

LEAP 1100-001 (3cr)

**Service LEAP**

Spring 2020

MWF 10:45-11:35

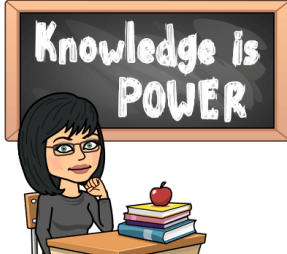



GC 1560

**THIS CLASS IS A SAFE ZONE AND A BRAVE SPACE**



The focus of Service LEAP 2019-2020 is Food and Water Justice

Our class will support ecologically sound, just, and sustainable food through volunteering with Edible Campus Gardens or another agency of your choice.

<p><b>Instructor:</b> <b>CoCo James, PhD</b> she/they pronouns Office: SILL 009A coco.james@utah.edu Office Hours: Mondays and Wednesdays 2:00-3:30</p>	<p><b>Peer Advisor:</b> <b>Nathan Cole</b> he/him pronouns <a href="mailto:nathancole892@gmail.com">nathancole892@gmail.com</a> 801-608-8303 (email or text are fine) Office hours by appointment.</p>	<p><b>CEL-TA:</b> <b>Gabrielle James</b> she/her pronouns <a href="mailto:gabriellemariejames@gmail.com">gabriellemariejames@gmail.com</a> Office hours by appointment.</p>	<p><b>Librarian:</b> <b>Dale Larsen, MLIS</b> dale.larsen@utah.edu Office Hours (at Knowledge Commons): Mondays 1:00-2:00 Fridays 10:00-noon</p>
			

## **“I aimed for the public’s heart and by accident hit it in the stomach.”**

**~Upton Sinclair** (commenting on reception to *The Jungle*)

**Course Description:** This course is the humanities (HF) portion of the two-semester sequence that forms the core of the LEAP experience. (HF LEAP courses begin with 1100 and BF courses with 1101.) The course focuses on creative imaginings of food and water justice in both dystopic and utopic forms. Literature, art, music, and film that explores the impact of food insecurity and justice surrounding food production and consumption are explored in depth through reading, listening, viewing, and creating.

**Course Overview:** Service LEAP is a two-semester learning community designed for prospective majors in the College of Social & Behavioral Science. The spring semester course fulfills both HF and DV general education distributions. Stemming from our fall semester social science exploration of food and water justice, spring semester will consider diverse imaginings of food and water justice, starvation, and potential solutions for a growing, hotter world. Using critical media literacy as a foundational practice, we will explore literature, film, music, and art that taps into fears of famine and the withholding of resources from minoritized groups. These issues will be carefully and critically examined through two team projects, and the course will culminate with an individual thesis-driven student art project exploring any aspect of food and water justice in any medium the student chooses.

**Course Requirements:** There are 1,000 points possible in this course.

Service-Related Assignments	265 points
Art Project	225 points
Team Assignments	200 points
Quizzes	110 points (lowest score dropped)
Library Visits	100 points
Attendance and Participation	100 points

**Course Objectives and Learning Outcomes:** After successfully completing this course you will be able to:

1. Articulate a critical understanding of community and individual behavior in relation to issues of wealth and poverty, violence, well-being, and equality in the context of food/water justice by:
  - a. Reading literature and viewing films/art that consider multiple possibilities, taking quizzes, and participating in class discussions.
  - b. Developing ideas from different perspectives via critical thinking written assignments.
2. Use **critical media literacy**, an extension of information literacy, to identify and explain media manipulation, recognize the values presented by various forms of literature and art, and articulate food and water justice with compassion by:
  - a. Completing reading/viewing assignments, taking class notes, and participating in class discussions.

- b. Studying for and completing reading quizzes and reflection assignments.
3. Apply **critical thinking** to literature, film, music, and art by:
- a. Learning how to read/view for main ideas.
  - b. Reading with an open mind to weigh and evaluate ideas.
  - c. Actively participating in discussions with the entire class and in small groups.
  - d. Organizing ideas for effective verbal or written responses in critical thinking written assignments.
  - e. Applying what is learned in LEAP 1100 to ideas, assignments, and examinations in other classes.
4. Work effectively in **teams** by:
- a. Negotiating tasks with the team.
  - b. Completing team assignments.
  - c. Planning and executing effective team presentations based on critical reading and research.
  - d. Completing two team projects.
5. Adapt to the University of Utah environment by actively participating in a learning community.
6. Know how to succeed in university classes through networking with fellow students, with faculty members, and peer advisors connected to the LEAP Program.
7. Understand how to apply knowledge of the main library and utilize its technologies by:
- a. Participating in a sequence of library instruction classes designed for first-year students.
  - b. Learning appropriate search strategies in General and Social Science databases.
  - c. Researching databases for appropriate sources for specific assignments, especially the final art project.
  - d. Integrating library resources into a research project.
  - e. Understanding what constitutes intellectual property.
8. Understand how to effectively employ written and oral communication skills by:
- a. Writing critical thinking assignments, quizzes, and two team presentations.
  - b. Successfully completing sequenced assignments of increasing difficulty.
  - c. Producing specific types of writing, e.g., summary, comparison, synthesis.
  - d. Learning to identify and use effective strategies for oral presentations and written assignments.

**LEAP Program Learning Outcomes:** The LEAP program is dedicated to providing students with a learning experience that will help them succeed in their academic endeavors. The purpose of LEAP is to provide deeply engaged learning experiences and establish learning communities within a student cohort. The successful LEAP student will be a critical thinker who is familiar with the requirements of working in a team of peers.

**1. Critical Thinking:** The Association of American Colleges and Universities (AACU) defines critical thinking as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion”.

Assessment: Students will complete written quizzes in which they are required to construct a written argument addressing critical prompts concerning food and water justice. In-class discussions and activities will also follow purposefully critical paths.

**2. Information Literacy:** The AACU adopts a definition of Information Literacy from the National Forum on Information Literacy and defines Information Literacy as “[T]he ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand”.

Assessment: To complete the Critical Thinking assignments (i.e. quizzes and assignments related the final art project) students will need to critically evaluate course materials for bias and demonstrate an understanding of multiple points of view on the same topic.

**3. Teamwork:** The AACU defines Teamwork as “behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions”.

Assessment: In both semesters of the LEAP first year curriculum, students will work in teams of 4-6 to complete team projects. After each project each team member will complete a Peer Evaluation where they report on each member of their team (including themselves) concerning each member’s effort (rating from 1-10), quantity and quality of contributions (rating from 1- 10) and manner of interacting with others on the team.

**University of Utah Learning Communities Outcomes:** Students who complete a learning community experience at the University of Utah will connect across three dimensions.

**1. Intellectual Connections:** Measures student capacity for making connections among disciplines, experiences, perspectives, etc.

**2. Reflection/Self-Assessment Connections:** Develops ability to self-assess (e.g., introspection, directional learning, self-authorship).

**3. Community:** Anchoring students to campus and community (e.g., feeling they belong, knowledge of where to find resources, etc.).

**General Education Learning Outcomes:** This class carries **HF**, **DV**, and **CEL** course attributes for general education at the University of Utah. (Wow! That’s economical, folx!)

**HF** courses “help students achieve a critical understanding of human thought, culture, and society through the study of big questions, both contemporary and enduring. These questions are explored through philosophical, literary, religious, historical, and language-based perspectives. These courses strive to foster analytic, interpretive, and creative abilities. Students develop intensive, interactive communication skills needed to function in the university and to contribute

to the larger community as educated and informed citizens.” Basically, we will use our own creativity to explore what it is to be human, and thoughtfully consider how others have presented diverse understandings of their own. We will critically examine art and entertainment alongside real-world examples of food and water justice.

**DV** courses “grapple with the theoretical approaches to discrimination, privilege, and social justice.... Students will also critically reflect on their own identities and relationship with institutions that maintain and/or challenge the status quo. The goal of this requirement is to extend cross-cultural understanding, to interrogate current and historical narratives of equality, justice, progress, and freedom, to open possibilities for meaningful communication across social boundaries, and to allow students to consider ethical and social decisions from multiple perspectives.” An aim of this course is thus to encourage the use and exploration of multiple perspectives, and to open possibilities for meaningful understanding across social boundaries. **This class will challenge you or I’m not doing my job.** As per the University of Utah Student Code, Section O, 3b, “students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines.” Content accommodations are offered only in extreme cases (e.g., dropping the class would place an undue burden on the student), and no content accommodations will be made in this class outside of extreme cases.

**CEL** courses “include elements of both in-class and community-based learning opportunities.” Real-world service is built into CEL classes, and course curriculum is purposefully tied to that service. The value of CEL is that the service experience gives you greater insight into the course materials. You will complete this course with three hours of CEL credit and 25 service hours should you wish to be part of the Bennion Center Scholars program. For more information, visit <https://bennioncenter.org/students/bennion-center-scholars/program-requirements.php>.

**Required Texts:**

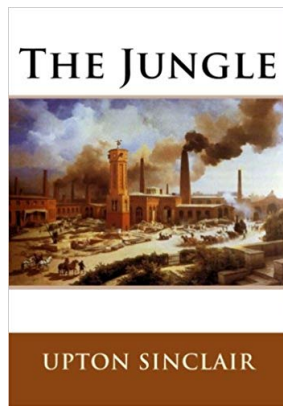
*Esperanza Rising* by Pam Muñoz Ryan

(There is a PDF on Canvas, or you may purchase the book from any used book website.)



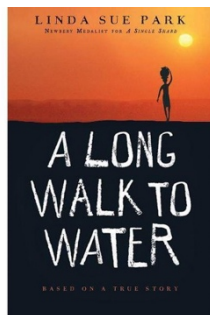
*The Jungle* by Upton Sinclair

(Chapter PDFs are on Canvas, or you may purchase the book from any used book website. You may also listen to the audiobook for free through the LibriVox app.)



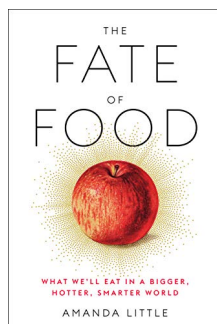
*A Long Walk to Water* by Linda Sue Park

(There is a PDF on Canvas, or you may purchase the book from any used book website.)



*The Fate of Food* by Amanda Little

(This book must be purchased new from any book store, or may be available in the U Bookstore under the Health, Society, and Policy 5000 capstone course.)



There are also a couple of additional required readings available on Canvas (accessed either in Modules or in Files). You can expect to read between 80-100 pages per week. DON'T LOOK AT ME LIKE THAT! It's fun reading and two of these books are super short (as in, you-can-read-them-in-an-afternoon short). You'll be fine.

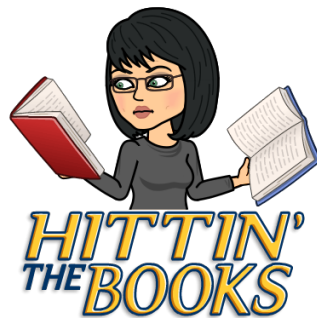
Fair warning- for the sake of scholarly discipline and collaboration (NOT busy work!) there will be reading tests on ALL readings, and class discussions will reveal whether you have read them or not. Do the reading!

**I see you!**



I cannot underscore strongly enough how important reading is to your education. Seminars where students complete the reading, attend class, and fully participate in discussions and activities are life-changing experiences.

**Teaching and Learning Methods:** This course is designed to foster a learning community. It follows a seminar format (relatively little lecture) in which students **MUST** attend class prepared to discuss the readings and participate in class activities. **Your presence and preparation are integral to the success of a learning community.** You will be accountable to your peers as well as your instructor, as learning takes place not only through assigned material but also through thoughtful dialogue and deep consideration of others' points of view. You will learn from one another, from me as your professor, and from your peer advisor as we develop shared ideas in a learning community. Active participation from ALL class members is essential to our collective success. As a good scholarly habit, you should always plan to spend 2-3 hours of study for every hour of course credit. I promise, good scholarly habits matter more than sheer intelligence... ask me about the research sometime.



**Faculty/Student Responsibilities:** As your instructor, I am responsible and committed to adequately preparing for classes, knowing the current state of research (as best I can- things change lightning fast sometimes!), holding regular office hours, offering rubrics and guidance to support your success, giving appropriate and timely grading/feedback, and using effective, research-based pedagogies. You can expect me to take you seriously and to treat you as an autonomous adult. As a student in our learning community, it is your responsibility to bring

academic maturity into the classroom and operate in good faith in our learning community. This means you must do the assigned work, attend classes, contribute constructively to discussions and activities, and remain open to plurality of thought and broad views of the world. It is also your responsibility to know what is due and when it is due, and to communicate with me if difficulties or emergencies arise.

**Late Work:** Team assignments, quizzes, tests, and library work are not accepted late. Library assignments (completed during library visits) cannot be made up. Individual assignments will be accepted for three days past the due date for half credit. Your assignments are often due at 11:59 p.m., but I leave them open in case you are the kind of person who likes doing homework past midnight. “Late” for me is when I open the assignment the next day to look it over – if 3:00 a.m. is your sweet spot for homework or your team takes a couple of extra hours to coordinate, you won’t be penalized. Make sure you sleep, though!

**Grading:** Please note – Dr. CoCo does not GIVE you a grade. You EARN one through your scholarly dedication and engagement.

100-93	A
92-90	A-
89-88	B+
87-82	B
81-80	B-
79-78	C+
77-72	C
71-70	C-
69-68	D+
67-62	D
61-60	D-
<60	E

**Attendance:** Attendance is taken every day, and there are points associated with both your attendance and attentiveness. Attendance points cannot be made up except in case of emergency. More than this, regular attendance contributes to classroom culture and creates a dynamic of trust and scholarly inquiry. Few habits are more important to your success and the success of your classrooms than regular attendance. The grade for attendance/participation is figured through one attendance point per classroom day plus an additional attendance point on these days;

- Friday, January 17<sup>th</sup> (library visit)
- Monday, January 27<sup>th</sup> (library visit)
- Wednesday, January 29<sup>th</sup> (class presentations)
- Friday, January 31<sup>st</sup> (class presentations)
- Monday, February 24<sup>th</sup> (library visit)
- Friday, March 6<sup>th</sup> (class volunteering)
- Wednesday, March 18<sup>th</sup> (Utah Museum of Fine Arts)
- Wednesday, April 1<sup>st</sup> (class presentations)



- Friday, April 3<sup>rd</sup> (class presentations)
- Monday, March 23<sup>rd</sup> (library visit)
- Friday, April 10<sup>th</sup> (library visit)

The remaining points are at Dr. CoCo's discretion, and are associated with your attentiveness, preparedness, and participation in class over the semester. I highly recommend you purposefully get on my radar in a positive way. This is NOT sucking up; this helps jog my memory. Everyone should be doing this, so we will have a class culture of being visible in our positive contributions. If you use your tech during class time to do anything other than class stuff, you will receive zero attendance points for the day.

**Academic Misconduct and Plagiarism:** Writing assignments in most of your classes will be submitted to a plagiarism detector. This software searches the internet, previously submitted student papers at the U (including your own), and research databases for plagiarism, then returns a “copied content” score. **I check this every time.** Claiming or suggesting that words or ideas are your own when they have been generated by someone else will ensure you fail the assignment, and carries other significant consequences.

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies. The Student Code defines plagiarism as “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as ones’ own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information, or any other mode or content of expression.”  
[www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)

Not Cool.



Basically, DON'T CHEAT. I'll know it, I'll call you on it, and it will be awkward for all of us. It's awesome to be inspired by another scholar's work – cite them properly and all will be well.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil

Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). **NOTE – this language is and must be very official to be legally binding, but please understand this policy provides protection for those who experience sexual violence in the campus community. If you have questions or need help, you can go to the victim's advocate in the Student Services Building RM 426, call the Rape Recovery Center 24-Hour Hotline at 801-467-7273, or talk to me. Be aware I am under obligation to report sexual misconduct, but if there is a resource to connect you with, I will do that.**

**Safety at the U:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

The University of Utah is committed to helping you navigate campus and student life successfully. Here are a few awesome resources, but there are others- ask Dr. CoCo to help you build the bridges you need. We care about you as a whole person!

**Americans with Disabilities Act (ADA):** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Center for Student Wellness:** For helpful resources contact the Center for Student Wellness; [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776. The CSW offers well coaching, HIV and STD testing (as well as free condoms), sanctioned alcohol education, a Bystander Intervention certificate aimed at reducing sexual violence, and other kinds of physical, sexual, and emotional health services. Also, we know that personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. This stuff is REAL, folx! College is stressful. Seeking help for mental wellbeing is a sign of maturity and personal fortitude. Ask Dr. CoCo about the low-cost (and I mean LOW cost) student counseling available to you (Student Services Building, Rm 330, 801-581-6826). I can walk you over there!

**LGBT Resource Center:** The U of Utah has an LGBT Resource Center on campus. They are located in Rm 409 in the Olpin Union Building (hours: M-F 8-5pm). You can visit their website to find more information about the support they offer, a list of events through the Center, and links to additional resources: <http://lgbt.utah.edu/>. Please also let us know if there is any additional support you need in this class. **THIS CLASS IS A SAFE ZONE AND A BRAVE SPACE!!** Dr. CoCo is a critical feminist/queer scholar... your sexual and gender identities (and their fluidity) will be respected in this space.

**Learners of English as an Additional Language:** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: The Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writing-program.utah.edu/>) and the English Language Institute (<http://continue.utah.edu/eli/>). Please let us know if there is any additional support you would like to discuss for this class.

**Undocumented Student Support:** Immigration is a complex phenomenon with broad impact. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center on campus Annex (Wing) B #1118. **Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence.** The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit <https://dream.utah.edu>.

**Women's Resource Center:** The Women's Resource Center serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the center facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. Please visit <https://womenscenter.utah.edu/> for more information.

**Inclusivity Statement:** You are welcome here. Period. This class includes a beautiful diversity of people; we have different genders, sexual identities, racial/ethnic backgrounds, abilities, ages, socioeconomic positions, political perspectives, and cultures. **As long as we are respectful of each other, diversity is a resource, a strength, and a benefit.** Toward that end, please give me your preferred name and your pronouns, and keep me posted if they change over the semester. I'll always honor you by using them. Also, let me know if class meetings conflict with your religious observances. We can work it out. **In keeping with the strong university commitment to plurality of thought, we will ALL approach each other's differences with KINDNESS FIRST.** Racist, sexist, homophobic, ableist, classist, or ageist voices will not be given a platform here. Politics will be handled with care, recognizing that reasonable people will disagree.



## **Readings/Assignment Schedule:**

1/6-12

- Syllabus
- Syllabus Quiz

1/13-19

- CRITICAL MEDIA LITERACY
- Library Visit #1
- Reading Quiz

1/20-26

- PICTURE BOOK READING/HOMEWORK
- Reading Quiz

1/27-2/2

- Banned/Challenged Picture Book Class Presentations
- Library Visit #2
- No Reading Quiz

2/3-9

- Esperanza Rising Part 1 Quiz

2/10-16

- Esperanza Rising 2 Quiz

2/17-23

- The Jungle Part 1 Quiz

2/24-3/1

- The Jungle Part 2 Quiz

3/2-8

- The Jungle Part 3 Quiz
- Class Volunteering (Friday, March 6<sup>th</sup>)
- Annotated Bibliography (one week grace period if you'd like to work over Spring Break)
- Library Visit #4

3/9-15          SPRING BREAK!!! Have fun and be safe.

3/16-22

- A Long Walk to Water Quiz
- Museum Reflection
- Thesis Statement

3/23-29

- The Fate of Food Part 1 Quiz
- Outline
- Library Visit #4

3/30-4/5

- The Fate of Food Part 2 Quiz
- Literature/Film Class Presentations

4/6-12

- The Fate of Food Part 3 Quiz
- Art Project and Artist's Statement
- Library Visit #5

4/13-19

- Class Gallery Stroll (Monday, April 20<sup>th</sup>)
- The Fate of Food Part 4 Quiz
- LEAP Symposium (Thursday, April 16<sup>th</sup>)

4/20-26

- Last Day of Class (April 20<sup>th</sup>)

HAPPY SUMMER!!! THANK YOU FOR BEING PART OF OUR  
LEAP LEARNING COMMUNITY!!!!

