

# **IDS4930: College Beyond Campus: Town and Gown Relations in Action**

**Spring 2024 – Thursdays, Period 9: 4:05-4:55pm – Farrior Hall 2000**

<b>Co-Instructors</b>	<b>Email</b>	<b>Student Office Hours</b>
Dr. Aimée Bourassa (She/her/hers)	aimeebourassa@ufl.edu	Wednesdays 4-5pm and Thursdays 11am-12pm in Farrior Hall or on Zoom, and by appointment
Manda Wittebort (She/her/hers)	a.witterbort@ufl.edu	By appointment

## **COURSE DESCRIPTION**

This course is a new collaboration between the Brown Center for Leadership & Service and the *Beyond120* program. It invites students to learn about the historical context, ongoing challenges, and potential of “town and gown” relations between communities and nearby institutions of higher education, with a focus on Gainesville and the University of Florida. This course will encourage students to critically understand their role as neighbors and active citizens and develop the skills to identify and contribute to more collaborative community-engaged approaches in their academic, personal, and professional lives. By the end of this course, students will be able to:

- Understand the local, historical, and institutional contexts of “town and gown” relations
- Reflect on and articulate their roles as students and neighbors in these contexts
- Explore and prepare for different pathways of engagement
- Develop and apply collaborative skills and approaches in college and beyond

## **COURSE ASSIGNMENTS**

- Letter to Self – 10 points
- Reflection, Module 2 – 20 points
- Reflection, Module 3 – 20 points
- Community-Driven Action Plan – 20 points
- Community-Driven Action Plan Presentation – 10 points
- Updated Letter to Self – 10 points
- Attendance and Participation – 10 points

## GRADING POLICIES AND GRADE POINTS

Academic honesty and integrity are fundamental values of the university community. Students should make sure that they understand the UF Student Honor Code and Student Conduct Code (<https://sccr.dso.ufl.edu/>). On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Please refer to the UF Catalog for information on grading and GPA (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

### **Grading Scale:**

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

## ATTENDANCE AND LATENESS

This class meets once a week and requires fruitful engagement from all, so attendance is mandatory and lateness is strongly discouraged. However, life happens. Absences and lateness due to medical reasons or other extenuating circumstances are considered excused with proper documentation. Communicate with both instructors as soon as possible if you anticipate being absent or late, or in the event of an emergency. Otherwise, each missed class will decrease your final grade by five points. You will be considered “late” if you arrive after the scheduled start time for the course. Three instances of lateness will be considered equivalent to an absence and impact your final grade accordingly. Students in need of additional services and support are encouraged to consult the Dean of Students Office (<https://dso.ufl.edu/>).

## LATE ASSIGNMENTS

Timely submission of reflections and assignments is critical to your learning and development in this course. Late work will be accepted up to one week after the deadline, but will be assessed one point deduction per day late. Again, please communicate as soon as possible with both instructors if extenuating circumstances impact your ability to submit your work on time.

## ACCESSIBILITY AND ACCOMMODATIONS

This course intends to make learning accessible to all. The University of Florida Disability Resource Center further aims to provide a universally accessible community that supports the holistic advancement of students with disabilities. If you have a documented medical, physical, psychological, and learning disability or other difference that might require accommodations or modification of the course procedures, please contact the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/contact-us/>) to register. Students will receive an accommodation letter that must be presented to the instructors when discussing accommodations. Please follow this procedure as early as possible in the semester.

## COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## COURSE MATERIALS

Course materials will be provided through Canvas by the instructors.

## COURSE SCHEDULE<sup>1</sup>

### Module 1: Introduction to College Beyond Campus

#### **Week 1 (Jan. 11): Introduction and Orientation to Class**

- Welcome and community building
- Awareness activity
- Why higher education

#### Assignment:

- Participate in the Brown Center's MLK Day of Service (Jan. 13)
- Read "Helping, Fixing or Serving?" by Rachel Naomi Remen

#### **Week 2 (Jan. 18): College Beyond Campus**

- Mental map activity
- Being a "good neighbor"
- How to "pop" the "college bubble"

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<sup>1</sup> This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

Assignment:

- Read *The Unheard Voices* by Randy Stoecker and Elizabeth Tryon, pp. 1-18
- Write Letter to Self

Module 2: Town and Gown Relations in Action

**Week 3 (Jan. 25): Components of “Town and Gown”: Community Perspectives**

- Discuss Stoecker and Tryon
- Community perspectives on higher education institutions
- Some history and context
- Special guest: TBC

Assignment:

- Watch Carla Lewis-Miles’ TEDxUF “Putting Partnership Before Protest”
- Read *In the Shadow of the Ivory Tower* by Davarian L. Baldwin, pp. 1-16
- Read the International Town & Gown Association’s “Mission and Vision”

**Week 4 (Feb. 1): Components of “Town and Gown”: Institutions**

- Promises and challenges of higher education institutions
- Some history and context
- Local impacts

Assignment:

- Read *Beyond the campus* by David J. Maurrasse, pp. 156-167

**Week 5 (Feb. 8): Current Challenges and How to Move Beyond**

- Comparative case studies
- Local examples: SPARC352 and CAME
- Special guest: Oşubi Craig (SPARC352 and CAME)

Assignment:

- Read “Greater Gainesville Collaboration Initiative (GGCI): Reporting Key Findings and Recommendations” by Paul Monaghan and Karissa Raskin, excerpts
- Read “Urban University Community Engagement” by Khaula Murtadha, pp. 7-13

**Week 6 (Feb. 15): How to Move Beyond: Local Examples**

- Understanding local environments
- Gainesville and UF as an example

Assignment:

- Watch and read “Pathways of Public Service and Civic Engagement”, Stanford University Hass Center for Public Service

- Read “Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models” by Tania D. Michell, excerpts

### Module 3: Pathways of Engagement in Local Contexts

#### **Week 7 (Feb. 22): Community-Engaged Learning, Research, and Teaching**

- Traditional versus critical service learning
- Community versus classroom
- Special guest: TBC

#### Assignment:

- Module 2 Reflection

#### **Week 8 (Feb. 29): Student Organizing and Intra-Institutional Advocacy**

- Walking tour

#### Assignment:

- Read “College-Town Worry: Will 18-to-21 Voters Take Over?” by U.S. News & World Report
- Read “Community ID program pushes back against monetary setbacks: ‘We are not closing our doors’” by Mariana Pena Rueda
- Watch Community ID Program video by Madres Sin Fronteras and Human Rights Coalition of Alachua County

#### **Week 9 (Mar. 7): Policy and Governance**

- Students as local stakeholders
- Understanding local issues
- Electoral and non-electoral pathways of engagement
- Special guest: TBC

#### Assignment:

- Read “A Student Guide for Community Organizing” by Itzel Calvo Medina, pp. 1-7, 14-23, and 32-33

#### **Spring Break (Mar. 14): No class**

#### **Week 10 (Mar. 21): Grassroots, Community Organizing, and Collaborations**

- Discuss Calvo Medina
- Applications
- Special guests: Kevin Scott (Community Spring) and Leigh Scott (GRACE Marketplace)

Assignment:

- Read "THE WORLD AS IT IS... THE WORLD AS IT COULD BE A Cultural Continuum for Consideration" by Arol "AKUA" BeBelle, excerpts

**Week 11 (Mar. 28): Promising Practices**

- Tension between grassroots and institutional approaches
- Paths forward and examples
- Special guest: TBC

Assignment:

- Module 3 Reflection
- Read "What Kind of Citizen? The Politics of Educating for Democracy" by Joel Westheimer and Joseph Kahne

Module 4: Reimagining Being a Good Neighbor

**Week 12 (Apr. 4): Citizenship Models and Applying "Glocally"**

- Paths forward and examples
- Discuss Westheimer and Kahne's three kinds of citizens
- Sustainable Development Goals: how to be both local and global
- Special guest: TBC

Assignment:

- Read "G.R.A.C.E. Community Engagement Toolkit" by White et al.
- Begin developing your Community-Driven Action Plan (due April 18<sup>th</sup>)

**Week 13 (Apr. 11): Future Paths for Collaborations**

- Sharing spaces
- Combining arts and justice
- Special site visit

Assignment:

- Continue developing your Community-Driven Action Plan (due April 18<sup>th</sup>)

**Week 14 (Apr. 18): Reimagining Individual and Collective Engagement**

- Action plan presentations
- Culminating reflections

Assignment:

- Write Updated Letter to Self