

CEL Resource List : Campus Responsibilities for CEL prep and preparing students

1. **Start here with this context-** these sections in *Preparing students to engage in equitable community partnerships: A handbook*. By Tryon, Madden & Sprinkel. 2023.
TILT has copies of the book available.
 - *Negative Effects of Poorly Prepared Community Engagement*, p.30-32
 - *Motivations for Community Engagement*, p. 38-40

Additional Resources

1. Eby, John, "Why Service-Learning Is Bad" (1998). ServiceLearning,General. 27.
<https://digitalcommons.unomaha.edu/slceslgen/27>
 - a. Service-learning has potential to transform teaching and learning in the academy and to call a generation of students to develop social responsibility and an ethic of service. Research on the learning side of the service-learning equation shows that students develop social responsibility, reduce racism, develop leadership and gain personal and social skills. There are however important questions which must be examined on the service side of the equation. The demands a learning orientation places on service limits its effectiveness and its ability to address community needs at a structural level. The service students do is often ameliorative and the explanations of social issues gained through service-learning are often individualistic. Through participation in service learning, students may develop truncated understandings of the nature of social problems and of strategies for fundamental social change. This paper examines potential negative aspects of service-learning and identifies an agenda for strengthening the service provided through service-learning.
2. Morgridge Center for Public Service video on Self-Awareness in community engagement <https://www.youtube.com/watch?v=iX3o78PnEQM>
3. "When There's Good, There's Good. When There's Harm, There's Harm": Diverse Voices on Community Engagement. Carmine Perrotti , Assistant Director of Community-Engaged Scholarship at the Swearer Center for Public Service at Brown University. Presentation for Campus Compact.
<https://www.youtube.com/watch?v=3bDtFSBoOyk&list=PLZiBoCgZUeNaTpToAtDHuE9n67kF-fSzh&index=3>

Abstract: Service learning and community engagement (SLCE) have become near ubiquitous across U.S. higher education. While much scholarship has demonstrated positive student learning outcomes of the pedagogy and practice, there has been unequal consideration towards understanding the experiences of communities involved. Because “the community” has been largely missing from SLCE scholarship, this community-based case study, drawing on theories of whiteness and neoliberalism, aimed to engage a multivocal account of how one community described and understood their experiences with SLCE by one college. As a result of the community knowledge and contributions shared, this dissertation aimed to (re)imagine more equitable possibilities for the future of SLCE with those who have often been left out of research.

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Critiques of Community Engaged Learning and Service-Learning as processes that can reinforce stereotypes

“I Am Also in the Position to Use My Whiteness to Help Them Out”: The Communication of Whiteness in Service Learning

Danielle Endres & Mary Gould. Western Journal of Communication Vol. 73, No. 4, October–December 2009, pp. 418–436

Abstract: In this essay, we examine the relationship between Whiteness theory and service learning, specifically through an examination of an intercultural communication course we taught. In our analysis of student-written assignments, we reveal how service learning provides a context for students to rehearse and affirm White privilege, despite the fact that they have been exposed to critical theories of Whiteness before engaging in service learning projects. Specifically, we identify and examine two rhetorical strategies that perpetuate White privilege in the context of service learning: (1) the conflation of being White with Whiteness, and (2) using White privilege for charity. Our analysis contributes a significant critique of the use of service learning in communication courses. Keywords: Communication Pedagogy; Service Learning; Whiteness