

## DRAFT

**University of Wisconsin-Milwaukee  
School of Education  
Department of Educational Policy and Community Studies  
Course Title: Introduction to Community Education**

**Course: EDPOL 112**

**Credit: 3**

**Office Hours:** Mon 9am-10am & Tuesday 3-4:30. In my office or on zoom at:  
[www.uwmsoe.zoom.us/my/edpol](http://www.uwmsoe.zoom.us/my/edpol), and by appointment. NOTE: I am sometimes called away,  
so I advise you to tell me if you are planning to come to my planned office hours if you can.

**Term: Summer 2024**

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Land Acknowledgement: We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present. (Taken from the UWM American Indian Studies webpage)

### **Course Description:**

The course provides students a brief but critical framework of community education through an examination of ideas and approaches from leading contributors to the thinking and practice of community education. The course will focus on the role of community education in fostering social change in the United States and elsewhere. The course also introduces students to the history and context of community-based organizations, including a focus on asset-based community development.

### **Course Objectives are to:**

- Gain an understanding of the history and importance of community education, engagement, and development by participating in the reflective learning process.
- Recognize various community educational thoughts and practices
- Develop core ideas, values, and framework of community education, engagement, and development by addressing crucial issues concerning schools and communities.
- Explore different roles for the community educators and community organizers
- Reflect on the relationship between education and democracy within contemporary American context.
- Explore the history and context of community-based organizations.

- Understand different forms of community development.
- Understand approaches to community change.
- Understand the Asset-Based Community Development (ABCD) model.
- Explore key case studies of community education, engagement, and development.

## **Texts**

Required text:

Myles Horton and Paulo Freire, *We Make the Road by Walking: Conversations on Education and Social Change* (Philadelphia: Temple University Press, 1990)

## **Additional readings:**

Available on Canvas

## **Requirements:**

### **Online Discussion Posts and Responses**

#### **Summary:**

**First post: Due Wednesday at midnight. 300 words.**

**Two Responses: Due Saturday at midnight. 250 words total.**

(Unless stated otherwise)

Brief quotes should be included in first post (unless you are very specific about what you are referring to) but do not count toward word count.

Responses should be specific about what they are referring to in your colleague's post, and should refer back to your understanding of the text or your own experience. A substantive response adds something to the discussion. Agreeing or disagreeing by itself is not a substantive contribution.

#### **Detailed Explanation:**

First Posts and Responses to Other Students' Reflections. (I will refer to the first as a POST and the responses as RESPONSES.) Each week, students will participate in a series of discussion forums on different readings for the course. Students will be expected to take part in all class discussions; reflect understandings from the readings; receive alternative perspectives in a constructive and respectful manner; listen well to the comments of others; share and negotiate meaning; ask questions for understanding; and contribute to the growth of others.

Sometimes I may assign people different sections of the readings, or have specific instructions. If you are assigned to discuss a particular section, you are expected to read the entire reading as well. Your initial Post for each forum should be **at least 300 words long**, except where noted, and you will need to Respond substantively to the comments of at least two of your colleagues with **a total of about 250 words**. This is the MINIMUM, and sometimes you may require more to make your point. If you only do the minimum, your posts should be quite substantive (see last page of syllabus for evaluation rubric).

**Initial Post (at least 300 words):** (due **Wednesday at midnight** except the first week) should:

- Respond to one or two of the questions asked on the syllabus page. Don't try to respond to all of them.
- Indicate what you thought were the most interesting points *and explain why* (you SHOULDN'T summarize the chapter--different students will point to different things--but your response should show you read the whole thing)
- Relate the chapter content to your own experience.
- Include a couple of BRIEF key quotes—these don't count toward total words.
- Criticize any limitations of the reading
- Again, I don't want a summary. I want you to tell your colleagues in the class what YOU think about different aspects of the chapter, good or bad, related to your own experience where relevant.

**Responses to the Reflections of others (about 250 words minimum total):** I would like you to elaborate on your colleague's post. One way to think about this is to find one post with which you agree and why, and one with which you disagree. Another way to think about it is, "**I see your point, but** have you thought about this or that aspect of the subject matter," or "**yes, and I have** found in my experience that this is true because..." (Submit this post no later than **Saturday at Midnight**, except the first week, when you will have till Sunday.) You are free to Respond to Posts that cover different readings or AV materials than the ones you addressed in your own reflective Post. Your **two Responses** must be a total of a minimum of 250 words, but may need to be longer in order for you to state your case.

Because participation in the forums represents our discussion, late posts and responses **cannot be made up**.

Read all posts. Students are required to read all of the posts in every forum they are assigned to/group they are in/question group they choose, even if they do not respond to these posts themselves.

### **Assignment I: Paper on Horton and Friere**

See assignment description on canvas.

This is a two-part assignment. You will begin by tracing a theme through the text, and then use this initial document to write your final paper.

### **Assignment II: Research Project on Community-Based Organization**

See assignment description on canvas.

This is a multi-part assignment. You will develop your project and collect your evidence over time, ending with a "Screencast" presentation.

### **Assignment III: Paper on Community Development and Change**

See assignment description on canvas.

### **Late Assignments**

General note on late assignments (not discussions). Late assignments will lose 1/3 of a grade. Assignments that are more than 3 days late will lose 2/3 of a grade.

If you need an extension, you can contact me.

### **Grading:**

#### Online Weighting

Participation (posts and responses)	30 percent
Individual 15-20 min Zoom meeting with Instructor	5 percent
My Educational Journey	5 percent
Paper 1 on Horton & Friere	20 percent
Research on Community Organization	20 percent
Paper II on Community Development	20 percent

Assignments and sub-assignments will be given different points, but all of the components of a particular assignment area will be weighted as above. So each discussion is worth 10 points within the participation assignment area, but together they are all worth 30 percent.

<b>Grade</b>	<b>Percentage</b>
A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	59 and below

Links to UWM Syllabus Policies on a range of issues which all apply to this course can be found here:  
<http://www4.uwm.edu/secu/SyllabusLinks.pdf>.

## **Course Outline**

### **Ed Pol 112 Summer 2024**

**DRAFT: Note, this is the Semester version of the course. Summer will be condensed.**

The schedule can change during the semester in response to unanticipated events. This document provides an outline to help you organize yourself at the start of the semester. However, you should always follow the START HERE outline on Canvas to get the most up to date schedule.

Please use course outline on Canvas to follow links. I don't guarantee the ones from this PDF will always work.

There are no hyperlinks to the discussion forums. You will need to access the discussion forums through the "START HERE" page on Canvas.

Module weeks run Sunday thru Saturday except for the first week and the last.

Discussions are not listed on Canvas calendar--you can follow when they are due on the Canvas START HERE page or using this document.

## 1/21-26 Week 1: Meeting Each Other/Encountering the Highlander School

### [Discussion 1: My Educational Journey](#)

[Instructions for "My Educational Journey"](#) 

Watch:

YouTube [Instructions for Screencast-O-Matic \(Links to an external site.\)](#)

Watch and write ONE response to 5 of your colleagues' screencasts.

### [Discussion 2: "You Got to Move"](#)

Watch:

["You Got to Move" \(Links to an external site.\)](#) (Note: this is the longest video we will watch, about an hour and a half. I think you will enjoy it, but you will need to put aside time to watch.)

In your first post, please discuss at least three key moments in the video.

## POPULAR EDUCATION

## 1/26-2/1 Week 2: Meeting Paulo Friere and Myles Horton

### [Discussion 1: Meeting Friere, Horton, and Clark](#)

Read: Chapters 1 & 2 in *We Make the Road by Walking* (H&F)


Some questions:

### [Discussion 2: Paulo Friere](#)

Watch:

["Friere Documentary" \(Links to an external site.\)](#) (16 minutes)

Read: [Chapter 2 of Friere's \*Pedagogy of the Oppressed\*](#) 

AND ["Education is Freedom," Glass](#)  (a couple of pages)

NOTE: Respond to at least one issue in Glass, but focus on Freire

## 2/2-2/8 Week 3: Educational Practice

### Zoom Discussion 1: Horton and Friere on Ideas

#### [First Post: Ideas](#)

This week students need to choose a synchronous Zoom discussion time for the first discussion. If you cannot make these times, please email me and we will find an alternative.

No response to other students is required, and your initial response may be shorter (about 200 words).

Sign up for a session, [click here \(Links to an external site.\)](#).

Zoom Discussion at [uwmsoe.zoom.us/my/edpol](https://uwmsoe.zoom.us/my/edpol) (Links to an external site.)

Options: 5pm-5:40pm Thursday 2/6, OR Friday 8am-8:40am 2/7 OR Friday 6pm-6:40pm 2/7


Read: H&F Chapter 3

#### [Discussion 2: Septima Clark and the Citizenship Schools](#)

Read: [“The Birth of the Citizenship Schools,” Levine](#) 

AND [“If Your Back’s Not Bent,” Cotton](#)  (a few pages)

AND (7 min): [Septima Clark Documentary \(Links to an external site.\)](#)

AND (skim over) [SCLC Citizenship School Workbook and GA Voting Requirements](#) 

#### [ASSIGNMENT: Researching a Community Organization Assignment](#)

Complete Steps 1 and 2 in [assignment description](#)  and upload them to the [assignment page](#) by Friday at midnight.

## 2/9-2/15 Week 4: Educational Practice and Social Change

#### [Discussion 1: Educational Practice](#)

Read: H&F, Chapter 4

#### [Discussion 2: Social Change](#)

Read: H&F Chapters 5&6

## 2/16-2/22 Week 5: Theater of the Oppressed

#### [Discussion 1: What is Theater of the Oppressed?](#)

Watch:

[“Researching Options Through Forum Theater” \(Links to an external site.\)](#) (6 min)

AND

[Theatre of the Oppressed NYC: Sneak Peak \(Links to an external site.\)](#) (5 min)

Read: [Notes from a Teachers Theater Workshop in Athens 2002.pdf](#) (a few pages)

AND [pages from Boal's, Theater of the Oppressed](#)

### Discussion 2: Assignment and Peer Reviews: Tracing a “Theme” in H&F

Note: this uses the "assignment" function and not the "discussions" so that your colleagues can give peer reviews.

### TRACING A THEME ASSIGNMENT DESCRIPTION AND DISCUSSION INSTRUCTIONS

[See the Complete Paper 1 Assignment Description](#) (the "tracing a theme" assignment should support this).

This is due by Wednesday at midnight--the usual due date for discussion posts.

Response requirements: Peer review two of your colleagues' drafts according to the instructions

Peer reviews are due Saturday at midnight as usual for responses.

## **COMMUNITY EDUCATION**

### **2/23-2/29 Week 6: Trying out Boal/What Community Education Was**

#### [Discussion 1: Trying it out Boal's “Theater of the Oppressed”](#)

Imagine an example of how you might use one of these approaches in your own life. Perhaps you could imagine how it could be used effectively in one of your classes? On the job? In your family?....

For this post, you are not allowed to write. Instead, you must upload a brief video. It could just be a video of you talking out what you might do. It could include scenes of the actual contexts where you might want the theater to take place. It might involve an interview with someone else about this. Be creative. Video should be 3-5 minutes long.

#### [Discussion 2: What Community Education Was](#)

Read: [Minzey and LeTarte, Community Education, Chapter 3 + pages from 4](#)

### [ASSIGNMENT: Paper Due by Friday at noon on Horton and Freire.](#)

This paper should use the thematic analysis you constructed last week, linking it to an analysis of a particular example from your own life, and pulling everything together into a coherent paper.

[Complete Paper 1 Assignment Description](#) 

### **3/1-3/7 Week 7: Community Education at UWM**

#### [Discussion 1: Compensatory Education](#)

Read: [“Compensatory Education,” by Richard Davis](#) , founding Dean of the CEED program

ZOOM Discussion 2: The Community Education Program at UWM

#### [First Post: The Community Education Program at UWM](#)

ZOOM DISCUSSION Details to come

Read: [“Aims of CED and Proposal for CED BS Program” 1970-71](#) 

## **COMMUNITY DEVELOPMENT**

### **3/8-3/15 Week 8: Community Development**


#### [Discussion 1: History and Role of Community Development](#)

Read: [Chapters 2 and 5 from Asset Building and Community Development \(ABCD\)](#) 

#### [Discussion 2: Responding to the Need for Community Change](#)

Read: [Chapter 1, Promoting Community Change, 5<sup>th</sup> Edition \(not 6<sup>th</sup>\)](#) 

#### **[ASSIGNMENT: Researching a Community Organization Assignment](#)**

Complete Step 3 in the [Assignment Directions](#)  (Document Analysis) and upload to [assignment page](#) by Friday at midnight.

### **3/15-3/21 SPRING BREAK**

### **3/22-3/28 Week 9: Community Development and Community Change**

#### [Discussion 1: Theoretical Frameworks for Community Change](#)

Watch (6 min):

[Community Interventions and Community Change and Systems Theory \(Links to an external site.\)](#)

Read: [Chapter 2, Promoting Community Change](#) 



[Discussion 2: Knowing Your Community](#)

Read: [Chapter 5, Promoting Community Change](#) 

**3/29-4/4 Week 10: Knowing Your Community/Community Mapping**


[Discussion 1: Introducing and Beginning Asset-Based Community Development](#)

Read: pp. 25-90 in [When People Care Enough to Act](#) 

[Discussion 2: From Planning to Action in ABCD](#)

Read: pp. 91-155 in [When People Care Enough to Act](#) 

**[ASSIGNMENT Researching a Community Organization Assignment](#)** 

Complete Step 4 (Interview Questions) in [Assignment Directions](#)  and upload to [assignment page](#) by

**4/5-4/11 Week 11: Asset Based Community Development**

[Discussion 1 : Community Mapping Exercise](#)

NOTE: DO NOT JUST RESPOND TO THE READING. COMPLETE THE EXERCISE BELOW

Read: [Brief Introduction to Asset Mapping](#) 

AND

[Two Tools for Mapping and Surveying a Community](#) 

Complete: [Exercise Instructions for Discussion Post and Responding](#) 

[Discussion 2: Building the Organized Effort](#)

Read: [Chapter 11, Promoting Community Change](#) 

**4/12-4/18 Week 12: Building Organizations and Acting**

[Discussion 1: Taking Action—Strategies and Tactics](#)

Read: [Chapter 12, Promoting Community Change](#) 

[Discussion 2: Replication of Community Programs](#)

Read [Schor: Common Purpose](#) 

**CASE STUDY: STUDY CIRCLES**

**4/19-4/25 Week 13: Creating Community-Wide Dialogues: the Study Circles Approach**

## [Discussion 1: Overview of Study Circles](#)






Read: ["Organizing Study Circles"](#) 

["Helping Every Student Succeed"](#) 

*Discussion 2: Study Circle Topics (See links to discussion boards under each topic, below)*

Note: For this discussion, please post and respond in the session designated for the different topics. If there aren't enough posts to respond to in your section, feel free to look to another.

Read *one* of the following:

- ["Youth Issues/Youth Voices"](#) 
  - [Discussion Board](#)
- ["Thriving Communities: Poverty to Prosperity"](#) 
  - [Discussion Board](#)
- ["Police: Protecting Communities, Serving the Public"](#) 
  - [Discussion Board](#)
- ["Religion: One Nation, Many Beliefs"](#) 
  - [Discussion Board](#)
- ["Early Childhood Education: Strong Starts for Children"](#) 
  - [Discussion Board](#)

## **[ASSIGNMENT: Researching a Community Organization Assignment](#)**

Complete Step 5 in the [Assignment Description](#)  (Interview) and upload to [assignment page](#) by Friday at midnight.

## **THE LIMITS OF A STANDARD COMMUNITY-BASED ORGANIZATION APPROACH**

**4/26-5/2 Week 14: The Revolution Will Not Be Funded**

[Discussion 1: Introduction and the Political Logic](#)

Read: [pp. 1-39 of The Revolution Will Not Be Funded](#) 

[Discussion 2: Social Service or Social Change?](#)

Read: [pp. 129-148 of The Revolution Will Not Be Funded](#) 

**5/2-5/7 Week 15: Presentations and the End of Class**

[Community Organization Report Presentations](#)

**DUE TUESDAY MAY 5**

Upload your "ScreenCast" presentations of your "Community Organization Report" to the common discussion section by Wednesday.

Because we are only having one discussion, please watch and respond to at least

five (5) presentations by your colleagues.

Instead of the usual "discussions", you will respond to the screencasts through the "peer review" function of the assignments page.