

EDLR 1160: Health & Education in Urban Communities

Course Description & Organization

An introductory course, EDLR 1160 explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service in the Hartford community, class members analyze policies, norms and beliefs in our society. We will consider how these trends may lead us to a more just society and how these may perpetuate injustice.

The course is organized into the following considerations:

Consideration 1: Healthy and Wealthy in America: What are the multiple ways to explain one's health and wealth in American society?

Consideration 2: Being normal in America: How does what society considers "normal" affect our experiences in school and out of school?

Consideration 3: The call to action in America: How does reform pursue (in)equity?

Course Objectives

As a result of completing EDLR 1160, "Health & Education in Urban Communities," students will be able to:

1. Analyze social forces and factors at play in given communities as they relate to service learning participants and initiatives
 - a. Identify socioeconomic and sociopolitical forces in a given community
 - b. Display an awareness of forces in context of:
 - i. Education
 - ii. Health
 - iii. Race
 - iv. White Privilege
 - v. Class
2. Apply fundamental service learning practice to a given community situation
 - a. Interact effectively with community partners/participants
 - i. Observing
 - ii. Listening
 - b. Identify community needs
3. Reflect on the role of the student:
 - a. In service learning settings
 - b. As an individual
 - c. The place of service within their system of values
 - d. As a member of a group/class
 - e. As a representative of UConn and Husky Sport
 - f. As a lifelong learner
 - g. As a global citizen and member of the global community

Course Texts: Readings will be provided by instructor via Husky CT.

Course Requirements

1. Writing: Each student will write 2 papers. Both are expected to cite required readings, movies, and class discussions, as well as the student's thoughts about what is being learned in EDLR 1160. These papers are private exchanges between the instructor and student and are treated that way.

Writing #1: To what extent do you consider yourself healthy & wealthy? Take some time to think about your own history – schools attended, family & home community, opportunities you were afforded or not. In your opinion, how have these experiences affected your current health and wealth? The reflection paper should be 2-3 pages.

Writing #2 Op-Ed: As a way to give you the opportunity to reflect on forces and factors at play within our society and display your awareness and knowledge on these issues discussed in the course, you will be tasked with writing an Op-Ed! While the focus of your attention is your choice, you will be asked to concentrate on an issue contained in one of the following topics: Education, Health, Race, Class or White Privilege. Your Op-Ed can be a call to action (persuasive piece) or informational to spark awareness. The Op-Ed piece should be 500 words or less (example <http://www.post-gazette.com/stories/opinion/perspectives/kids-dont-learn-just-in-classrooms-239728/>).

These papers should be emailed as an attachment to the instructor by midnight of the due date.

2. Class Participation: The class participation grade will be based on class discussion, as well as participation in peer “Media Share” presentations.

Missing class automatically results in a 0/100 for class participation that day.

3. Service Learning Site Visits: Students are required to attend a minimum of 4 service opportunities throughout the semester with Husky Sport programs. In order to receive credit for your hours, you must turn in a completed service form with a signature of the site supervisor.

Grade Breakdown

Reflection Papers	40% (2 papers x 20% each)
Service Learning Site Visits	25%
Class Participation	20%
Media Share	15%
Total	100%

Grading Scale

A= 100-92 A-=91.9-90 B+=89.9-88 B=87.9-82 B-=81.9-80 C+=79.9-78 C=77.9-72
C-=71.9-70 D+=69.9-68 D=67.9-62 D-=61.9-60 F=59.9 and below

****ASSIGNMENTS WILL BE PENALIZED ½ LETTER GRADE FOR EVERY DAY LATE**

Other Important Information

- Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please see the UCONN student code at http://www.dosa.uconn.edu/student_code.cfm?sm=yes&from=im&fn=Judicial.Affairs#appenda
- At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Center for Students with Disabilities. More information can be found at <http://www.csd.uconn.edu/>

Class and Assignment Schedule

Class	Class Topic	Assignment Due
<i>Consideration 1: Healthy & Wealthy: What are the multiple ways to explain one's health & wealth in American society?</i>		
Week 1	Review Syllabus & Assignments	Review Syllabus & Assignments
Week 2	Introduction to Service, and its relationship to course. Service sites overview, transportation & logistics <i>*Panel with EDLR 3457</i>	Introduction to Service, and its relationship to course. Service sites overview, transportation & logistics
Week 3	Film Discussion: Intersection of school, health, nutrition & physical/social environment	Watch Unnatural Causes "In Sickness and in Wealth"
Week 4	Defining and analyzing success	Read Excerpts from Outliers
Week 5	Sport-based Youth Development Toolkit	
<i>Consideration 2: How does what society considers "normal" affect our experiences in school & out of school?</i>		
Week 6	Historical racial and ethnic injustice & present day outcomes	Read Lui, Ch. 1 in Color of Wealth
Week 7	Reflection #1 Due	Read McIntosh, P. Invisible Knapsack
Week 8	Combine with EDLR 3457	Writing #1 Reflection Due
Week 9	Looking at our multiple identities <i>* Media Share 1</i>	
Week 10	The use of language & ideas of 'normal'	Read Lake, R. Indian Father's Plea
<i>Consideration 3: The call to action in America: How does reform pursue (in)equity?</i>		
Week 11	Film Discussion <i>* Media Share 3.</i>	Watch Waiting for Superman
Week 12	Film Discussion continued, and discussion and implications of school reform <i>*Combine with EDLR 3457</i>	Listen to Diane Ravitch response to Waiting for Superman on YouTube
4/23 13	School reform revisited <i>* Media Share 4.</i>	
Week 14		Writing #2 Op-Ed Due

**changes may be made to course curriculum, dates, and additional readings may be added*