis, TN, 41 min)	<b>Be ready to answer:</b> What 2-3 lessons can the book's chapter and the Memphis example give us about community organizing to address poverty, injustice and inequality? Could those be emulated here on the Cumberland Plateau? Why/why not?
T, Nov 18	Asset maps	No Reading	<b>Group Presentation of Asset Map (10 min)</b>
Th, Nov 20		<b>No Class.</b> This is a trade for the dinner & dialogue event.	<b>Dinner &amp; Dialogue Paper Due</b> (If you went to the November 11 dinner; you should just upload the paper to Brightspace).
T, Nov 25		Thanksgiving Break	
Th, Nov 27		Thanksgiving Break	
T, Dec 2	Community Development	LISTEN: <a href="#">Sum of Us Podcast</a> , Episode 5 (Lewistown, ME, 45 min)  <a href="#">"Protecting Community Integrity during a Creative Transformation."</a> <i>Reimagine Rural</i> podcast. Feb 14, 2023. (Season 1, Episode 6)  Sam Quinones. "Opioids Decimated a Kentucky Town. Recovered Addicts Are Saving It." <i>Free Press</i> , Feb 6, 2024.	<b>Be ready to answer:</b> What facilitated community development in the Maine, West Virginia, and Kentucky towns in the 2 podcasts and the 1 news article? What are the challenges in the process of community development? What do these 3 stories illustrate or refute concepts and themes that we have learned throughout the semester?  <b>Final Version of Poster Ready as a PDF for a 24" x 36" poster</b>
Th, Dec 4	Community Development: A View from Those in the Field	Look at the linked websites for the community organizations.  <u>Panel participants:</u>  Mandy Bouldin, Community Development, OCE & <a href="#">South Cumberland Community Fund</a>  Ned Murray, Executive Director, <a href="#">Friends of South Cumberland State Parks</a>	<b>Come with 1 question</b> for our panel! (write it on a piece of paper to turn in for participation credit)  <b>Organizational Analysis Paper Due (along with your notes from the interview, observations, and various organizations documents/website that you looked at).</b>

		Wall Wofford. <a href="#">Folks at Home</a> .	
T, Dec 9	Rural Development  <a href="#">Shepherd Summer Internship</a>	McConnell, Charlie, and Paul Lachapelle. 2023. “The Seven Deadly Sins of Community Development.” <i>Community Development</i> .  <i>Poverty, By America</i> , ch. 7	<b>Be ready to answer:</b> What do you think is the biggest “sin” of community development? Why? What factors could minimize that problem? (Those factors could be individual, organizational, policy, etc.) How do the ideas of Desmond (chapter 7) and the critiques of community development align or contrast?  <b>Virtue Journal #7</b>
Th, Dec 11		<b>Posters on Organizational Analyses</b>	You should be ready with your elevator pitch!