

HNR 200

Title: Campus/Community Engagement

Description: A second-year course. Students actively engage their surrounding communities in ways that promote listening to and understanding cultural differences, working with shared communal concerns, and promoting the importance of mutual understanding. Admission to the Honors College is a prerequisite.

This course may be taken as 1-3 credits. Credits will vary based on time spent in campus/community engagement. Students will take at least 45 hours per credit hour.

Objectives: After successful completion of the course, students will be able to:

1. Reflect through reflective writing how cultural differences affect our communities.
2. Explain key concerns and issues within their communities, concomitant power structures, inequalities, and more that must be addressed for productive social change.
3. Write in order to explain how the student's own implicit biases, or "lens," frames important issues raised in the campus/community experience

Common Topics: HNR 200 is taught from a variety of disciplinary and interdisciplinary perspectives. This is a variable course that focuses on developing specific skills of campus/community engagement meant to translate to experiences beyond the university classroom. The following topics will be consistent across all sections:

- Cultural studies and history on diversity, inclusivity, collective identity, sociopolitical events related to the identified subject of the experience
- Strategies and methods for intercultural engagement and dialogue
- Campus/community engagement

Types of campus/community engagement

Given the variable nature of this course, and the different areas of interest among faculty teaching this course, types of allowable campus/community engagement encompasses a suitable range. Some examples could include: involvement with social aid organizations, political organizations, urban-community concerns (e.g., water, pollution, etc.), health care volunteerism, interfaith dialogues, educational volunteerism, and more. Involvement in these areas could be through campus groups or through the local businesses/organizations themselves. Attendance of lectures and other relevant presentations should also count toward successful completion of the campus/community engagement requirement.

Common Methods of Evaluation:

- Class participation
- Participation in campus/community experience

- Written reflection on experience

Discretionary Methods of Evaluation:

- Essays
- Quizzes
- Informal writing
- Oral Presentation

Sample Sources of Information:

Because this is a variable course, reading materials will vary significantly based on the focus and topic of the sequence.

For the skills components of the course, examples of texts may include:

- Ochs, Elinor, and Lisa Capps. "Narrating the Self" 25 (1996): 19–43.
- Gottlieb, Hildy. *Community Engagement: Step-by-step Action Kit*. Tucson: Renaissance Press, 2006.
- Jacob, James; Sutin, Stewart E; and Weidman, John C. *Community Engagement in Higher Education : Policy Reforms and Practice*. Boston: Brill, 2014.
- Preece, Julia. *University Community Engagement and Lifelong Learning: The Porous University*. New York: Palgrave MacMillan, 2017.