

LBAR 3910: Practicum in Liberal Arts
SYLLABUS | Spring 2010
Reading Discussion Sessions
and
Spring Break | Eagan, Tennessee

Coordinated by the College of Liberal Arts Community and Civic Engagement Initiative

COURSE INFORMATION:

Instructor: Dr. Mark Wilson
Office: Haley Center 3012
Office Hours: Monday 9:00 – 10:30 am
Other times by appointment
Phone: 334-844-6198
Email: mwilson@auburn.edu

REQUIRED TEXTS AND MATERIALS:

Appalachia: A Report by the President's Appalachia Regional Commission. 1964

Appalachian Catholic Bishops. "This Land is Home to Me." 1975

Appleby, Monica. "Women and Revolutionary Relations: Community-Building in Appalachia," in *Neither Separate Nor Equal: Women, Race, and Class in the South*, ed. Barbara Ellen Smith. Philadelphia: Temple University Press, 1999.

Cirillo, Marie. "Impoverishment and the Mining Industry in the Appalachian Mountains: An Interview with Marie Cirillo, Co-founder of the Woodland Community Land Trust (WCLT)" *Mountain Research and Development* 26 (February 2006): 28-31.

Gaventa, John. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Urbana: University of Illinois Press, 1982. (chapter)

Knight, Caroline, et al. "From the Ground Up: The Community-Building of Marie Cirillo" *Appalachian Journal* 30 (Fall): 30-56.

Putnam, Robert. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6 (January 1995): 65-78.

Walls, Dwayne. *The Kidwells: A Family Odyssey*. Durham: Carolina University Press, 1983. (excerpt)

Additional readings as assigned.

COURSE DESCRIPTION:

LBAR 3910: Practicum in Liberal Arts, a two-credit-hour elective course, is an intensive immersion experience during spring break, preceded and followed by readings, discussion, and reflection on themes related to community and civic engagement. Based on Auburn University's historic "commitment of service" and the College of Liberal Arts' mission to foster an intellectual community where students have an "understanding of the human condition, a respect for individual and cultural differences, and a desire for the free exchange of ideas," students will travel to Eagan, Tennessee to learn about and assist with the work of the Clearfork Community Institute, a non-profit community development organization in the region known as Appalachia.

LEARNING OUTCOMES:

- Students should be able to demonstrate a better understanding of societies or communities different from their own.
- Students should be able to articulate clearly how the LBAR 3910 experience shapes their understanding of their major.
- Students should be better able to analyze an issue of cultural or social difference.
- Students should understand strategies for making a difference in or working with a community different from their own.
- Students should be able to demonstrate an understanding of the causes and conditions of rural poverty in Appalachia.

COURSE REQUIREMENTS:

- Readings as assigned
- Class and project participation
- Seminar session facilitation
- 8-page reflection paper
- Guiding Questions document
- \$150 to cover travel, food, and lodging

ATTENDANCE POLICY:

Because of the nature of the course, students are expected to attend all class sessions as well as the spring break experience. The instructor will only make exceptions for students who have a university-approved excused absence (e.g. medical cause, or other emergency as detailed in the *Tiger Cub*). In the case of a University-excused absence, any assignment missed must be completed within one week of the absence. **AN UNEXCUSED ABSENCE MAY RESULT IN A LETTER GRADE REDUCTION (from the final grade). Each instance of tardiness may count as one-half of an unexcused absence.**

STUDENTS WITH DISABILITIES:

Any student needing special accommodations should inform the instructors and/or The Program for Students with Disabilities (1244 Haley Center - phone: 334.844.2096) as soon as possible.

ACADEMIC HONESTY:

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code is outlined in the *Tiger Cub* and contains a list of those actions that are considered cheating and the possible consequences they carry. Violations of the Academic Honesty Code will NOT be tolerated in this course.

GRADING POLICY:

<u>Activity</u>	<u>Points Each</u>	<u>% of Final Grade</u>
Guiding Questions	50	16.65%
Seminar facilitation	50	16.65%
3 one-page reading reflections	33.3 pts x 3 = 100 pts	33.3%
Final paper	100 pts	33.3%

Final Grade

A	89.5% to 100% of total points
B	79.5% to 89.4% of total points
C	69.5% to 79.4% of total points
D	59.5% to 69.4% of total points
F	59.4% or fewer of total points

GUIDING QUESTIONS

Each student will prepare a list of 8-10 questions to guide their individual learning experience during the course. The list should include both enduring and discipline-specific questions. An enduring question, for example, might be: What does it mean to live in community? Or, what does it mean to be poor? A discipline-specific question, for example, might be: How do people in Appalachia perceive themselves, as opposed to popular representations of their culture? Or, what is the purpose and effect of a community land trust and how do these ventures affect the political economy of a region?

READING REFLECTION PAPERS

Each student will write three (3) 200-250 word (maximum) reflection papers on readings as noted in the syllabus. These papers are worth 33.3 points each. Guiding questions for each paper will be given (or provided on Blackboard) one week prior to the due date. See schedule below for due dates. **Late submissions will not be accepted without an official university excuse.**

SEMINAR FACILITATION

Each student will facilitate discussion of one assigned reading. Facilitation should include personal reflections on the content, comparison of the content to other readings, and questions to guide group discussion during the meeting.

SPRING BREAK EXPERIENCE:

Students will travel to Eagan, Tennessee from Friday, March 12 to Friday, March 19 as a group. Guidelines and instructions for the spring break experience will be provided in advance.

FINAL REFLECTION PAPER

In lieu of a final exam, each student will write an eight-page (double-spaced, 12 pt type) reflection on the course content and experience. The paper should demonstrate student understanding of the causes and conditions of rural poverty, analysis of Guiding Questions identified at the beginning of the semester, and an understanding of how the student's academic discipline and intended vocation can contribute to the public good.

The instructor reserves the right to modify the schedule at any time during the course of the semester. If a change is made, appropriate notice will be given in class.