

# Denver Urban Issues & Policy

AH/SS2581, Tuesdays 2 – 3:50 p.m., Mary Reed Hall 021

**Instructor:** Jane Sundermann, M.A.

**Office:** Nagel Hall, Rm. 54 (1<sup>st</sup> floor, NW corner)

**Office Hours:** Wed., 12:00 – 1:00pm; by appt

**Service Learning Associate:** Jillian Voege

**Contact:** Jillianvoege@gmail.com

*“Domestic violence flourishes because of silence. Therefore, the problem stays hidden and in some subtle but powerful way, acceptable.”*

Denver Domestic Violence Coordinating Council, 2012

*“The true focus of revolutionary change is to see the piece of the oppressor inside us.”*

Audre Lorde

## **Overview: The Spectator to Citizen I, II, III Sequence**

This course is the second of the three course sequence, “Spectator to Citizen”, offered by the Center for Community Engagement and Service Learning (CCESL). The sequence is designed to provide opportunities for DU students to develop a set of skills and a civic knowledge base to more actively participate in the public life of their communities. Spectator to Citizen courses strongly encourage students of diverse backgrounds, politics, and values to learn together in a safe and challenging learning environment.

### **Spectator to Citizen II: Denver Urban Issues & Policy (DUIP)**

As citizens of the City of Denver, it is our responsibility and right to investigate important issues and be involved in developing a city that better the lives of the people in our communities. We do this through a community-organizing model that includes; research, immersion, and learning of the powers, structures and stakeholders necessary to understand root causes and available processes for social change. This quarter, you will engage in community-based research (CBR) in which you will investigate the factors that influence the prevalence and consequences of an important urban issue in Denver.

**Focus on domestic violence:** The issue that has been chosen for this year’s DUIP course is domestic violence (DV). We will conduct the CBR in collaboration with a community partner, the Denver Domestic Violence Coordinating Council (DDVCC). As their website describes, the DDVCC is a “...multi-disciplinary, participant driven forum enhancing Denver’s coordinated system/ community response to domestic violence in order to increase victim and community safety while holding abusers accountable”. In particular, the CBR will explore how two specific populations, bystanders and youth, have the power to promote, condone, or change the future of DV in our community.

### **Format of Our Class Meetings (Tuesdays):**

We will typically begin our 2-hour class session with a brief recap of what we learned in the previous class. Then, we will review the main points covered in the readings/ media you were assigned for the class and address questions regarding your assignments for the week. I may give brief lectures or we will

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*

watch a video as a class, but the emphasis of our meeting time together is to actively discuss and to engage in the critical thinking process about DV together as citizens of our community. I expect that our class discussions will help clarify concepts and issues from the readings, explore potential relations between topic areas related to DV, and promote critical evaluation of research and ideas, especially in relation to your own growth as community activists and in relation to your community based research (CBR) with the DDVCC.

### **Course Content & Objectives:**

This course is designed to provide you with an intellectual community that will help you to develop self-awareness, knowledge, and skills to participate more actively in your community and impact an important issue of public concern. In particular, you will learn how to generate ideas and contribute to knowledge about a public and urban issue that is directly relevant to the work of community organizations in Denver: SafeHouse Denver and the Denver Domestic Violence Coordinating Council. While this 10-week course is about the specific issue of domestic violence, my hope is that the exercises in which you will engage throughout this course will provide you with confidence and a strong foundation to tackle the “next” issue of concern that you may identify in your growing career as informed and strong community activists (e.g., environmental concerns, homelessness, racism, etc.). The exercises in this course, including lectures, discussions, assignments, and readings, are designed to help you develop a healthy awareness of your own biases, unique strengths and weaknesses as citizens striving to impact social change, to help you develop awareness of DV in your community, to help you learn about the causes and consequences of DV, and to help you develop the skills to critically evaluate knowledge about DV, gather your own knowledge about DV, and talk directly about DV to important community partners in Denver with concrete, public action goals in mind.

The course will begin with an introduction to the topic of domestic violence (DV), including how different citizens and communities define DV, the prevalence of DV, and the important social, public health consequences of DV in our society. As we encounter “facts” about DV, I will place strong emphasis on the fact that such knowledge is *constructed* in several ways during the research process and focus on critically evaluating the strengths and limitations of the methodologies used to produce that knowledge. While developing your awareness and knowledge of DV (and the research processes that produce knowledge about DV), we will also spend significant proportions of time preparing for a series of direct exchanges with our community partners. One of the hallmarks of community-based research, after all, is to create more fluid avenues for knowledge to pass between the traditional “Ivory Tower” (i.e. the academic research community, college, university, etc.) and the organizations in the community (i.e. outside the academy) striving for grassroots social change. In this course, you will pave that way! In doing that, you will be asked to take on and really experience the power to impact social change that lies within *both* roles: student of the academy and member of your community.

The in-class events with our community-partners will offer you a chance to practice, in-vivo and in a supportive learning environment, the skills necessary to become an active and engaged citizen (vs. spectator) in your community. For example, our first collaborative event with the DDVCC (in-class, Jan. 29) will be a focus group run by Ellen Stein Wallace, Director of the DDVCC, and Michelle Fuller, focus group leader and advocate at Safe House Denver. In preparation for that collaborative event, we will learn about the importance of qualitative research and focus groups in generating truly community-based knowledge. In preparation for the focus group, we will also learn about the “bystander effect” in DV, including how and why the DDVCC wants to target bystanders in the community in their efforts to prevent DV and why an important step to preventing DV is exploring why individuals do or do not intervene when they see or hear about DV in their community.

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*

**Course Website - Blackboard:**

A Blackboard class web site will be used to post general announcements for the class and all documents (e.g., readings, assignment rubrics) for the course. You are expected to check Blackboard regularly and may receive e-mails and announcements in class about important Blackboard activities.

**Required Texts and Materials:**

Unless otherwise announced in class, all readings are available in PDF format on the course Blackboard website. For your general development as community organizers and activists, I would also like you to have the DU Center for Community Engagement and Service Learning (CCESL) Community Organizing Handbook: 2<sup>nd</sup> Edition (by Whitcher, Coyne, McCauley & Rauenhorst). If you have taken the previous Spectator to Citizen class, then you may already have a copy. If you do not have a copy, please pick one up for me on the first day of class.

**Grading:**

Grades will be assigned based on the following points structure. This course will not be graded on a curve.

<u>Points</u>	<u>Name of Assignment</u>	<u>Grade Levels</u>					
10	Introductory Critical Reflection	A+	100 - 98	A	93 - 97	A-	92 - 90
40	Community-based Research (CBR): Assignments (4 x 10 points each)	B+	89 - 88	B	87 - 83	B-	82- 80
20	Community-based Research (CBR): Presentation to Community Partners	C+	79 - 78	C	77 - 73	C-	72 - 70
10	Final Critical Reflection	D+	69 - 68	D	67 - 63	D-	62 - 60
20	In-class Participation & "2-minute responses"			F	59 - 0		
<u>Total:</u>							
100							

For the assignments listed above (except *In-class participation & "2-minute responses"*, see below), additional instructions for each assignment will always be posted under the "Assignments" tab on Blackboard (unless otherwise noted in class). See **Course Calendar** below for due dates of each assignment.

"In-class participation & "2-minute responses" (see grade chart above): For each class, you will have the possibility of earning 2 points for participation (10 classes x 2 points = 20 total points). Participating fully includes punctuality, attentiveness, and contributions to thinking together. Note: The person who talks the most does not "win". A single well-reasoned and thoughtful comment may be appreciated more deeply than lots of less well-reasoned comments. Because class participation is either facilitated or inhibited by larger class dynamics, I expect all communications to be professional and respectful. I expect each student to be collaborative in facilitating your own and your classmates' full participation. Your participation points will also be awarded based on your submission of your "2-minute response card" at the end of each class. At the end of each class, you will be given an index card and asked to briefly write down a) the two most important points, as you saw them, of the day's discussion, b) the two biggest questions that you still have about the topic or material covered, or c) one important point and one question.

**Late Assignments Policy:** I do not accept late work except under extreme circumstances. Should events in your life arise that make it difficult for you to complete your work in a timely manner, please come talk

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*

to me and in advance of those events. Late assignments will only be accepted with my approval. I reserve the right to deny such requests, and appropriate points will be deducted.

**Attendance Policy:** Attendance at all classes is mandatory. This course will rely heavily on in-class demonstrations and activities as well as discussion. You are expected to attend all class meetings. More than one unexcused absence is grounds for failure of the course. Excused absences include those for which you receive **prior** approval from the Instructor (e.g., related to religious holidays, participation in DU-sponsored athletic events) or those that are health-related (see Health-related Absences below).

**Health-related Absences:** You are not required to show a doctor's note to claim a health-related absence from class. Thus, you are on your honor not to abuse this policy (e.g., if your sore throat goes away at the sight of fresh powder in Breckenridge, you should not have claimed a health-related absence). **Abuse of this policy will be taken seriously and may be treated as academic misconduct.**

I hold myself to the same standards for health-related absences (I promise not to sneak off to Breckenridge claiming the flu; nor will I come to class and share the flu if I become ill). If I have to cancel class for health-related reasons, I will do three things to notify you: 1.) email your @du.edu email account through BlackBoard; 2.) post an announcement on Blackboard; and 3.) request that a note be placed on the door to our classroom indicating that class is cancelled. You are expected to check your @du.edu email account regularly.

**Student Athletes:** If you are a student athlete and anticipate missing any class due to your sport, it is *your* responsibility to obtain all material presented on those days from other students in the class AND to complete all assignments on time. You must inform the course instructor in advance of those days that you will miss.

**Incompletes:** A grade of "incomplete" will be granted at the discretion of the instructor only under the most unusual and incapacitating circumstances. If you miss more than one class, or feel that you are in danger of failing the course for any reason, please come see me as soon as possible. Any student seeking an incomplete must (1) request the "incomplete" in writing prior to the last week of class, (2) provide appropriate written documentation of the illness or circumstances, and (3) make specific arrangements with the instructor to complete the required coursework. Students will have one quarter to complete any missed exams/assignments to convert the Incomplete to a letter grade. Failure to complete the required work within this time frame will result in an "F" for the course.

### **Other Important Issues:**

**Questions/ Concerns/ Suggestions:** I will always find time to assist you out of class regarding assignments, course material, advising, grades, or any other reason related to class. Please come talk to me during the quarter if you're stuck on an assignment, unclear about something covered in class or the readings, concerned about your grade, etc. If you're experiencing difficulties early on, don't wait until the end of the quarter to see me.

**Academic Honesty:** All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and are grounds for automatic failure of the course. When the Instructor has concerns about potential academic misconduct, a memo detailing the instance(s) of potential misconduct will be forwarded to the Office of Citizenship and Community Standards for their review and records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor or service learning assistant (SLA) before you complete any relevant

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*

requirements of the course. I expect all students to adhere to the DU honor code values of respect for other people and opinions, integrity to act with honesty and ethics, and responsibility to accept ownership for your conduct in this course. For consequences of academic dishonesty, refer to the University of Denver website on Academic Integrity ([www.du.edu/honorcode/studentprocedure.htm](http://www.du.edu/honorcode/studentprocedure.htm)).

*Students with Disabilities:* If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from **Disability Services Program (DSP)** in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities/medical issues. DSP is located on the 4<sup>th</sup> floor of Ruffatto Hall, 1999 E. Evans Ave., 303.871/2278/7432/2455. Information is also available on line at <http://www.du.edu/disability.dp>. See the *Handbook for Students with Disabilities*.

*Counseling Services & Options for Seeking Help:* Throughout this course, we will seek to engage in conversations related to the experience of violence (both perpetration and victimization) and psychological distress. In so doing, we will discuss topics that may be emotionally challenging. All participants in this class will be expected to respect each other's opinions and be professional in all communications. This course may touch upon psychological problems that you or someone close to you may have experienced. If you find you need support or counseling during this course, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. The other class members and the instructor cannot fulfill that function in a class this size and with the mission of an academic experience. Psychological services are available at the DU Health & Counseling Center, 2240 E. Buchtel Blvd., Denver, Colorado, 80208. Phone: 303.871.2205. (<http://www.du.edu/duhealth>).

**COURSE CALENDAR: In-Class Topics, Readings/ Media & Assignments**

Notes on Course Calendar Chart (below):

- Between classes, students are expected to spend at least 2 – 4 hours (based on a 2-credit course and 1 – 2 hours expected per credit hour) OUTSIDE of our class meeting hours doing work for this course. Outside-class work includes completing readings and reviewing various media (see “Readings/ Media Review” column below) and completing assignments (see “Weekly Assignment” column below).
  - **Readings/ Media Review:** You are expected to complete all assigned readings and review media (e.g., video or audio clip) *in advance of* each class. (Example below: BB1 and BB2 should be read/ reviewed before we meet for Class II). I will expect you to discuss the readings in class. Unless otherwise announced in class, all readings (and links to media) will be posted to Blackboard under the “Readings/ Media Review” tab.
  - **Assignments:** Because this is only a 10-week course, and I would like to give you timely feedback on your assignments and use our class time to discuss your assignments, many of the assignments are due slightly BEFORE the next week’s class (instead of at class). Thus, please check that you have the deadlines for each assignment written in your planner accordingly so that you can avoid losing credit for assignments due to tardiness (see “Late Assignments Policy” above). Instructions for each type of assignment will be separately posted to Blackboard under the “Assignments” tab.

<u>Week</u>	<u>Date</u>	<u>In-class topics and activities</u>	<u>Readings/ Media To Review</u> (BB = PDF posted to Blackboard)	<u>Assignments</u> (Check due dates carefully!)
1	Tuesday 1/8/2013	- Intros to each other & course - Intro to DV as an issue of public concern - Intro to Community-based Research (CBR): A way to address issues of public concern	<u>Before Next Class:</u> - BB1 - BB2	
2	Tuesday 1/15/13	- How to identify targets to reduce or prevent DV: Part I - Explore theories of DV: Factors in our Social Environment that Create and Maintain DV - Explore importance of focus groups in identifying root causes	<u>Before Next Class:</u> - BB3 - BB4	<u>Assignment:</u> Introductory Critical Reflection <u>Instructions:</u> See BB, “Assignments” <u>Deadline:</u> Mon., 1-21 @ 8am
3	Tuesday 1/22/2013	- How to identify targets to reduce or prevent DV: Part II	<u>Before Next Class:</u> - BB5 - BB6	<u>Assignment:</u> CBR Assignment#1 <u>Instructions:</u> See BB, “Assignments” <u>Deadline:</u> Mon., 1-28 @ 8 am

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*

AH/SS2581: Denver Urban Issues and Policy  
Winter Quarter 2013, Syllabus, Page 7

Week	Date	In-class topics and activities	Readings/ Media To Review (BB = PDF posted to Blackboard)	Assignments (Check due dates carefully!)
4	Tuesday 1/29/2013	Host Community Partner Event#1: Focus group  <b>Denver Community - Guests</b> Ellen Stein Wallace (DDVCC) & Michelle Fuller (SafeHouse)	<u>Before Next Class:</u> - BB7 - BB8	<u>Assignment:</u> CBR Assignment#2 <u>Instructions:</u> See BB, "Assignments" <u>Deadline:</u> Mon., 2-4 @ 8 am
5	Tuesday 2/5/2013	- Review Community Partner Event#1 & CBR Methods & Projects related to DV - New brief topic: Youth & DV: Exploring Roots and Connections	<u>Before Next Class:</u> - BB9 - BB10	NO CBR due.
6	Tuesday 2/12/2013	- New brief topic: Intro to Social Marketing & Public Awareness Campaigns: Who to Target and How to Change Behavior - Discuss CBR - Final Presentation to Community Partners	<u>Before Next Class:</u> - BB11	<u>Deadlines this week (in order):</u>  <u>Friday, Feb. 15<sup>th</sup> (midnight):</u> Sign up to meet with SLA to review your presentation next week (See BB "Assignments" for instructions & sign-up sheet on Google Drive)  <u>Mon., Feb. 18th @ 8 a.m.:</u> CBR Assignment#3 due to Blackboard (See BB "Assignments")
7	Tuesday 2/19/2013	Host Community Partner Event#2: Guest Speakers & Academic- Community Dialogue  <b>Denver Community - Guests</b> Ginger Sherlock (Victim Resource Program Manager, Denver City Attorney's Office) & Judy Carrier (SafeHouse Denver)	<u>Before Next Class:</u> - BB12	<u>Deadlines this week (in order):</u>  <u>Tues., Feb 19th (midnight)</u> – Email me your topic for your final presentation (See BB "Assignments")  <u>Friday, Feb. 22nd @ 5pm</u> – CBR#4 submitted (See BB ("Assignments"))  <u>Other important ongoing:</u> Continue working on

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*

AH/SS2581: Denver Urban Issues and Policy  
 Winter Quarter 2013, Syllabus, Page 8

				<p>CBR presentation. This week, meet with SLA to go over rough-sketch of presentation/ ask questions/ trouble-shoot issues.  <u>Deadline to meet with SLA for your presentation run-through: Mon., 2-25 @ 5pm</u></p>
8	Tuesday 2/26/2013	<p><b>***“Dress rehearsal”*** of Final CBR Presentations</b></p>	<p><u>Before Next Class:</u>          - None</p>	<p><u>Deadlines this week:</u>  <u>Fri., 3/1 (midnight, 12 a.m.)</u> – Submit final powerpoint presentation to me via email attachment. (See BB, “Assignments”)</p>
9	Tuesday 3/5/2013	<p><b>***Host Community Partner Event#3: Disseminating your Work to our Community Partner – Final CBR Presentations***</b></p> <p><i>*Guests – Ellen Stein Wallace (Director of the DDVCC), Ginger Sherlock (DA), Judy Carrier (SafeHouse Denver)*</i></p>	<p><u>Before Next Class:</u>          - BB13</p>	<p><u>Assignment:</u> Final – Critical Written Reflection  <u>Instructions:</u> See BB, “Assignments”  <u>Deadline:</u> Mon., 3-11 @ 5pm</p>
10	Tuesday 3/12/2013	<p>- Review and Reflection on the Course          - The Future of DV: What We Can Anticipate as Citizens</p>		<p>Have a great spring break! ☺</p>

\*Additions and/or changes to the schedule may occur as the quarter progresses. Such changes will be announced in class or by e-mail prior to their occurrence. \*