



FYS 024 ■ Toxic Charity: A Critical Look at Service-Learning & Volunteering

Fall 2019 ■ TR 12:30-1:45PM ■ Meredith 237

Syllabus subject to change at instructor's discretion

Instructor: Kodee Wood

Office/Mailbox: Student Life Center

Office Hours: By appointment

E-mail: kodee.wood@drake.edu

Office Phone: (515) 271-4078

Cell Phone: (309) 221-8624

Course Description

Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. As entering first year students selected for the Engaged Citizen Corps, students will address concepts, issues, and practices of charity, service-learning, and volunteerism. Utilizing their weekly service placement as an extension of the classroom learning, various articles, and the textbook, students will spend time in reflective observation and active participatory research to understand their individual contributions towards society as a whole. We will wrestle with the notion that not all good intentions lead to what is best for organizations or people – and that, in fact, some charity can be toxic.

Course Objectives

Students will:

- Improve their ability to think and write critically about service learning.
- Develop an understanding of service learning and social justice by studying the thoughts of Robert Lupton and other authors.
- Develop an ability to thoughtfully and thoroughly self-reflect.
- Define what service learning is and incorporate their learning into their lives.
- Understand how to use Blackboard and library resources.

Course Goals

The goals of Drake's FYS are to help develop your written and oral communication skills, increase your critical thinking skills, and build on your information literacy skills. (For more information, visit <http://www.drake.edu/dc/firstyearseminarfys/>.)

Expectations of Students & Instructor

Course expectations are as follows:

- Students are expected to come prepared to class ready to contribute and participate.
- Students are expected to take an active part in their learning.
- Students are expected to ask questions in order to clarify and to probe deeper into the subject matter.
- Students are expected to challenge one another's thinking in a professional and academic manner.
- Students are expected to have fun as we learn about service learning together!
- The instructor is expected to come prepared to class ready to facilitate and lead discussion.
- The instructor is expected to take an active part in the students' learning.
- The instructor is expected to answer and ask questions in order to clarify and push students deeper into the subject matter.
- The instructor is expected to have an open mind and challenge the thought processes of the students and herself.
- The instructor is expected to have fun and to learn along with her students!

Required Texts

Edin, K.J. & Shaefer, H.L. (2015). *\$2.00 a Day: Living on almost nothing in America*. New York, NY: Houghton Mifflin Harcourt Publishing Company.

Lupton, R.D. (2015). *Charity Detox: What charity would look like if we cared about results*. New York, NY: HarperCollins Publishers.

Lupton, R.D. (2011). *Toxic Charity: How churches and charities hurt those they help (and how to reverse it)*. New York, NY: HarperCollins Publishers.

Various articles and readings on Blackboard.

Your experiences in the community and at your partner site are also viewed as a "text" in this course.

Course Activities

Service Learning: You will be matched with a partner site early in the semester. After you are, you will participate in 8-10 hours of service a week. It is essential for your success in this class to fully engage in your service site.

Writing: You will be asked to write each week in some format. There will be six formal writing assignments throughout the semester. You will be given details on each writing as the semester progresses.

In-Class Activities: Throughout the semester, you will be asked to do various activities in class. Writing prompts, responding to readings, and working with groups are a few examples. At times, you will be asked to prepare something small for the next class.

Site Profile/Presentation: To learn more about your site and to share information about your site with the rest of the class, you will be asked to fill out a site profile and give a short presentation on your site. Please make the presentation engaging, no one likes a boring presentation.

Participation: Much of the course will be discussion-based. Attending class, being involved, and engaging with your classmates is expected.

Grading Distribution

| | | | |
|----------------------------------|-----|--------------------|-----|
| In-Class Activities | 20% | Writing #3 | 10% |
| Site Profile/Presentation | 10% | Writing #4 | 15% |
| Organization Report/Presentation | 5% | Writing #5 | 15% |
| Writing #1 | 5% | Writing #6 | 10% |
| Writing #2 | 5% | Final Presentation | 5% |

Attendance & Late Work

As with most jobs, attendance in this class is necessary. If you miss class, both you and your classmates lose creating and gaining new knowledge. Because this class is discussion-based, missing class can negatively impact your grade. If you have an emergency, please contact me as soon as possible. Due to the nature of this course, you will find that I cancel class from time to time to give you some extra time to engage in assignments and service hours. Please use that time wisely.

All assignments must be submitted on the due dates and times. Please contact me if there are extraneous circumstances that could affect your ability to turn your work in on time.

Technology Policy

The use of cell phones, iPads, and computers can add or subtract to the learning environment – often times I find they subtract (especially in a discussion-based class). In respect for your learning, I ask that all technology is put away (not on the desk, in your lap, etc. – but in your bag). Please respect that. When technology is allowed, please use it to add value to your learning.

Academic Integrity

The University, your classmates, and I all expect academic honesty and integrity from you. As defined by the University's website, plagiarism is defined as "misrepresenting another's ideas, phrases, discourse or works as one's own." Plagiarism may result in failure of the assignment or the course, and the appropriate dean(s) will be notified. For more information on academic integrity, please visit the University's website:

<https://www.drake.edu/studentlife/handbook-resources/handbook/academic/#dishonesty>.

Accommodations

If you have a disability and require accommodation for this class, please contact the Drake University Disability Resource Center at (515) 271-1835.

Starfish Student Success

We care about your success! This course is part of a Drake initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, faculty, and staff. Throughout the term, you may receive emails regarding your course grades or academic performance. To benefit, it is important that you check your Drake email regularly and take the recommended actions. You may also be contacted directly by staff member in your college/school dean's office or student services professional.

Helpful Contacts on Campus

Writing Workshop

Cowles Library, Room 47

To schedule an appointment, visit: <https://library.drake.edu/writing-workshop/>

(515) 271-4712

Student Health Center

3116 Carpenter Avenue

(515) 271-3731

Student Counseling Center

3116 Carpenter Avenue

(515) 271-3864

International Center

1331 27th St

(515) 271-2084

Title IX at Drake

The University has resources available for students who have experiences sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator.

As an instructor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed.

Violence Intervention Partner (VIP)

Peer-based 24/7 confidential support

Call or text (515) 512-2972

Title IX Coordinator

(515) 271-2982 or titleix@drake.edu

Schedule (subject to change)

Week 1

August 27: What is this course?

August 29: Partner Fair (Ray Center Conference Room)

Reading: Integrity article (Bb)

Week 2

September 3: What is service-learning?

Reading: Service-learning articles (Bb)

September 4: Activities Fair (3-6pm, Upper Olmsted)

September 5: When did I serve?

Writing #1 Due

Week 3 (Site Orientation)

September 10: What isn't service learning?

Reading: Service-learning articles (Bb)

September 12: Is there an issue?

Reading: Toxic Charity, p. 1-49

Week 4 (Service Hours Begin)

September 17: What is privilege? (Kristin Economos)

Reading: Toxic Charity, p. 51-102

September 19: Where does compassion fit?

Reading: Toxic Charity, p.65-102

\$2.00 A Day, p. xi-xxiv, 35-63

Week 5

September 24: Where are you serving? Site Presentations

September 26: What about food pantries?

Writing #2 Due

Week 6 (Check-in w/ Kodee)

October 1: What are microloans?

Reading: Robert Lupton, p.103-191

October 3: How to alleviate poverty?

Reading: Charity Detox, p. 1-65

\$2.00 A Day, p. 93-128

Week 7

October 8: Field trip to the Library!

October 10: No Class – Use for service

Writing #3 Due

Week 8 (Writing Workshop)

October 15: No Class – Fall Break

October 17: How can business help?

Reading: Charity Detox, p. 67-127

Week 9 (Writing Workshop)

October 22: What about community development?

Reading: Charity Detox, p. 129-184

\$2.00 A Day, p. 65-91, 157-174

October 24: Organization Presentation

Organization Report Due

Week 10 (Writing Workshop)

October 29: How does identity tie in? (Tony Tyler)

October 31: What would you say?

Week 11 (Writing Workshop)

November 5: What are your values?

November 7: No Class – Civic Action Academy

Week 12

November 11: **Writing #4 due by 6pm**

November 12: And about ability? (Michelle Laughlin)

November 14: Who are you and why do you serve?

Week 13

November 19: How is your service site?

November 21: What happened to the fish?

Week 14

November 26: How do we apply what we know?

November 28: No Class – Happy Thanksgiving!

Week 15

December 3: What did I learn?

December 5: What next?

Writing #5 Due by 12pm

Week 16 (Finals Week)

Wednesday, December 11, 9:30-11:20am: How has my thinking changed?

Writing #6 Due