SUMMER 2011

Class Meeting Information
   This course meets online starting June 13, 2011

Instructor Information
   Name: Paula Garb
   Office Phone: 949 824-1227

Paula Garb is a lecturer in anthropology, co-director and co-founder of UCI’s Center for Citizen Peacebuilding. She received her PhD in anthropology from the Russian Academy of Sciences Institute of Anthropology. Since 1979 she has conducted fieldwork in Russia, Georgia, Abkhazia, Uzbekistan, Kyrgyzstan, Kazakhstan, Israel/Palestine, and the United States. She brings to this course her experiences from 30 years of fieldwork in widely diverse cultural contexts and 20 years sharing the results in publications and with students in her courses at UCI on community-based research, upper division writing, applied anthropology, peoples and cultures of post-Soviet Eurasia, conflict resolution in cross-cultural perspective, and mediation. At UCI she directs the Minor in Conflict Resolution, the Mediation Certificate Program, and is a founding faculty advisor of the Olive Tree Initiative.

Her current research focuses on comparative case studies in citizen peacebuilding, but she has also conducted research on cultural adaptation, and the cultural consequences of nuclear environmental disasters. Since 1995 she has worked closely with a number of international and national nongovernmental organizations to promote citizen peacebuilding activities between Abkhaz and Georgians. Recent publications include “Putting the ‘Up’ in Bottom Up Peacebuilding: Broadening the Concept of International Negotiations” in the International Negotiation Journal, Volume 11, Number 1, 2006, “The Dynamism of Shared Success in Abkhaz-Georgian Peacebuilding” in Building Peace: Practical Reflections from the Field, 2009, and “The Abkhaz Perspective on South Ossetia Ablaze” in the Central Asian Survey (Spring 2009).

Prerequisites — None

Course Description
   Introduces students to issues of community engagement and social action in local and international contexts. Prepares students to understand social and environmental problems in a globalized world. Includes online instruction, on-site service learning and field research in structured projects, critical reflection, and a final paper, which will be an analytical report of the service learning experience.
Course Objectives

- Understand the principles of learning through serving through community engagement locally and globally
- Know the ethics of community engagement and research
- Gain cultural expertise about the country and community where the on-site service learning takes place
- Develop skills and knowledge of fieldwork methodology
- Improve reflective, analytical and writing skills

Course Text or Online Resources


Evaluation and Grading

In this course, you will be evaluated in the following way:

- Discussion Activities in Lessons 1 and 3 10%
- Wiki/Paper 10%
- Sample Journal Entry 10%
- Daily Journal (Midterm) 20%
- Draft Final Paper 10%
- Final Paper 30%
- Class Participation 10%

Total 100%

Each of the assignments, with the exception of the daily journal, will be uploaded to a forum and will have a discussion component. Because you are working on different schedules, you will mainly interact in the forums with the instructor. You are required to engage in discussions with fellow students who have internet access and are therefore active on the site when you are. Your class participation grade will reflect the quality of your responses to the instructor and other students in these forums, and in the welcome forum.

Grading Scale

A = 90% – 100%
B = 80% – 89%
C = 70% – 79%
D = 60% – 69%
Types of Communication

In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email.

Code of Conduct

All participants in the course are bound by the University of California Code of Conduct, found at http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html.

Netiquette

In an online classroom, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Course Policies

Expectations of students

I expect you to:

- Learn and contribute to the learning of others.
- Participate actively, constructively, and politely in all course forums.
- Conduct yourselves at the highest ethical standards while engaging in service learning.
- Prior to start develop an Independent Education Plan designating your assignment due dates based on your service learning and travel schedule. (A template and instructions will be provided when you begin the course.)
- Submit all assignments by the date indicated, otherwise the assignment will lose 5 points for each day late.
- Notify me as soon as possible if you have an emergency and cannot submit your assignment on time.

Expectations of the instructor

You can expect me to:
- Review all the course content, materials, assignments, and forum prompts prior to the start of the class.
- Post my syllabus to the class prior to start.
- Post my welcome message prior to start.
- Be online every other day during the course.
- Respond to individual posts to me through the online course within 24 hours.
- Give you individual feedback on your posted assignments within 3 days after assignment is due.
- Respond to emails within 24 hours.
- Enjoy teaching and learning together!

Course Outline

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<tr>
<th>Lesson 1</th>
<th>Foundations of Service Learning and Civic Engagement</th>
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| **Learning Objectives** | ➢ Understand the principles and ethics of learning through serving  
➢ Know various models of service learning and civic engagement  
➢ Understand group dynamics in service learning projects |
| **Topics/Readings** | ➢ Why students are participating--what they hope to gain and contribute? (Cress *et al*, pp 1-16)  
➢ Building and Maintaining Community Partnerships (Cress *et al*, pp 17-44)  
➢ Groups are Fun, Groups are not Fun (Cress *et al*, pp 45-66) |
| **Additional Resources** | ➢ Learn and Serve America’s National Service-Learning Clearinghouse  
http://www.servicelearning.org/  
➢ Academic Outcomes through Service-Learning  
http://www.youtube.com/watch?v=UCQ0DGzqfdc&feature=related  
➢ International Service Learning  
http://www.youtube.com/watch?v=zHXiMk8Q2_0 |
| **Assignment** | Lesson 1 Discussion Activity--“Learning through Serving”  
Due 7 days after beginning Lesson 1. |
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<th>Lesson 2</th>
<th>Cultural Competence and Regional Expertise</th>
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| **Learning Objectives** | ➢ Understand the concept of culture and how to navigate across cultures  
➢ Understand culture shock and how to cope with it  
➢ Know how to develop a wiki page about the country, community and organization of placement |
| **Topics/Readings** | ➢ The concept of culture (Avruch, entire online reading)  
➢ Navigating Difference, Investigating Power, Unpacking Privilege (Cress *et al*, pp 67-79)  
➢ Understanding Cultures (Sunstein & Chiseri-Strater, pp 1-64) |
| **Additional Resources** | ➢ Global Service Learning [http://www.youtube.com/watch?v=VzOhfbTg-Dc&feature=related](http://www.youtube.com/watch?v=VzOhfbTg-Dc&feature=related)  
➢ US Department of State A-Z List of Country and Other Area Pages [http://www.state.gov/misc/list/index.htm](http://www.state.gov/misc/list/index.htm)  
➢ NGO search engine on UCB library website [http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov_ngos.html](http://www.lib.berkeley.edu/doemoff/govinfo/intl/gov_ngos.html) |
| **Assignment** | Service Learning Country and Community Wiki/Paper  
**Due 7 days after beginning Lesson 2.** |

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<th>Lesson 3</th>
<th>Fieldwork Methodology</th>
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| **Learning Objectives** | ➢ Understand the purpose and skills of fieldwork  
➢ Generate a list of topics to explore and write about in your final paper (analytical report)  
➢ Know how to revise your research plan while in the field  
➢ Know how to keep a daily ethnographic journal/fieldnotes  
➢ Know how to organize and analyze your journal/fieldnotes  
➢ Know how to cope with culture shock in the field |
| **Topics/Readings** | ➢ An introduction to fieldwork (Sunstein & Chiseri-Strater, pp 24-64)  
➢ Writing Self, Writing Cultures: Understanding FieldWriting |
(Sunstein & Chiseri-Strater, pp 65-115)
- Reading Self, Reading Cultures: Understanding Texts (Sunstein & Chiseri-Strater, pp 117-174)
- Researching Place: The Spatial Gaze (Sunstein & Chiseri-Strater, pp 175-236)
- Researching People: The Collaborative Listener (Sunstein & Chiseri-Strater, pp 237-306)
- Researching Language: The Cultural Translator (Sunstein & Chiseri-Strater, pp 307-357)
- Read ISV’s travel manual for your country

Additional Resources
- Doing Anthropology
  [http://www.youtube.com/watch?v=BhCruPBvSiQ](http://www.youtube.com/watch?v=BhCruPBvSiQ)
- Anthropological fieldwork; a personal account in Nepal
- Reflection: Getting Learning Out of Serving
  [http://www.fiu.edu/~time4chg/Library/reflect.html](http://www.fiu.edu/~time4chg/Library/reflect.html)
  (read: “What should I write in my journal?” “Structuring your writing,” and “The three levels of reflection”)

Assignments
Lesson 3 Discussion Activity—“My Subcultures”

Sample Journal Entry (Notetaking Practice)
**Due 7 days after beginning Lesson 3.**

Before beginning fieldwork make sure you have a binder for your fieldwork portfolio where you will keep your double entry journal notes, drawings and photos. If traveling make sure also to pack printed or digital copies of course materials. When you are ready to submit the portfolio please scan it and submit as your completed assignment for Lesson Four.

Lesson 4
**On-site service learning**

Learning Objectives
- Apply the knowledge and skills learned in lessons 1-3.
- Keep a daily journal/fieldnotes of data collected for final paper
- Organize and analyze your daily journal/fieldnotes
- Revise your research plan while in the field

Topics/Readings
- Reviewing all previous lessons offline. (Take printed copies of course materials to the field.)
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<th><strong>Conducting fieldwork</strong></th>
<th>Keeping a daily journal of data collected</th>
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**Assignment**

Complete your daily journal/fieldwork portfolio and submit it at the end of your service learning experience. This is your midterm.

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<th><strong>Lesson 5</strong></th>
<th><strong>Analytical Report Writing Skills</strong></th>
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| **Learning Objectives** | Use your daily journal/fieldwork portfolio to write your final paper  
Overcome writer's block  
Refine your outlining, drafting and writing skills  
Peer edit |
| **Topics/Readings** | Electronic Archives: Using the Internet (Sunstein & Chiseri-Strater, pp 399-417)  
FieldWriting: From Down Draft to Up Draft (Sunstein & Chiseri-Strater, pp 419-470)  
Characteristics of a well written paper |
| **Additional Resources** | Writer's Block  
| **Assignment** | Draft of Final Paper  
Due 7 days after beginning Lesson 5. |

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<th><strong>Lesson 6</strong></th>
<th><strong>Completing an Analytical Report</strong></th>
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| **Learning Objectives** | Improve writing skills  
Finalize a well written paper |
| **Topics/Readings** | APA Documentation Guidelines (Sunstein and Chiseri-Strater, pp 481-487)  
Review FieldWriting: From Down Draft to Up Draft (Sunstein & Chiseri-Strater, pp 419-470)  
Review characteristics of a well written paper |
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<th>Assignment</th>
<th>Submit Final Paper</th>
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<td>due upon completion of the online course, no later than 11:00 pm on the last day of the course.</td>
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| Congratulations | Congratulations on completing your analytical report and this course! |

Updated June 9, 2010