

**RSLT 4000: Alternative Spring Break  
(Participant Seminar)  
Spring 2009**

**Instructors:**

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**Course Information:**

**Credit:** 2 semester hours, Spring 2009

**Course description:** Independent study course designed to engage students in environments and reflect on social conditions that they would otherwise not interact with.

**Introduction:** The mission of Alternative Spring Break program is to engage University of Georgia-Athens campus students in an affordable, weeklong, substance-free, experiential service learning project that encourages and understanding of pressing social issues in a significant way.

**Course format:** The course will be a combination of information sharing among all class members; experiential components; discussion and exploration of issues in program evaluation and outcomes assessment; and opportunities to use skills and information acquired. Conscientious preparation and full participation of all class members will create the best learning environment possible.

**Course outcomes:** As a result of participating in this course, students will be able to demonstrate:

1. Demonstrate an understanding of their trip's social issue; by identifying two causes of their trip's issue;
2. Appropriately challenge the use of stereotypes by reflecting on a challenge to personally held stereotype that occurred during or after the trip;
3. Define diversity accurately in one's own words by providing two examples of what diversity looks like from your perspective;
4. Communicate awareness of self in a larger community by outlining at least two ways to contribute to the larger community upon returning to UGA/Athens-Clarke County/Georgia.

**Required Texts/Course Materials:**

None

**Suggested Readings:**

Adams, M., Blumenfeld, W. J., Casteneda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (2000). *Readings for diversity and social justice: An anthology on racism, anti-semitism, sexism, heterosexism, ableism, and classism*. New York: Routledge

Enrenreich, B. (2001). *Nickel and dimed: On (not) getting by in america*. New York: Henry Hold and Company, LLC

Rhoads, R. A. (1997). *Community service and higher learning: Explorations of the caring self*. Albany: State University of New York Press.

Suro, R. (1999). *Strangers among us: Latino lives in a changing america*. New York: Vintage Books

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Perseus Books Group

### **Academic Integrity:**

Students are expected to know and abide by all University policies, including the University Honor Code and the Academic Honesty Policy. The University of Georgia Honor Code states “*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*” All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without citing the source appropriately.

For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (5<sup>th</sup> edition).

Suspensions of dishonesty will be reported to the Office of the Vice-President for Instruction for resolution according to the UGA Academic Honesty Policy. The full policy can be found at [www.uga.edu/honesty](http://www.uga.edu/honesty).

### **Requirements of the Course:**

#### **Participants will:**

1. Attend the Alternative Spring Break trip from March 7- March 14, 2009 (50% of course grade):
  - a. Follow trip guidelines;
  - b. Perform a minimum of 40 service hours over the week;
  - c. Engage in reflection conversations with trip leaders and other participants; and
  - d. Expand knowledge of social issues related to trip.
2. Write and submit the reflection paper (50 % of course grade):
  - a. Be submitted to 201 Tate Student Center before 4pm on April 17, 2009;
  - b. Meet APA format;
  - c. Be grammatically correct; and
  - d. Meet guidelines listed below.

### **Assignments Description:**

#### **Trip Attendance & Participation:**

- Depart campus, stay with all week, and arrive back to campus with the rest of your group;
- Follow instructions of your site leaders;
- Maintain appropriate behavior as outlined in personal contract ;
- Perform a minimum of 40 service hours over the week;
- Engage in reflection conversations with trip leaders and other participants; and
- Expand knowledge of social issues related to trip.

## **Reflection Paper:**

### ***Be submitted ON TIME!***

- No later than 4pm on April 17, 2009 to 201 Tate Student Center before
- No email submissions will be accepted!
- Late papers will be docked points for every day late. Will not accept papers after April 24, 2009 at 4pm.

### ***Follow APA guidelines***

- Be in 12 point Times New Roman font
- Be double spaced with no more than 1 inch margins on all sides
- Be between 4-5 pages.
- Please clearly indicate the full name of the author, date completed, and course number on your submitted assignment.

### ***Cover your reactions to your ASB trip including:***

- The service you did at the service site(s)
- The reflection conversations you had with your ASB group about the service you did and the social issues that surround your focus area.
- Your thoughts on how your trip impacted your life, changed you, and/or caused you to think about things differently.
- More specifically, be able to:
  - Reflect on your understanding of your trip's social issue(s);
  - Reflect on a personally held stereotype that challenged you during or after the trip;
  - Reflect on the idea of “diversity” and what it looks like from your perspective; and
  - Reflect on how you feel after you are back from the trip, and how you plan to use your momentum and excitement to impact change.

## **Assignments and Late work:**

A hard copy of the reflection paper is due to Instructor Beale by the assignment deadline. Late assignments may receive little or no written feedback and will receive points off for every day that they are late unless you have received approval from the instructors at least 72 hours prior to the due date.

Please review and proofread your final product. Grammatical weaknesses will be noted and taken into consideration when grading.

## **Grading scale (%):**

A 93-100

A- 90-92

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

Less than 70 is an F