# **Contents**

This document includes exercises and resources for faculty members who are seeking alternative to service yet desire to achieve some of the same outcomes. These activities and resources are arranged according to the following themes:

* Corona Virus Reflections
* Detroit
* Privilege
* Anti-Racism
* Homelessness
* Health Issues
* Refugees
* Hunger and Food Justice

# **Corona Virus Reflections**

For a More complete version of this, see Dr. Mara Livezey version on the Service-Learning Coursepack Blackboard Course in the Discussion Board forum entitled “Alternative Assignment Resources.” Here is the basic idea:

* Have students reflect on how the changes that have happened as a result of the virus (cancellation of events, social distancing, fears of getting the disease myself, fears that a loved one will get the disease, etc.) How have these changes impacted them? How do they feel about these changes? How do these changes make them think differently about things they may have taken for granted, or not really noticed?
* Have students consider their own experience of disruption and loss of control due to the Corona Virus. How does this disruption/loss of control help you appreciate people’s lives who have a lot of disruptions all the time? What kind of disruptions might those be? How do you know?
* Reflect on which communities, which groups of people are most impacted by the Corona Virus. What can be done to bring more equity rather than these disparities.
  + Here is a [**resource**](https://www.cnn.com/2020/04/15/us/african-american-pastors-coronavirus/index.html?emci=ca08c5b6-a482-ea11-a94c-00155d03b1e8&emdi=f295f5f4-3083-ea11-a94c-00155d03b1e8&ceid=88106) to help with that:
  + Early data from some areas show African Americans make up a higher percentage of Covid-19 victims. In Chicago, 62% of the people who have died from Covid-19 are black, though they make up 30% of the population, [according to data](https://www.chicago.gov/city/en/sites/covid-19/home/latest-data.html) from the city. In Louisiana, 32% of the population is African American, but [that population represents about 59% of coronavirus deaths](http://ldh.la.gov/Coronavirus/) in the state.

Note: there are **additional Reflection Resources** on the Service-Learning Coursepack Blackboard Course, including guides to:

* Social Analysis
* Critical Reflection
* Unpacking privilege (see notes below)

Request access from the Director of Service-Learning.

# **Detroit**

Here are some resources for dispelling some of the negative ideas that people tend to have about Detroit.

Here is the **HOMEPAGE** of the

CSPAN special that gives some great “Introduction to Detroit” material.

<https://www.c-span.org/series/?citiesTour&city=3875>

**Here are highlights from three of the CSpan Videos – Detroit Intro Material:**

<https://www.c-span.org/video/?461217-1/detroits-birwood-wall> <-- Jamon Jordan (Blackscroll Ntwk) (6:36) Including info about the Home Loans in the National Housing Act as a part of the New Deal and the restriction for loans only to racially homogenous neighborhoods – and thus Blacks not able to get loans, “Red-lining.” Thus creating a wealth gap because African Americans’ money went into rent, while white income went into federally subsidized home mortgages – not overthrown till 1968 Fair Housing Act – More recently people in neighborhood and artists got together to paint murals on the wall

<https://www.c-span.org/video/?461209-1/detroits-paradise-valley> <-- Jamon Jordan (Blackscroll Ntwk)

(4:12) – Great Migration – housing restrictions – Black Bottom Residential, Paradise Vally to the North = Black business district. Interstate building Act – Detroit Politicians got to decide and chose to put the interstate in right through these neighborhoods, decimated Black businesses

<https://www.c-span.org/video/?461515-1/how-live-detroit-jackass> <-- Aaron Foley

(15 Minutes) slow paced/low energy video, includes tour of West Village, Indian Village, Downtown, Dexter-Linwood (many Motown artists lived here), Brightmoor,

Good input about how Detroit went into decline, current challenges including how long it takes to recover

# **Privilege**

[Unlearning our Privilege](http://www.loyno.edu/engage/sites/loyno.edu.engage/files/Mimi%20Harvey%20article.pdf)

This is a one-page first-person account of assessing personal privilege that might need some unpacking but is a good short dive into the issue.

Other resources

* Peggy McIntosh’s article on “White Privilege: the Invisible Knapsack”
* Exercises for processing Privilege in a given context.

All the above are available in the “Service Learning CoursePack” BlackBoard course. Let the Service-Learning office know if you want to enroll in that course.

# **Anti-Racism**

Check out how much Ben & Jerry – yes the ice cream guys, know about systemic racism

<https://www.benjerry.com/whats-new/2016/systemic-racism-is-real>

Catholic Anti-Racism Primer, addressing: (1) What is racism? (2) What does the Catholic Church teach? (3) What can I do? By Vickie Figueroa, Manager of the Office of Cultural Ministries and Black Catholic Ministries

<https://www.unleashthegospel.org/2020/08/talking-about-race-as-a-joyful-missionary-disciple/?utm_source=newsletter&utm_medium=utg-weekly&utm_campaign=08-26-2020>

Commit to 21-days of informing yourself about how racial issues are an obstacle to democracy

<https://www.westernstatescenter.org/21daypledge>

# **Homeless:**

4:22 – Video

3-4 people homeless in England explain the hardships of life on the street, reasons why they are homeless.

<https://www.youtube.com/watch?v=oahhRr3Mb9A>

55:43 - Video

Interviews with people that are homeless across the US. Starts in Las Vegas, @about 4:00 talks about how we have grown so accustomed to seeing people who are experiencing homelessness, we no longer feel motivated to solve the problem of homelessness. @5:15 goes to low-cost weekly-rate hotel. (Family supported by mom with full-time job at McDonalds) – 9:42 – host shares a harshly critical comment that blames the mom for being the cause of her own problem and talks about his response. 10:45 – Host (Mark) explains some of his reasons for doing it – “people will watch a video, but they won’t roll down their window and ask a homeless person about their life.” 12:20 Mark shares his personal motivation.

<https://www.youtube.com/watch?v=t9dmp3H8Bj8>

Readings:

Book: Smith, Gary. *Radical Compassion, Finding Christ in the Heart of the Poor*. (Chicago: Loyola Press, 2002).

This is written in the form of a journal. You could easily pull out a reading or two out of this. It is written in a very compassionate way that really helps us see the dignity and of the people who are homeless that Gary encounters and see the world from their perspective.

The Detroit Mercy Theatre Company did a play with testimonies from people who were experiencing homelessness. Tim has a copy of that script that he can share.

# **Health Issues**

Thank you to Kathy Gross for this suggested Reading/Writing Assignment:

Read the articles about malaria at <https://www.who.int/news-room/fact-sheets/detail/malaria> then join Nothing but Nets and make a donation. <https://nothingbutnets.net/>. Then write a reflective paper (100 words) on your views of malaria and how we can build an awareness of this deadly disease.

Article re: atrocities Related to Racism in the Health field

<https://www.nytimes.com/interactive/2019/08/14/magazine/racial-differences-doctors.html>

**Additional videos** related to health issues available in the “Service Learning CoursePack” BlackBoard course. Let the Service-Learning office know if you want to enroll in that course.

# **Refugees**

Thank you to Kathy Gross for this suggestion:

Read the refugee stories from: <https://www.globalgiving.org/learn/listicle/13-powerful-refugee-stories/> and <https://www.un.org/en/sections/issues-depth/refugees/> and then do the following:

1. Write 5 separate letters of support for children and adults in refugee camps around the world. Email them to me and I will forward them to United Nations Refugee Services.
2. Write a letter to an elected official expressing your views on how the United States could support refugees. (email copy to me)
3. Write 2 letters of support for refugees at Freedom House in Detroit welcoming them to the US. Email to me and I will forward them.

# **International Encounters**

Sr. Erin McDonald will be working with CRISPAS and other groups that facilitate international immersions to try to set up virtual connections with the hosts of these immersion groups in various places around the world. She mentioned El Salvador specifically, as well as one specific idea that was suggested; Maybe there could be a Zoom session in which some Salvadoran women show participants how to make papusas and someone from the US shares a recipe as well. That was just one idea that was thrown out.

If you are interested in more information about this, let Tim know for now. Sr. Erin is off for the summer. Contact Tim at [hipskijt@udmercy.edu](mailto:hipskijt@udmercy.edu)

# **Hunger and Food Justice**

See the idea presented immediately above which involves an international zoom conference call focused on food.

Thank you to Grace Gamble (Manager, Campus Kitchen) for the following suggestions.

For a list of videos of various lengths with testimonies about Food Justice, request access to the Service-Learning Coursepack Blackboard Course from the Director of Service-Learning.

**Suggested Books:**

Michael Twitty - The Cooking Gene

Raj Patel - Stuffed & Starved

Michael Pollan - In Defense of Food

Marion Nestle - Food Politics

**Excerpt & Article PDFs :**Will Allen - *The Good Food Revolution:* Introduction

[Part 1](https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:7bb0720a-428d-4b1e-ad56-387eff028a25)

[Part 2](https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:a5cb5716-8e85-4237-bc97-dca480178229)

[Lambert-Pennington & Hicks](https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:6126ee34-9964-4de4-bf74-cb8834dfad6d): *Class Conscious, Color-Blind: Examining the Dynamics of Food Access and the Justice Potential of Farmers Markets*

Hernandez - *Politics of Food*

This article critiques common approaches to dealing with Food Insecurity via Service-Learning projects and placements.

(available in the “Service Learning CoursePack” BlackBoard course. Let the Service-Learning office know if you want to enroll in that course.)

[Via Campesina Guide to Food Sovereignty](https://viacampesina.org/en/wp-content/uploads/sites/2/2018/02/Food-Sovereignty-A-guide-Low-Res-Vresion.pdf)

[Five Personal Stories of Food Insecurity in Metropolitan Detroit](https://fairfoodnetwork.org/wp-content/uploads/2016/09/FFN_SDV_Gleaners_Small-Plates.pdf)

**Websites for Food Justice News:**

[www.civileats.com](http://www.civileats.com)

[www.foodtank.com](http://www.foodtank.com)

**Detroit Organizations Working for Food Justice**

[Keep Growing Detroit](http://detroitagriculture.net/)

[Earthworks Urban Farm](https://www.cskdetroit.org/earthworks)

[Detroit Food Academy | Healthy. Connected. Powerful.](https://detroitfoodacademy.org/)

[Gleaners Community Food Bank |](https://www.gcfb.org/)

[Home | DBCFSN](https://www.dbcfsn.org/)

[DETROIT KITCHEN CONNECT – Helping Detroit food entrepreneurs find commercial kitchen space.](https://detroitkitchenconnect.com/)

[Campus Kitchen](https://www.udmercy.edu/about/mission-vision/lead-serve/campus-kitchen.php)

[Fair Food Network](https://fairfoodnetwork.org/)

[FoodLab Detroit |](https://foodlabdetroit.com/)