Remixed: How Student Voices Led to the Development of a New Civic Engagement Course
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LEARNING OUTCOMES
Students will:
• Learn multiple perspectives in community development through the context of Haiti.
• Be able to discuss and defend perspectives on ethics of global service-learning.
• Develop cross-cultural skills in a community development context.

HISTORY
Students learn key historical themes and draw connections to current development challenges in Haiti:
- Haitian Revolution
- Race and power
- Urban vs. Rural development
- Economic/financial structures
- Political structures

PARADIGM/SOCIAL FACTS
Traditional service learning model
- Disconnect between community, students, partners
- Limited historical, social, and economic context
- Lack of appreciation for local knowledge and culture
- One directional focus
  - "Just showing up"
  - Voluntourism
  - Paternalistic
  - False sense of altruism

TOOLS FOR LEARNING
- Poverty Inc film
- Toxic Charity Book
- Select readings, videos, Podcast
- Discussion Board
- Reflection Journals
- Research
- Group discussions
- Experiential and cultural learning activities

COURSE STRUCTURE
CIVC 380: Haiti: Community, Education, and Development, 3 credits
Pre-Trip (winter term)
- Online modules and in person sessions
- Assignments
- Pre-departure Orientation
- On-site (Spring break):
  - Visits with community development orgs
  - Daily Side by Side civic engagement model for EFL
  - Community based learning
  - Nightly student facilitated topical discussions
  - Cultural visits
  - Post-Trip (Spring term)
- Reflective journal
- Final project

INSTITUTIONS
Course materials address problems with international development and the motivations of various institutions (government, non-government)
- Role of US government intervention in Haiti
- Role of international NGOs & local civic organizations
- Discuss the “Poverty Industry" structure
- On-site visits with local business development, educational, and civic engagement organizations

CULTURE
Students learn importance of culture in development / service work:
- Students share in language / culture exchange with Haitian students
- What works in US won’t work everywhere (different doesn’t = wrong)
- Value systems
- Religion
- Language
- Gender roles

EDUCATION
Students learn about education inequity in Haiti
- Drexel instructors co-teach EFL with local Haitian English teacher
- Students learn Haitian vocabulary and expressions
- Emphasis that Drexel students serve as conversation partners in language / culture exchange.
- Building bonds that go beyond EFL classroom walls

PARTNERSHIPS
Pre-departure, students learn about “worst practice” development models.
Time in Haiti focuses on best practice, community based organizations.
Students interview development leaders on how and why the model works
Students apply the community partnership model by conceptualizing their own development project

STUDENT FEEDBACK
• "The learning material was extremely interesting and significant, especially the material that we could directly associate to the work that the organizations are doing."
• "What we got to do and how we got to do it seems like a very unique experience (and better) compared to “service” trips."
• "I think everyone now should take some type of community development course and learn how we impact our communities and our world."
• "I would like to be more immersed in local Philadelphia volunteer programs, and after taking this course, I can identify which organizations are actually helping the West Philadelphia community grow and develop."
• "Since Philadelphia is now the city that I reside in, I should be involved in community development, especially with this new understanding and appreciation for what positive community development truly is."

IMPACT
- New paradigm for service
- Application in local community
- Supporting Haiti partners
- New academic pathways