

| Contents

Business	2
Communications	6
Education	13
Human Development	16
Humanities	22
Mathematics & Sciences	31
Music	36
Social Sciences	39
Urban Studies	50

COURSE TITLE: Accounting

School: California Polytechnic State University: San Luis Obispo, College of Business

#### COURSE OUTLINE

The IRS's Volunteer Income Tax Assistance program (VITA) has been in existence for many years as a means of assisting lower income taxpayers with answers to their tax questions and assistance in preparing their income tax returns. This is the fifth year that CAL POLY has participated in the program. The program is expected to provide the following benefits to participating students:

- Provides a review of the basic tax rules learned in Accounting 304, as well as supplementing that learning with various technical aspects of tax preparation and compliance.
- Provides instruction and practice in the preparation of California income tax returns
- Increases your communication skills through experience of interviewing clients and keeping a journal of your experiences.
- Provides exposure to a broad cross-section of the population. Students will gain knowledge about the general population's understanding of the tax laws and the problems they face in complying with its provisions.

The program is also a service to the community. This may be our client's first one-on-one encounter with CAL POLY students – try to represent your university well!

#### CLASS REQUIREMENTS

Students must receive a passing grade on a federal tax returns test to be completed (individually!) by beginning of class on Wednesday, January 24th. Also, receive a passing grade on a California tax returns test due by class on Wednesday, January 31th.

Note: If you fail the federal test, you may take the "Retest," but the maximum grade possible in the course will be a B. A fail on the second grading will cause you to be disqualified from the VITA program and this class. If you fail the California test, you will be given a second chance to pass the California returns before it will affect your grade.

Students must perform 8 hrs. of publicity activities.

Help with bringing in clients by preparing the returns for at least 6 people you have personally contacted about VITA. Two of these 6 people (or their information) must be brought in during the first two weeks of the program.

Work at least 28 hours in the VITA centers during the quarter (i.e. 4 hours per week).

Maintain an activity time log that confirms your activities and 6 taxpayers.

Keep a folder with your time log, a record of your coordinating or publicity activities and a daily journal of your experiences at the VITA sites.

Based on the journal, you will submit a typewritten reflection paper on your experiences (2-4 typewritten pages) no later than Friday, March 8th (outside room 03-403). This log and reflection paper are meant to be not just a summary of the number of people you assisted (we have to keep separate records on that) but comments and thoughts on new things learned, problems encountered, things you would do differently in retrospect, mistakes you realized you may have made, insights about people's knowledge of, respect for the tax laws & the IRS, etc.

You will also be required to spend approximately 4 hours learning and using tax preparation and tax research software. A tax return problem will be given out as soon as the 1995 tax preparation software is received and installed. You can complete this assignment at times convenient to you. The completed returns will be due in the box outside room 03-403 by March 8th.

#### DETERMINATION OF GRADE

IRS & California tests:.....	12
Publicity & 6 clients:.....	10
Tax preparation, including your attitude & quality of your work:.....	60
Computer packages:.....	3
Log & Reflection paper:.....	15

#### HOURS WORKED

You will be given credit for hours worked at the sites, doing publicity, coordinating activities, learning & doing computer aided research and preparation, etc. Because of these varied possibilities it is your responsibility to keep track of your hours worked and have them verified after each activity by an authorized person (Dr. Carr or a person she designates). You are responsible for fulfilling all your commitments. Last, but not least, you are going to have FUN. I guarantee it!

*WPC Equivalent: BUS 211, 212, Principles of Accounting I and II*

COURSE TITLE: Principles of Microeconomics

School: Florida Gulf Coast University

Professor: Javier Stanziola, Ph.D.

### COURSE GOALS

- 1) You will develop (or strengthen) community awareness and involvement:
  - 1.1. Participate collaboratively in community service projects.
- 2) You will develop (or strengthen your) problem-solving abilities:
  - 2.1. You will apply critical, analytical and creative thinking in order to recognize and solve problems;
  - 2.2. You will work individually and collaboratively to recognize and solve problems.

These goals will be accomplished by meeting the following objectives:

By the end of the semester you will have:

- Completed, documented and reflected on at least 10 hours of economic-related service learning activities;
- As a team and individually, you will employ critical thinking skills to solve group assignments, class experiments and exam questions dealing with the following issues (Source: National Council of Economic Education):

### GRADING

- Exams, 65% of your grade: There will be 3 exams. All exams will be comprehensive. This is intended as a tool to reinforce your knowledge and effective use of the economic concepts and ideas you will learn this semester.
- In-class Group Assignments, 15% of your grade:
  - You can expect AT LEAST one in-class group assignment every class. These assignments will ask you to apply and retain concepts discussed in THINKWELL's Economics.
  - As you are watching these chapters, you are to take notes, and write down any questions you may have on the subject. Solve the guided quizzes Thinkwell has on line.
  - Live the moment! You should have an active conversation with the guy on the video.
  - Your active commitment to this class is imperative. You are to watch the videos assigned before coming to class.
  - I DO NOT LECTURE IN CLASS. I see myself as a facilitator, referee that can help you in the process of retaining and applying the ideas you have acquired watching the THINKWELL videos.
  - These assignments will follow a cooperative learning approach.
  - I know that the unexpected happens. Honest and open communication (that can be supported with evidence and/or a doctor's note) is encouraged. You can miss up to ONE group assignment. To make up group assignments, you need to provide written evidence of your emergency.
- Service Learning Activities, 20% of your grade: Service learning experiences support the FGCU undergraduate learning goals and outcomes, foster civic responsibility, and develop informed citizens who participate in their communities after graduation in personally and professionally relevant ways.

- Service learning facilitates an appreciation for the interconnectedness of individuals, the communities in which they live, and the resources required to sustain both.
- A KEY ingredient of Service Learning is the chance to apply what you are learning in the classroom to real life situations.

For this class, you will have to complete at least 10 hours of service learning hours related to one or a number of the choices listed below:

- Polsky Personal Investing in Equity Mutual Funds to Achieve Financial Independence past age 100 (Up to 15 students)
- Entrepreneurship Assistance: Sponsored by Kauffman Center for Entrepreneurial Leadership (Up to 30 students) —No reflection paper needed.
- Economics in Action: Database of Economic Indicators (Up to 15 students) —No reflection paper needed.
- VISA U.S.A., Inc. Responsible Use of Credit Week. (Up to 5 students)
- Teach a Child About Business Others

To receive a grade for your service learning activity, you are to carefully document your time, fill out a service agreement and verification form, and write a reflection paper. HALF OF YOUR GRADE will be based on the completion and documentation of 10 service learning hours. You can work in groups of 1-2. For "VISA", you would be working as a group of five. For "Entrepreneurship Assistance", you would be working as a group of "30". HALF OF YOUR GRADE will be based on your reflection paper. EACH of you has to write an individual reflection paper (except the 15 students working on the database of economic indicators and Entrepreneurship Assistance.)

*WPC Equivalent: EC 201, Principles of Economics, Microeconomics*

COURSE TITLE: Visual Rhetoric  
School: Oklahoma City University  
Professor: Brooke Hessler

#### COURSE PURPOSE & SCOPE

Our course is an enriched version of Composition II designed to challenge you to communicate visually as well as textually. Through a series of individual and collaborative research and writing projects, you will:

- Extend the academic research and writing knowledge you learned in Composition I (including the development and analysis of summaries, reports, and arguments);
- Employ a range of rhetorical strategies to analyze and create visual texts;
- Identify and interpret the rhetorical strategies inherent in everyday images, places, and things;
- Become familiar with many of the ways visual literacy is employed in academic disciplines and in professional communication.

To deepen and apply this knowledge, you will participate in a very special community service learning project: helping the Oklahoma City National Memorial Center build its online "virtual archive" of artifacts that have been collected at the site to communicate the personal and societal impact of terrorism. Your role as a Virtual Archivist will involve selecting, interpreting, photographing, and writing about those objects in order to help school children and other visitors acquire a deeper understanding of the Memorial and its significance to people in and far beyond our city.

Credit hours earned for the course: 3.0. Prerequisite: ENGL 1113.

#### REQUIRED TEXTS

Seeing and Writing by Donald McQuade & Christina McQuade  
The Bedford Handbook by Diana Hacker (or a similar handbook)

#### ASSIGNMENTS AND GRADING

- Web Board Postings Ongoing 15%
- Multiple Perspectives Presentation, Jan 22 (W) or Jan 24 (F) = 10%
- Virtual Archive Project (Team)\*, Multiple deadlines = 30%
- Visual Report on the Archive Project (Individual or Team)\*\*, TBD = 20%
- Research Paper Incorporating Visual Rhetoric, May 7 (W) = 25%

\*The Virtual Archive Project will include at least two draft review cycles with peer review boards in class and with OKC Memorial Center curators before the final due date.

\*\*The Visual Report will be completed as an entity in the Honors Research Poster Contest. You are welcome to compose your research poster individually or as part of a team.

#### SERVICE LEARNING PROJECT

National Memorial Center

#### *Teaching Trunks*

This team will help children learn about the Oklahoma City bombing and the National Memorial from multiple perspectives. Using images and words, you will tell one or more of the following

stories: the role of search and rescue dogs, the significance of the Survivor Tree, the symbolism underlying the thousands of origami cranes given to the Memorial Center. Your tasks will include selecting photographs and writing text to accompany each photograph: creating a narrative that will capture the attention of the children and educate them. Your project will be included with other artifacts and teaching materials in special trunks that are being transported to schools in Oklahoma and throughout the U.S.

### *Symbolic Quilt*

This team will tell the story of a remarkable quilt created by people around the United States who contributed individual pieces to represent their personal response to the Oklahoma City bombing, and their messages of hope to the survivors and their families. To share this quilt with the world, you will photograph it (in its entirety, with close ups of especially interesting or important squares), read the letters of the individual artists who contributed each square, and compose text to accompany the photographs in the Memorial's virtual archive. This project will involve a little detective work: you will need to use the information contained in the letters to match the quilt squares with their stories and symbols.

### *Jim Lange Cartoons*

This team will interview Daily Oklahoman cartoonist Jim Lange about the cartoons he created to communicate about the Oklahoma City bombing and its affect on our community. Your project will include developing, conducting, and possibly videotaping the interview, photographing a collection of his cartoons, and composing a short Lange biography and other text to accompany the cartoons. The project will be published in the Virtual Archives.

### *Treasured Objects*

This team will research and write about some of the special objects that belonged to the victims and survivors of the Oklahoma City bombing. You will photograph each object, research the significance of the object, and compose text to accompany it. The images and stories will be displayed in the Virtual Archives.

*WPC Equivalent: EN/COMM 390, Visual Communication*

COURSE TITLE: Interpersonal Communication

School: John Carroll University

Professor: Dr. Margaret O. Finucane

### COURSE GOALS

Our incredibly diverse society has changed the expectations for interpersonal competence. Continuing demographic changes in the United States are forcing us to recognize that we must become not only more culturally sensitive but also more culturally competent in our communication. In addition, increasing globalization requires that we be able to interact completely with people of different cultural backgrounds.

The purpose of the course is to develop an understanding of some of the major theories and principles of interpersonal communication. Interpersonal communication concerns our interactions with others on a one-to-one or one-to-few basis. This type of communication can occur with family, friends, acquaintances, business associates, or intimates. We will examine peoples' similarities and differences along ethnic, racial gender, socioeconomic, age, and sexual orientation. This course focuses on some of the distinct qualities of these types of interactions. This course fulfills the diversity requirement (D) for core.

### COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Describe and define the basic interpersonal communication terms and concepts
- Explain the major theories of interpersonal communication
- Apply the theories of interpersonal communication to everyday interpersonal encounters
- Demonstrate understanding of the complexity of the interpersonal process
- Explain how meaning and identity are constructed collaboratively
- Explain how we make meaning during the perception process through the interaction and effective listening, and how this impacts interpersonal communication
- Explain how we provide messages verbally and nonverbally in our interactions, potentially moving relationships from being “social” to being “interpersonal”
- Think critically, constructing and deconstructing arguments from different points of view, demonstrating how conflict can be a productive part of communication.
- Demonstrate an ability to understand and interact productively with others in diverse communities with an informed awareness of their personal relevance.
- Demonstrate confidence in interpersonal encounters by articulating the values, assumptions, and methods of interpersonal communication
- Describe the ethical issues associated with interpersonal communication choices
- Demonstrate an understanding of the differences in verbal and nonverbal communication between varying ethnic groups
- Describe effective listening strategies in varied relationships
- Describe the various challenges affecting interpersonal interactions due to gender, technology, culture, and media
- Explain the nature of hidden stereotypes and bias in communication

### REQUIRED READINGS

- DeVito, J. A. (2007). *The interpersonal communication book* (11 ed.). Boston: Allyn & Bacon.



- Applegate, J. L., & Morreale, S. P. (1999). Service learning in Communication: A natural partnership.
- In D. Droge & B. O. Murphy (Eds.), *Voices of strong democracy: Concepts and models for service learning in Communication Studies* (pp. ix-xiv). Washington, D.C.: American Association for Higher Education

### COURSE REQUIREMENTS

- Exams: There will be four exams this semester- three during class time and a final exam. The exams will require analysis, recall, and application of the concepts we have studied both in class and in your reading. The texts, class discussions, supplemental readings, activities, and lectures will all be covered on the exams. (30%)
- Service Learning Project- Journal: see assignment at the end of the syllabus (30%)
- Class Presentation: You will present your learning from the service learning project in the last two weeks of the semester (5%)
- Homework: There will be homework assignment/exercises to complete (15%)
- Class Participation: Attendance at all class meetings is expected. The discussions, lecture material and class exercises are an integral part of learning the course material. (20%)

### SERVICE LEARNING PROJECT

Consistent with the mission of Jesuit education, students should have an opportunity to learn to service others. Service learning provides students an opportunity to use the learning from their own coursework to enhance the lives of others. “Service learning presents each act of learning as a resolution of the dialectic between the individual and society. Each successful resolution enhances both the perspective of the individual and the fabric of society by strengthening the link between the two” (Applegate & Morreale, 1999, p. x). The service learning activity will be worth 30% of your final grade. The requirements are completion 1 ½ hours per week over a 10-week period beginning the week of January 29 continuing to the end of the week of April 2.

Specifically, students enrolled in Interpersonal Communication will have the opportunity to spend the semester working with a population or group that is significantly different from their own background. Through these interactions, you will have the opportunity to develop the awareness, knowledge, and skills needed to be effective participants in a changing society. During this project you will work toward building and sustaining relationships with students from local schools (or through a community after school program), and to teach and to reduce stereotypes and prejudices. As a community partner, John Carroll University students will go to Caledonia Elementary School, St. Thomas Aquinas Elementary School, or the Intergenerational School (preferred sites) once a week for one and one half hours over a ten-week period to tutor the children in the We the People Project. Transportation is provided. You must follow these guidelines:

Students must register with the Center for Community Service;

- The service must be completed at one service site for the entire semester
- You must visit the site one a week for ten weeks; you must be at the site for ~1 ½ hours each visit;
- The service must involve direct interaction with children enrolled in grades K-6;
- You must keep a service-learning journal that includes a complete a description of your responsibilities, a reporting of your activities while at the service site, and a description of how your service has enriched your understanding of communication, diversity, racism and fighting intolerance in today’s world.

## SERVICE LEARNING JOURNAL

Your journal must include the following information:

A. Use assignment one; Watch the Color of Fear and use the questions provided to guide your response

B. Weekly entries include the following information:

1. Describe briefly how your time was spent (one paragraph maximum)
2. Indicate what you learned from examining how you reacted. This is an important step because it indicates the result of your reflection-in-action; it records awareness and sensitivity. This is the critical analysis that moves learning beyond a description of the event/exercise or material. To accomplish this, you will have to attempt to step back from the situation and review what you saw or experienced, what you felt and recognized. You should integrate materials discussed in class to examine the theories and how they fit with what we have learned about interpersonal communication and cultural diversity. You will also be expected to question what you know or what you use believe. Discuss reactions to that particular day's responsibilities. Your reactions can suggest issues to explore or think about. How did this relate to class readings?

### Final Group Presentation

You individually or with classmates who volunteered or researched the same or similar service centers will have 30 minutes to present to the rest of the class. Every person must participate in this presentation. Your group presentation must be clear, concise and connected. In other words, each individual group member will present his/her own work, but these presentations must be integrated in a way that the class can see the connection in all of your work. Your presentation should include the following material:

1. What was your main goal/research question/hypothesis? In other words, what did you expect to find through service learning observations or research?
2. What did you find? (NOTE: remember...you don't have a lot of time for this presentation so you should briefly outline your findings; however, also keep in mind that this is the only place that you will be able to report your actual findings so you should do a good job!)
3. Connect your results to the literature. How did what you observed "fit" with what you expected to find? Why do you think you found what you did? NOTE: this is the only place you will be able to integrate what you found with what you expected to find (i.e., Part II)...keep this in mind!! Your grade will reflect your ability to connect this information in a clear, concise, and meaningful manner!
4. The "overall" group presentation should be connected and should provide information to the class about interpersonal communication and diversity.

*WPC Equivalent: COMM/SS 200, Interpersonal Communications*

COURSE TITLE: Interpersonal Communication  
School: Kent State University  
Professor: Dr. Alice Crume

NOTE: This course is designated as a Service-Learning Course. In this case, Service-learning is a community-based project that requires students to present workshops to residents of a group home on appropriate topics from this course. Extensive discussions about the service-learning component of this course will be addressed on the first and second day of class and any concerns should be shared with the instructor no later than the first week of the semester.

#### REQUIRED TEXT

Wood, J.T. (2007). (5th Ed.). *Interpersonal Communication: Everyday Encounters*. Belmont, CA: Thomson Wadsworth.

#### COURSE DESCRIPTION

This is a service-learning course with a course project that will involve creating and delivering individual workshops for a particular population group from a not-for-profit organization. The project itself is outlined further in this syllabus. The purpose of this course is to acquaint the student with the field of interpersonal communication through an understanding of the fundamentals, an initiation of interpersonal communication theories and a view to the span of interpersonal communication research. Upon completion of this course, the student should have developed an understanding of the complexity of interpersonal relationship communication. Benefits of this course are that the student may gain a glimpse into the constantly changing flow of communication between people, not static but varying throughout relationship development. Further, the student will find that the exchange process of interpersonal communication influences the outcomes of relationships.

This class will specifically focus on ways that interpersonal communication helps the student to understand the variables involved in relationships, the way they perceive, talk, and listen to others, the rules followed, and common errors in daily communication exchanges. As a group, we will talk about communication with friends, family, and significant others and the impact and influence of culture, conflict, and power that confounds those relationships. This course will devote a considerable amount of time on cultural diversity issues and workplace communication. Throughout the course, the guiding principle of all our interactions will be that we can all learn to improve our communication strategies with others by a growing awareness of others' personal preferences and needs.

#### COURSE OBJECTIVES AND ASSESSMENT

- Students should be able to define the general terms and concepts of interpersonal communication. Assessed by four reflection papers, two examinations and two workshops.
- Students should be able to express the concepts of interpersonal communication. Assessed by four reflection papers, two interviews with service-learning participants, two examinations and two workshops.
- Students should be able to apply the principles and theories of interpersonal communication. Assessed by four reflection papers, two interviews with service-learning participants, two examinations and two workshops.

- Students should be able to develop, apply and discuss critical thinking techniques in interpersonal communication situations and settings. Assessed progressively in four reflection papers, two essay examinations, two peer and self evaluation reports and two workshops.

[Note: Course schedule available upon request. Please contact the WPC Service-Learning Coordinator.]

*WPC Equivalent: COMM/SS 200, Interpersonal Communications*

COURSE TITLE: Children's Literature  
School: Clemson University  
Professor: Dr. Michelle H. Martin

#### REQUIRED TEXTS

\*Babbitt, Natalie. Tuck Everlasting.  
Bang, Molly. The Grey Lady and the Strawberry Snatcher.  
\*Burnett, Frances Hodgson. The Secret Garden.  
\*Casterton, Peter (Editor), et al. Goddesses Heroes and Shamans : The Young People's Guide to World Mythology.  
\*Hesse, Karen. Out of the Dust  
Hoffmann, Heinrich. Struwwelpeter in English Translation.  
Krause, Lois. "How We Learn and Why We Don't"  
Sendak, Maurice. Where the Wild Things Are.  
Stanley, Jerry. Children of the Dust Bowl.  
Tatar, Maria, ed. The Classic Fairy Tales.  
Taylor, Mildred. Roll of Thunder, Hear My Cry.  
Special Order: Buy only ONE of the following Mildred Taylor novellas:  
Taylor, Mildred. The Friendship  
— . Mississippi Bridge  
— . Song of the Trees  
— . The Well

#### COURSE GOALS

Students will read and learn to interpret and evaluate various genres of children's literature, including folklore and myths, illustrated and picture books, poetry, historical children's literature, and selected novels, both historical and modern. The emphasis will be on reading, discussing and writing on literature and criticism to facilitate students' developing a critical sense about what they might use with elementary age children. This class will also participate in a Service Learning Project in which students will work with the children at Littlejohn Community Center and the Clemson Child Development Center on developing critical literacy skills.

#### LEARNING OBJECTIVES

At the end of the semester, students should be able to comment and write perceptively and critically on illustrated and picture books as well as on children's novels and other subgenres of children's literature and do so from the perspective that children's books are literary and artistic artifacts and not strictly tools for teaching concepts to child readers. This process of critical inquiry will help all students to carry out the service learning component of the course, but it will also help class members who are pre-service teachers to understand how to teach their future students to think critically about children's literature and thereby to enjoy texts on a number of different levels.

#### COURSE ORGANIZATION

We will begin the course with picture books both to give you essential background in semiotics that will aid your work with the Service- Learning Project and to sharpen your critical skills on easily readable texts that require both literary and visual awareness. I have scheduled traditional stories (folktales and myths) next because so many of the themes, motifs, ideological messages, etc. in historical and contemporary novels (which come next) are based on ideas prevalent in traditional stories. Background in the oral tradition will strengthen your literary knowledge for many other disciplines, and the multicultural approach that we are taking to traditional stories will broaden your

awareness of how American and British traditions fit in with those of other cultures which are vastly different from ours. The novels cover fantasy (both fantastic story and science fiction), historical fiction and historical (19th century). The brief unit on historical children's literature is designed to help contemporary readers realize how new—historically speaking—children's literature is and to understand the didactic origins of this peculiar genre that is defined by audience (children) and not by author, as are other genres. Poetry will be infused throughout the semester via daily in-class readings, and the final class day of poetry will serve primarily as a celebration of poetry. Time is set aside at the end of the semester for reporting on your Service-Learning Project—the contents of which we will decide as a class. The class will read various pieces of criticism this semester—most of which focus on the literature from an English Studies perspective. Varying in complexity from simple to densely theoretical, these essays will serve a number of purposes: to help you understand why 385 is in the English and not the Education Department, to shed light on the literature from different theoretical perspectives, to discuss censorship, etc.

## REQUIRED ASSIGNMENTS

**Critical reflection:** Critical reflections assignments are designed to help you further develop your critical ideas about the literature that you are reading both inside and outside of class. In addition to the books on the syllabus, you will also read and write about three additional children's texts (one Caldecott Winner or Honor Award picture book, one Newbery Award or Honor Award novel, one of your choice from the Clemson Book Room or elsewhere). Alongside the Caldecott and Newbery books, you'll also read two pieces of criticism, one of which must discuss children's literature from an English Studies perspective. To choose critical articles, look for articles of 3 or more pages that are not book reviews and that do have a "Works Cited" page at the end of the article. If you choose from *Children's Literature*, *Children's Literature Association Quarterly* or *The Lion & The Unicorn* for your English Studies article, you can hardly go wrong. Searching the CU Explorer (Expanded Academic Index) is the most efficient way to find an article.

**Mid-Term and final exams:**

The mid-term and final exams, taken in a blue-book, will consist of both objective and essay questions and will cover reading assignments, books read aloud orally in class, and class discussions. Specific questions generally consist of short identification of terms and characters, identification of quotes, and short essays. Terms and criticism are always cumulative throughout the semester, but the final exam typically covers only texts read since the mid-term.

**Service-Learning Journals:**

Throughout the semester, as you're working with a child in the service learning project, you'll keep a journal that more or less has two parts. It doesn't matter if you keep them together or separately, but I'll be collecting both periodically throughout the semester. In your part, I'd like for you to keep notes about the progress of your work with the student. This might include what books you're reading, what level of understanding the child has throughout the semester, how her/his sense of critical literacy is progressing, how focused (or not) the student is, what happens when you revisit books you've read earlier with the student, how much of the critical concepts from class you're able to adapt for your work with the student, etc. The child's part of this journaling process should focus on developing some basic observation and writing skills. For instance, after reading a text together, you might have the student "write" about the story (with your interpretations below the student's writings), draw illustrations related to the story, or create a poem or song—that you could write down—related to the story. I expect lots of variety in what these journals look like, but my best advice for this process is 1) make an entry at least every week 2) make your entry as soon as you finish working with the student so that your ideas are fresh.

**Final portfolio:**

The Final Portfolio will bring together the in-class and Service Learning components of the class. It will consist of a critical introduction (reflecting on your experience of 385 and the construction of your portfolio), your two best (revised and re-revised if necessary) critical reflections and your Service Learning Journals (both your part and the child's part).

**Service-Learning Participation:**

You will be expected to spend 1/2 hour to 45 minutes per week with your student, reading together and working on literacy skills. This will be approximately 12 visits. 12+ visits and active participation will earn 100%; 10-11 visits and good participation 90%; 8-9 visits and average participation 80%; 6-7 visits and poor participation 60%; 5 or fewer visits fails this part of the assignment. I'd like for you to work with the same student all semester, but that's not always possible. If you go to the site and your student is not there, check into reading with another student if possible. If you have extenuating circumstance that cause you to miss a session, call the site to let them know, and try to go during the other scheduled time for that week if possible. If not, make it up when it's convenient for you and the site.

**Quizzes & participation:** Quizzes and in-class writings may occur frequently to encourage you to prepare for class discussions. They may consist of objective or essay questions, may be done individually or collaboratively (depending on the quiz) and will cover reading assignments for the week.

[Note: Course schedule available upon request. Please contact the WPC Service-Learning Coordinator.]

*WPC Equivalent: ED 341/343, Literature for Children, Adolescents and/or Young Adults*

COURSE TITLE: Child Growth and Development  
School: Clemson University  
Professor: Dr. Carol G. Weatherford

#### REQUIRED TEXT

Understanding Children and Adolescents, Fourth Edition, by Schickedanz, Schickedanz, Forsyth, & Forsyth, 2001.

Pocket Guide to Service Learning, edited by Duckenfield and Wright, 1999. Available at National Dropout Prevention Center (Hrs. 8:00 to 4:30. \$1.50). If you are a novice in S-L.

"Hooking Out-of-School Youth Through Service Learning", by Kathryn Gibson Carter, 1998.

Reflection: A Guide to Effective Service Learning, by Ande England and John Spence, 1999.

Available at National Dropout Prevention Center. \$6.00 each.

Children and the State, Children's Defense Fund, 1999, \$5.95

Optional, but recommended:

Study Guide for Understanding Children and Adolescents, \$18.00

Thirty Simple Things Parents Can Do to Help Stop School Violence. Children's Defense Fund. (\$2.50)

#### COURSE RATIONALE

This course provides a study of the biological processes and physical development, cognitive processes and development, social and personality processes and development, and problems and disturbances from birth through preadolescence. Attempts will be made to investigate, integrate, and apply in practical situations basic theoretical concepts and research-based principles of development.

Instructional strategies employed: Lecture and lecture with overhead transparencies, cooperative learning, field experiences and service-learning in collaboration with partnering schools and community sites, e-mail, internet, individual literature review, individual and/or peer tutoring as needed, application of computer programs to assignments, individual and group reflection, group presentation, videotaped presentations, writing, and reader response.

Laboratory and/or field experience (40%):

A. 1. Each student will be assigned to study children primarily through observation. Information will be available for purchase from the Campus Copy Shop. Students will begin the field experience as indicated on the course schedule. Students should purchase, read, and ask questions (during class discussion of the field experience is particularly appropriate) about the field experience.

A. 2. The field experience grade will be based on faithful attendance to the field site, on the written observation for each visit, and on the final presentation of observations.

A.3. The grade on the field experience observation portfolio will be 20% of the final grade.

B. 1. Each student will work with a team, or in some cases individually, during a service learning experience. Read the Pocket Guide to Service Learning carefully. The team should consider and answer fully and in writing the following:



- What needs for children do we wish to fulfill or address with this experience? How will we study the needs (extent to which they exist on a local, state, national, and world level?) and what are effective ways to address the needs? (Use professional journals, internet, your textbooks, school personnel, past experiences of classmates or faculty, etc. to identify effective strategies.)
- What strategic actions will we take?
- Describe how this experience is linked to theory.
- What do I need to know about child development in order to carry out this service effectively?
- What do I want to learn from this service experience?

B.2. After completing the service learning experience, write a reflection paper that is a minimum of 5 double-spaced typed pages. The paper should answer the following questions:

- What? Describe what happened: events and your reactions and thoughts at the time.
- So What? Describe what you learned from this experience and what meaning it has for you as a person and as a professional. What are the connections to theory?
- Now What? Describe how you will behave or act differently in the near and/or distant future because of having had this experience.

B.3. Plan and develop a very professional presentation from the reflection plans and reflection paper(s) from your experience. If you worked as a group, this should be a team effort. Who should be invited from the community to participate in this reflection/celebration experience?

B.4. The grade on the service learning experience, reflection paper, and presentation will be 20 % of the final grade.

## COURSE OBJECTIVES

- Gain an understanding of the 3 domains of development — physical, cognitive, social/emotional.
- Understand the impact on the study of child development by psychoanalytic, learning, and cognitive research methodologies and theories (included under this objective will be major theorists such as Bandura, Bronfenbrenner, Bruner, Erikson, Freud, Kohlberg, Mischel, Piaget, Skinner, Vygotsky).
- Better understand the natural patterns and interrelationships of growth and development across the lifespan\* and across and within cultures; physical cognitive social/emotional
- Better understand the biological and environmental forces that affect growth and development across the lifespan\* and across and within cultures; physical cognitive social/emotional
- Understand the impact of developmental characteristics across and within cultures on instructional decisions for students, infant, and toddler early childhood middle childhood
- Develop better observation skills and apply course concepts to a variety of real-world situations by completing service-learning and field experiences.

\* This includes the prenatal, infancy and toddler, early childhood, middle childhood, adolescence, and adulthood (early, middle, and late) periods of development, although the weightings are not equal. This course emphasizes the infancy and toddler, early childhood, and middle childhood periods.

Assessment strategies employed: knowledge to application level multiple-choice exams, restudy and retesting, guided field observation practice, written and oral reflections of service-learning experience, written material, critical analysis, and oral presentations.

#### EVALUATION

- A. Unit Exams (4) average is 40% of final grade.
- B. Field Experience (Observation and Service Learning Experience) is 40% of final grade.
  - 20 % = observations and field experience (utilizing technology as appropriate)
  - 20 % = service learning experience with reflection paper and class presentation with oral reflection
- C. Final Exam (cumulative) is 20% of final grade.

*WPC Equivalent: HD 312, Mid-Child through Adolescent Development*

COURSE TITLE: Dying: The Final Stage of Living  
School: California State University - Maritime Academy  
Professor: Kathryn D. Marocchino

REQUIRED TEXTBOOK: *The Last Dance: Encountering Death and Dying* by DeSpelder & Strickland, Mountain View: Mayfield Publishing Company, 2002 (6th edition)

REQUIRED ACTIVITIES: Ten (10) hours of mandatory community service through Vallejo's Kaiser Permanente Hospice Program (dates and hours to be determined and coordinated through Kaiser)

#### COURSE DESCRIPTION:

In this course, students learn to view death and dying, the final stage of growth, less as an adversary and more as a defining part of life. By reflecting on medical, cultural and religious responses to death in general terms, they are taught to understand and articulate the emotional and spiritual needs of the dying as human beings go through the process of daily living. Furthermore, by becoming involved in a meaningful way in 10 hours of mandatory community service revolving around the terminally ill, students develop skills for both living and dying, gradually coming to an awareness of death and thereby, to an awareness of "how" to live. By assisting others in the process of facing death (through the course's unique service learning component), students are given the opportunity to rethink the meaning and purpose of their own lives and to move through positive resolution of the process of dying toward self-fulfillment.

#### COURSE OBJECTIVES:

This course seeks to present, in an introductory fashion, some of the basic principles underlying death education as well as meaningful community service. Ernest Morgan, in stating the case for such education, argues that it "relates not only to death itself, but to our feelings about ourselves and nature and the universe we live in. It has to do with our values and ideals, the way we relate to one another and the kind of world we are building. Thoughtfully pursued it can deepen the quality of our lives and our relationships."

Grief and death are experiences shared by all humanity and as far as we know, *Homo sapiens* is the only species that lives in the anticipation of death. We are the only ones who have special beliefs that give meaning to death and rules instructing us how to die and how to cope with our loss when death strikes those we care for. Technically speaking, people must come to terms with the idea of death in order to have healthy experiences in life and the main objective of this course is to help students do this in the most effective manner. By being confronted with the emotional reality of death, not only through personal experience but through community service with the dying, course participants are gradually led to explore the finer aspects of this biological and existential fact of life affecting every human being.

A major component of this course is also the mandatory requirement of 10 hours of community service, to be performed through the Kaiser Hospice Program in Vallejo, under the supervision of the Bereavement Coordinator. Students will be assigned to work directly with terminally ill hospice patients or with the families of the deceased, and they will be mentored throughout the process by Kaiser hospice volunteers who will train and tutor them in proper hospice procedures.

#### GRADING CRITERIA AND EVALUATION:

Students' performance will be evaluated on the basis of their participation in all workshop/seminar activities, as well as on a mid-term reflection paper and a final reflection paper (the latter also consisting of an oral presentation), and the successful completion of their community service. Final grades in this course will consist of a) Active participation in all class activities (15%); b) Mid term reflection paper (10%); c) Final reflection paper & oral presentation (15%); and d) Mandatory community service (60%).

## COURSE SYLLABUS FOR SPRING SEMESTER 2003

### Week 1 (January 9): Attitudes Toward Death: A Climate of Change

- Introduction to the class and to the service learning component of the course
- Students are encouraged to express their feelings about death and dying in general, and about their own death in particular (Personal Death History questionnaire filled out)
- Students are assigned Chapters 4, 5, 7, 10, and 11 in *The Last Dance* to prepare for their Kaiser hospice work (to be completed by February 13)
- Students view VHS videocassette *Death: The Trip of a Lifetime* (Part 1)
- Reading Assignment for Week 2

### Week 2 (January 16): Perspectives on Death: Cross Cultural and Historical

- Students are administered their TB tests in the Student Health Center in preparation for their Kaiser hospice work (tests must be read after 48 hours)
- Students are given *The Caregiver's Handbook*
- Students view VHS videocassette *Death: The Trip of a Lifetime* (Part 2)
- Reading assignment for Week 4

### Week 3 (January 23): Kaiser Hospice Training Session

- Students visit the Kaiser Vallejo Hospice Department, where Jeanette Sanchez (Social Services Coordinator) will provide a training session, outline the hospice work students will be doing through Kaiser, and explain Kaiser policies and procedures
- Students view VHS videocassette *Hospice A Shared Experience* or *The Last Spring: Stories of Hospice*

### Week 4 (January 30): Learning About Death: The Influence of Sociocultural Forces

- Students participate in class activities on death and dying
- Students view VHS videocassette *Death: The Trip of a Lifetime* (Part 3 and Part 4)
- Reading Assignment for Week 5

### Week 5 (February 6): Survivors: Understanding the Experience of Loss

- Students view VHS videocassette *Understanding Death: The Death Bed*
- Students are introduced to GriefNet and other on line death resources in the CC
- Students review chapters 4, 5, 7, 10 and 11 in *The Last Dance* for next week's midterm test
- Reading assignment for Weeks 8 and 9

### Week 6 (February 13): Kaiser Hospice Bereavement Dinner

- Students take their midterm test on chapter 4, 5, 7, 10 and 11 in *The Last Dance*
- Students participate in a Kaiser Bereavement Dinner at The Olive Garden (Vallejo) to interact with grieving support group members (coordinated by Jeanette Sanchez)

Week 7 (February 20): Kaiser Hospice Training Session

- Students visit the Kaiser Vallejo Hospice Department, where Jeanette Sanchez (Social Services Coordinator) will provide another training session on hospice care

Week 8 (February 27): Last Rites: Funerals and Body Disposition

- Guest Speaker: Dale Suess, Cemetery Historian, addresses the class on the funeral industry and on the sociocultural/historical significance of cemeteries, markers and urns
- Students view VHS videocassette on "stellar" cremation Mid term reflection papers are due Reading Assignment for Week 12

Week 9 (March 6): Last Rites: Funerals and Body Disposition

- Students are given a tour of Skyview Memorial Lawn (which houses funeral home facilities, a columbarium and a cemetery) by Director Edward Wilkes, who will also discuss the essentials of mortuary science

Week 10 (March 13): Kaiser Hospice Bereavement Dinner

- Students participate in another Kaiser Bereavement Dinner at the Fum Bistro (Napa) to interact with grieving support group members (coordinated by Jeanette Sanchez)

Week 11 (March 20): Kaiser Hospice Training Session

- Students visit the Kaiser Vallejo Hospice Department, where Jeanette Sanchez (Social Services Coordinator) will provide another training session on hospice care

Week 12 (March 27): Beyond Death / After Life

- Guest speaker: Reverend Mary Mocine of Vallejo's Clear Water Zendo will discuss Buddhist views of the afterlife
- Students view VHS videocassette Beyond Death
- Reading Assignment for Week 13

Week 13 (April 3): The Law and Death

- Guest speaker: Attorney Keith Graham discusses wills and the legal implications of medical decisions in regards to a person's last wishes
- Students view VHS videocassette On Our Own Terms: Dying in America

Week 14 (April 10): Risks of Death in the Modern World

- Students are given a tour of the Solano County Coroner's Office in Fairfield by Coroner Investigator James Burton

Week 15 (April 17): The Path Ahead: Personal and Social Choices

- Students give their oral presentations to the class and turn in their final reflection papers
- Students are invited to attend the Kaiser Hospice Appreciation Dinner on April 25
- Students receive their certificates of completion for their hospice community service
- Students are asked to choose a "comfort reflection" and share it with the class, if they wish
- Students fill out course evaluation forms
- Time permitting, students will view a VHS videocassette on a death related theme

*WPC Equivalent: HD 313, Adult Development, Aging and Dying*

COURSE TITLE: Introduction to Creative Writing

School: University of Minnesota

Professor: Argie Manolis

### COURSE DESCRIPTION

Welcome to Introduction to Creative Writing! This is a course in "inquiry" and "total response." In the process of reading and writing poetry and fiction, you'll come to recognize the power of the written word how it can change the way writers and readers live their lives. This writing course is designed to help you discover and put into practice your own strategies for living a more creative life. More practically (or more academically), you'll learn basic strategies for gathering ideas for, writing, critically reading, and revising prose (primarily fiction) and poetry (which may be fictional or non fictional).

This course encourages you to think of all your writing as work in progress. You will complete a portfolio of fiction and poetry at the end of the semester, but much of your grade on this portfolio will hinge on how hard you work at drafting and revising. In the process of doing the work, we'll discuss questions like, what makes a good story? A good poem? What is creative writing as an academic discipline and as a way of life? Where do our own stories and poems, and our own writing goals, fit in? What value does creative writing have personally, socially, and politically?

Research shows that people learn best when their reading, writing, and thinking relate to challenges and needs within their communities. In this course, you will have the opportunity to interact with elderly people in the Morris community, many of whom suffer from Alzheimer's Disease and Related Dementia. You will create "found poetry" from their words in addition to your original poems. You will be providing a valuable service, and in the process, you'll learn to value the lives, memories, and words of people much different than you. You will spend a total of eight hours this semester Outside of class time meeting with the residents.

### REQUIRED TEXTS

- A Poetry Handbook, by Mary Oliver
- Writing Fiction: A Guide to Narrative Craft, by Janet Burroway
- Service Learning in Writing Courses at University of Minnesota Morris
- Course Manual, Fourth Edition (This manual will be available from the instructor at the cost of production).

### SERVICE-LEARNING PROJECT

Found Poetry Portfolio (15% of your grade):

You're responsible for writing found poems based on the tapes from at least three meetings with residents at West Wind Village. Each time you write a series of found poems, you will also write a reflection on the process and on what the poems reveal or witness (a handout with specific questions to address will be available). Writing found poems will give You practice in composing titles and line breaks and help you think about your role as a writer in new ways. At the end of the semester, you and your peer group will compile these poems into a book of poetry for the residents and their loved ones. Each group of found poems and reflection is due in draft form a week after the session with residents. Final versions are due close to the end of the semester, when you will compile final books of poems for each resident with your peers.

Service learning journals and final service learning reflection essay (10% of your grade):

As part of the course's service learning requirement, you must reflect on the service learning project periodically throughout the semester. Specific questions will be offered to you in advance of each journal due date. Service learning journals should be submitted in the same format as your short story draft (see "final poetry and fiction portfolio"). In addition, you will draft and revise a final service learning reflection essay, which will be included in each resident's final book of poems. On some weeks, rather than a journal, you will be asked to write a letter to a family member of a resident with whom you work on the service learning project along with a brief reflection and analysis to accompany the letter. This letter should be formatted like a business letter. Examples will be provided.

*WPC Equivalent: EN/FA 350, Creative Writing: Poetry and Fiction*

COURSE TITLE: Language in Context  
School: University of Arizona  
Professor: Adrian Wurr

The purpose of this course is to sensitize language teachers to variation in speech, to expose them to a wide range of scholars who are interested in the relationship of language and society, and to raise issues concerning cultural differences in language behavior with their consequences for the classroom. Topics will include multilingualism and world Englishes; languages in contact and linguistic choice; social networks and speech communities; the ethnography of communication; an introduction to literacy and literacies; language variation in relation to geographical, social, ethnic, and gender among other variables; and the role of language in the educational experiences of linguistic minorities.

SHINE project option assignments:

1. Weekly logs: SHINE participants must keep weekly logs of their coaching experience, in the format provided. You may write on the form itself, or type up your log using the categories on your own word processor.
2. Double-entry journals: For the second double-entry journal (second half of the semester), you should focus on issues raised by your experience in citizenship coaching.

The process will be the same as your first journal of the semester. That is, you are to select passages from two or three of our readings (or quotes from a lecture) for synthesis and response. This time, please choose selections that specifically raise issues relevant to your experience as a coach. You may draw, for example, on the literature about bilingualism or code-switching, language maintenance and death, speech communities, my lecture about language in intergenerational relationships, or any other readings that illuminate the situation of elders you are coaching. This journal can be used as a building block for your final paper.

3. Term Project: Your term paper should be structured like the logs, including a cumulative summary description of your major activities as a coach, the successes and excitements over the course of the semester, the challenges and difficulties you faced, as well as a section on your thoughts, hunches, insights and questions. A review of your own logs should facilitate this process as you reflect on and synthesize your experience. You should add one last section in which you discuss your experience in context of larger issues that scholars before us have addressed. You may draw on our readings, as well as ideas we've explored in class. You may draw on your own double-entry journal for this if you wish.

As with the assignment in the syllabus, the paper itself should be 7-8 pages in length and should use APA style for the bibliography. You will be expected to give an oral presentation on your project too, in which you provide a one-page handout with references.

*WPC Equivalent: EN/COMM 385, Introduction to Critical Strategies*



COURSE TITLE: The American City Since 1940: Class, Race, Gender, Culture, Space

School: Miami University

Professor: Thomas A. Dutton

### COURSE DESCRIPTION

Using the generic American city and its transformation since 1940, this course explores epistemological questions as they are influenced by issues of class, race, gender, culture. What do we know of the American city? How do we know what we know? What are the theoretical and ideological parameters that constrain and expand our knowledge of the city, especially as that knowledge is modified by multicultural experience? What are the experiential parameters that constrain and expand our knowledge?

Given these questions, the course weaves together three strands to interpret the text we call the City: the social construction of the Self, the social construction of the Other, and public engagement. The first strand seeks to construct a theoretical frame in order to see how culture and environment are always dialectically intertwined, and more, that built environments can contribute to progressive expressions of diversity if consciously considered. This strand critically (re)assesses what we understand as history, culture, and identity.

The second strand studies some of the city's major political, economic, and spatial transformations. Readings from the fields of economics, political science, sociology, cultural studies, and urban geography analyze the repercussions of suburbanization, corporate concentration and deindustrialization, urban renewal, gentrification, displacement, segregation, and homelessness. The attempt here is to understand these spatial transformations from the vantage points of class, race, gender, and culture. For example, how have the conditions of urban renewal, or gentrification, or suburbanization been experienced and taken up by women as well as men, by different races, classes, cultures? The point is to explore the world through the multiple discourses which construct our public life, with particular attention to the position of the Other.

### SERVICE LEARNING

Miami University for Community Engagement in Over-the-Rhine: The third strand of the course turns toward Over-the-Rhine in Cincinnati to conduct research and create knowledge that are socially relevant to everyday life in Over-the-Rhine. This research will represent the work of the Center for Community Engagement.

The uniqueness of the Center is its relationship with the Over-the-Rhine People's Movement. It is a site for learning and for producing knowledge that intersects with the needs and demands of a social movement. The Center privileges human and ecological needs as leading priorities in urban development, and challenges the profit motive as the dominant arbiter in urban social policy.

The Center provides a setting for faculty and students from a variety of disciplines to work collaboratively with neighborhood organizations and residents on common projects for the community's cultural and economic advancement. By providing such a setting, the Center creates opportunities for students, faculty, and community members, through the dialectic of research and social action, to share experiences about how the political system works, especially as it impacts the terrains of culture, education, architectural and artistic production, economic opportunity, and everyday life.

This part of the course entails students taking responsibility for developing and conducting a group, semester research project. The intent is to supplement typical classroom activities of reading and discussion by engaging the city itself. Students will collect data, interview representatives of different cultural groups, engage in oral histories, and conduct extensive library research. In short, the objective is to embrace an ethnographic method: to engage citizens and life beyond classroom walls as sources of knowledge for understanding the relation between culture and space. Just as importantly, the goal here is to advance the learning and historical understanding of the People's Movement.

[Note: This is an excerpt. Entire syllabus can be delivered upon request.]

*WPC Equivalent: URB/HIS 370, History of the American City*

COURSE TITLE: Contemporary Moral Issues  
School: Merrimack College  
Professor: Monica Cowart

### COURSE OBJECTIVES

- (1) To introduce students to some influential theories and classics in the field,
- (2) To teach students how to critically evaluate philosophical arguments, and
- (3) To help students explore the connections between the philosophical theories they read and the organizations they assist

### COURSE REQUIREMENTS

- (1) Readings completed prior to class
- (2) Participation/ Classroom Activities 25%
- (3) Midterm Exam (10/15) 25%
- (4) Service Learning Project Group Essay 25%
- (5) Service Learning Project Group Oral Presentation 25%
- (6) Minimum of 30 service learning hours

### REQUIRED TEXT

John Arthur, ed., *Morality and Moral Controversies: Readings in Moral, Social, and Political Philosophy*, Prentice Hall, 2002

### COURSE SCHEDULE

#### I. Metaethics

##### Week 1

Introduction; Structure of Course

"Getting Started" and "Thinking for Yourself" from Weston's *A Practical Companion to Ethics* (Course Packet);

Explanation of Service Learning Organizations

Guest Speaker Director of Service Learning Center

##### Week 2

William Shaw's "Relativism in Ethics"

Mary Midgley's "Trying Out One's New Sword"

Pick service learning sites; Evaluate Cultural Relativism

#### II. Ethical Theories

##### Week 3

John Stuart Mill's "Utilitarianism"

Implications of Mill's view

##### Week 4

Immanuel Kant's "The Fundamental Principles of the Metaphysics of Morals"

Implications of Kant's view

##### Week 5

Aristotle's "Nichomachean Ethics"  
Implications of Aristotle's view

Week 6  
John Rawl's "A Theory of Justice"  
Implication's of Rawl's view

Ethical Theories Midterm Exam

III. Sexuality and Violence

Week 7  
Lois Pineau's "Date Rape: A Feminist Analysis"  
Camille Paglia's "An Interview About Date Rape"  
Robert Baker's "'Pricks' and 'Chicks' : A Plea for 'Persons' " (Course Packet)

IV. Economic Inequality and Justice

Week 8  
Peter Singer's "Rich and Poor"  
Excerpt from Peter Unger's Living High and Letting Die  
Robert Nozick's "The Entitlement Theory"

Week 9  
James Rachel's "What People Deserve"  
Garrett Hardin's "Lifeboat Ethics: The Case Against Helping the Poor" (Course Packet)  
Writing Workshop on Constructing Philosophical Arguments  
Group Progress Reports

V. Understanding Forms of Oppression

Week 10  
Peggy McIntosh's "Invisible Knapsack" (Course Packet)  
Marilyn Frye's "Oppression" from The Politics of Reality (Course Packet)

Week 11  
Charles Murray's "Affirmative Racism"  
James Rachels' "Reverse Discrimination"  
Richard Wasserstrom's "On Racism and Sexism: Realities and Ideals"  
Ellison v. Brady

VI. Free Speech

Week 12  
John Stuart Mill's "Of the Liberty of Thought and Discussion"  
Lawrence and Gunther's "Prohibiting Racist Speech on Campus: A Debate"

Week 13  
Alan Dershowitz's "Political Correctness, Speech Codes, and Diversity"  
Sekulow and Berman's "Internet Censorship: A Debate"

## VII. Animals and the Environment

### Week 14

Peter Singer's "All Animals Are Equal"

Bonnie Steinbock's "Speciesism and the Idea of Equality"

William Baxter's "People or Penguins"

J. Baird Callicott's "The Land Ethic"

## VIII. Final Projects

### Week 15

T 12/3 Final Presentations Groups 1 3

Th 12/5 Final Presentations Groups 4 6

Final Project Essays Are Due during our scheduled Final Exam Period!

### SERVICE LEARNING PROJECT PAPER

Target Length: 20 pages

Introduction: Discuss the Corresponding Contemporary Moral Issues

Thesis: It should tell me the structure of your paper AND preview your arguments.

#### I. Description of Organization

Your description should demonstrate an insider's point of view. In other words, do not just provide statistics, facts, etc. that could be acquired from a website. Your description should in some way convey that you understand your organization and its current needs. You also need to explain how the needs were assessed. For instance, if you interviewed the leader of your organization and s/he told you that their top two needs are x and y, then how were you able to confirm those needs based on your service learning experience. Given your perspective, were their other needs that you felt were more important than the ones mentioned? Overall, you must convey the strengths and weaknesses of your organization, the group that they are trying to help, and why outsiders should care.

#### II. Theoretical Assessment of Organization

Would you classify your organization in terms of a Kantian, Utilitarian, or Aristotelian framework?

Use arguments and passages from the relevant text to justify your classification.

#### III. Formulation of Action Plan

Explain your action plan in detail so that it is clear how it is designed to help solve one of your organization's pressing needs.

What obstacles/problems do you expect to encounter?

#### IV. Possible Objections: Theoretical, Applied, Practical

##### A. Theoretical Objection Use Kant, Aristotle, or Mill

1. Anticipate a possible theoretical objection to your plan

2. Refute the objection

##### B. Applied Objection Use a Contemporary Moral Theorist

1. Anticipate a possible applied objection to your plan

2. Refute the objection

##### C. Practical Objection How would a non philosopher object to your plan?

1. Anticipate a possible applied objection to your plan

2. Refute the objection

V. Final Evaluation of Project

A. What issues did you encounter while implementing your plan? How did you resolve these problems?

B. What lessons did you encounter? What would you do differently if you were in the same situation again?

*WPC Equivalent: PHIL 300, Ethics*

COURSE TITLE: Chemistry  
School: University of Utah  
Professor: Dr. Edward M. Eyring

**REQUIRED TEXTS:**

Chemistry, Principles and Reactions, 3rd Ed., Masterton and Hurley (Required)  
Lecture Outline: Chemistry Principles and Reactions, R. O. Ragsdale (Required)  
Problem Solving in General Chemistry, R. O. Ragsdale (Optional)  
Laboratory Manual (Chem 121) available from the University Bookstore after October 14.  
(Required)

**LABORATORY:** At the times noted in the Class Schedule. Labs for the service-learning students will begin on October 1. Students who have satisfactorily completed Chemistry 121 within the past two years who wish to be excused from the laboratory may not enroll in the service learning course. You should be registered for Chem 121-2, not Chem 121-3.

We aim to have each student invest 20 extra hours over the duration of the Quarter in the service project described below. Our course has officially received the service-learning designation. The rewards for enrolling in the service section of Chem 121 will include: the satisfaction of having performed a community service, the opportunity to learn some additional skills in the freshman chemistry laboratory, opportunity to become better acquainted with the teaching assistants, other students and the professor, and the advantage of being graded for the class on the basis of service activities as well as the usual general chemistry multiple choice examinations. You will also gain the advantage of an SL designation on your transcript of credits. A service-learning Chem. 121 section in Winter, 1996 surveyed the lead metal contamination of Jordan River sediments. Beneficiaries of this service were the U.S. Geological Survey and the U.S. Fish and Wildlife Service local offices. Comparatively little lead metal is present in the sediments so that the undergraduate students were only able to collect samples and prepare them for spectroscopic [ICP] analysis at the Kennecott Environmental Laboratory, Magna, UT. The actual metal analysis was carried out by technicians at Kennecott rather than by students. A situation in which environmental lead metal concentrations are higher would have two advantages for a student service project: the lead threat to the community would be more serious and thus more interesting to the chemistry students and the detection of lead in the samples could be carried out in the student laboratory.

In a study published in the Journal of the American Medical Association, Herbert L. Needleman, M.D., professor of psychiatry and pediatrics, the University of Pittsburgh reported that a correlation exists between the level of lead in a boy's leg bones and aggressive and delinquent behavior in a study of 212 boys. It is believed that babies are especially susceptible to lead poisoning from paint dust as they crawl around in older homes. Laws now exist that prohibit painting with lead based paint. However, many older homes have underlayers of lead based paints that produce dangerous dust in the course of remodeling or normal wear and tear of the building.

Mr. Gordon Lund of the Salt Lake County Health Department has aided in formulating a service project in which Chem 121 students will determine the prevalence of lead metal in house paint in the lower "Avenues" neighborhood of Salt Lake City. As many as 80% of the lower "Avenues" homes are thought to have been painted with lead paint. However, only a dozen children in Salt Lake City have been identified as suffering from the effects of elevated blood lead levels. This fortunate paradox raises an interesting question: Are fewer homes actually contaminated with lead paint than has been speculated? Our Chemistry 121 students are in a position to provide an answer to that public health question. Students enrolled in the service-learning section of undergraduate

general chemistry will receive instruction regarding health hazards arising from deteriorating lead paint in older homes. These students will go door to door in teams of two during daylight hours distributing a one-page description of lead paint health hazards and asking adult householders in an assigned "Avenues" neighborhood for permission to sample house paint. Students will assure the householder that only the householder will receive address specific information about the lead content of the sampled paint.

The students will determine whether collected paint samples contain lead in the freshman chemistry laboratory. The professor and the students will prepare a report for Mr. Lund that does not disclose addresses but does give the number of houses sampled and the number that had lead paint in a multiblock area bounded by specified streets.

The business of collecting paint samples and analyzing them for lead content in a student laboratory poses no greater risk than is normally encountered by students completing undergraduate chemistry laboratory exercises. Samples will be coded so that students will not analyze the specific samples they have collected and thus will not know which specific houses have lead contaminated paint. Feedback to householders will be by 1st class U.S. mail from the professor.

The Chem. 121-3 service-learning students will be tested at the beginning and the end of the academic term to determine whether their attitudes toward service-learning have changed because of their participation in the service project. Anonymity of the students will be preserved in this testing process.

#### INSTRUCTIONS FOR ALL STUDENTS:

In addition to all the examination, problem assignments, lectures, and laboratory exercises noted in the Chem 121 2 syllabus, all Chem 121-3 students will be required to do the following:

1. Sign a waiver that absolves the University and its employees of responsibility for any problem or accident arising from your collecting and analyzing paint samples. (If you are under 18 years of age, the waiver form must also be signed by your parent or guardian.)
2. Attend special seminars in which local experts will describe the lead metal environmental problem and how it is monitored.
3. Keep a short handwritten "journal" with no fewer than 5 total entries describing your service-learning experiences, the amount of time you spent on each, and your feelings about the project. (Journals will be collected the first time on Oct. 22 with no fewer than three entries.)
4. Participate in several reflection sessions with other Chem 121-3 students in which you will discuss your impressions of the service-learning project and your participation in it.
5. Prepare a typed 400 word essay describing some aspect of lead paint environmental contamination and the potential consequences. The essay must be turned in at your discussion class on Tuesday, October 8. (This early deadline assures that you will have a good understanding of the public health aspects of lead paint in homes before you collect samples.)
6. Go in teams of two door-to-door in an assigned "Avenues" neighborhood distributing a flyer that describes lead paint hazards and seeking permission to collect paint samples. Where written permission is granted you will collect samples, bag them and log the location and date.



7. Analyze paint samples for lead in the student laboratory. (To accommodate this added lab work you will begin attending your laboratory exercises on October 1, three weeks ahead of the Chem 121-2 students.)

Your letter grade for Chem 121-3 will be assigned on the basis of the following possible point scores:

First Hour Exam, Tuesday, October 15 at 5:30 p.m. 100 points  
Second Hour Exam, Tuesday, November 5 at 5:30 p.m. 100 points  
Third Hour Exam, Tuesday, November 26 at 5:30 p.m. 100 points  
Final Exam, Wednesday, December 11, 3:15 – 5:15 p.m. 100 points  
Total Possible Exam Points 400 points

Possible Number of Discussion Points 100\*, \*\*  
Possible Number of Laboratory Points 75\*  
Possible Number of Essay Points 50  
Possible Number of Journal Points 35  
Possible Number of Reflections Points 50  
Total Possible Points 710

\*All discussion class and laboratory points will be normalized. The overall class average for lab and discussion will be approximately 70%. Points for individual discussion classes and lab classes may be raised or lowered depending on the "toughness" or "easiness" of the T.A. and on the performance of each section. The T.A. will give several written quizzes in your discussion section during the quarter that will be the primary basis of your discussion grade.

\*\*Problems which have been assigned from the textbook should be solved in a notebook which is used for this purpose only. These problems should be attempted before going to the discussion class. The notebook should be taken with you each time to the discussion class.

Approximately 10 points of the final examination will involve questions from the laboratory portion of the course. The final examination will include questions from all 7 textbook chapters as well as materials related to the lead paint service project. The final examination will consist only of multiple choice questions.

*WPC Equivalent: PHS 111, 112, Introduction to Chemistry*

COURSE TITLE: Introduction to Mathematical Ideas  
School: Union County College

SERVICE-LEARNING PROJECT (excerpt)

Select a nonprofit service agency that requires statistical research for program evaluation, public needs assessment, or public relations and support. Assist the agency, based on its needs, \*in developing a survey tool, organizing and/or conducting the survey, compiling and analyzing data, or some combination of these or some other statistical undertakings.

The following components must be completed:

- 1) Complete entrance and exit surveys and a reaction form. Keep a record of time spent at the volunteer site and time spent on this project.
- 2) Make at least one visit to the agency; speak with the supervisor. Make a list of objectives the agency needs to meet as a result of this research project.
- 3) Plan a project to meet the program objectives. Obtain instructor advisement and approval. Be prepared to defend your plan and answer questions. Clear the plans with the agency.
- 4) Prepare the project, conduct the research and compile results as appropriate to the nature of the project. Report to the instructor; report to the agency if requested to do so.
- 5) Prepare a written report consistent with agency requirements and subject to instructor approval. Submit to the instructor.
- 6) Make necessary revisions and submit the final product to the agency.

Students are strongly encouraged to work in pairs or small groups in order to share the workload. Those students interested in participating should make arrangements to begin as soon as possible. All projects must be approved by the instructor by October 15. There are several agencies that have specific needs; consult with the instructor to pursue these avenues. Anyone who has an agency of their own selection is free to pursue that one, subject to instructor approval and written agreement from the agency, who will be asked to complete a satisfaction survey when the project is completed. Given the sequential nature of this assignment, it is important to adhere to deadlines and be committed to completion as these agencies will be depending on participants. Plan to work closely with the instructor for guidance, as these projects will vary based on individual agency needs and personal styles.

Participants of this project will be exempt from one class test; this project grade will replace the test grade. Additionally, at least one class meeting will be excused, replaced by an agency visit of which verification will be required. The grade for this project will be determined according to the following guidelines:

- 1) Adherence to each of the required components is worth 40%. The criteria includes: proof of at least one visit to the agency: notes on the objectives, based on the visit; the project plan and its connections to the objectives; group interaction, if applicable and adherence to deadlines and instructor advisement.
- 2) The final report, including accuracy and format, is worth 40%.
- 3) Student's self-assessment, according to the same criteria is worth 20%.

The final project must be completed and submitted to the agency by December 22, 1999.

This project is designed to provide a meaningful application and extension of course content, providing firsthand experience in research methods and statistical reports. Planning the research

according to agency needs requires students to develop problem-solving skills, refine their reasoning, and be creative in developing suitable plans. Students choosing to work in small groups gain the added benefit of developing communication skills and effective interaction in a team project, a common practice in today's industry. This elective exploration allows students to connect statistics to other disciplines and examine its use in various fields, particularly observing its place in the realm of community service. In so doing, students can gain a sense of community needs, learn about service organizations, and increase their social awareness. Ultimately, students will learn from this process, broadening classroom knowledge and perhaps experiencing personal fulfillment as well!

## SERVICE PROJECT DESCRIPTION

### Grace's Kitchen

Program Coordinator-Valerie Fisher

In order to assess the community needs and programs in the Plainfield area and to better coordinate these programs and assist the community, data must be collected and organized on all available services. This project may include research on the demographics of the region to conduct a needs assessment research on the target service population to assess program availability- and tabulate, organize, and present survey results.

### St. Elizabeth Hospital

Volunteer Coordinator- Lisa Liss

In order to assess patient satisfaction, data must be collected from the patient. This project requires hospital visits to meet with patients, therefore medical records and/or shots may be necessary. An interview survey tool must be developed, interviews must be conducted with a sample, possibly the population, and the results must be organized and tabulated.

### Reach Out and Read

Project Coordinators-

Prof. Susan Stock

Prof. Judy Mayer

This literacy program encourages parents to read aloud with their children and make books a part of their children's lives. At each scheduled visit to the well-child medical facility, readers read to the children (up to five years old) in the facility waiting room. Students are asked to develop evaluation techniques to measure the effectiveness of the program in developing the children's interest in and enjoyment of reading. Volunteer readers, the parents, and the medical staff would be surveyed.

### Big Brothers/Big Sisters of America

Contact-Mary Dasney

In order to expand this program, data collected must be reviewed, tabulated, and cross-referenced. Additionally, to develop this program in Union County, research on demographics may be necessary and a survey tool may need to be constructed. This project may require a combination of these statistical applications.

All projects must have instructor approval by October 1.5. More details will be provided once a selection is made. Students may choose something other than one of these options but must discuss plans with the instructor first & have a contact name for instructor verification.

*WPC Equivalent: MA 342 Statistical Method*

COURSE TITLE: The Pianist and the Community: Career Development and Volunteerism  
School: University of Utah  
Professor: Bonnie Gritton

### COURSE OBJECTIVES

The Pianist in the Community is a class designed to explore the development of careers in music and how that development must be structured to include community service. The implementation of careers for students with bachelors and masters degrees in piano performance will be discussed with relation to itemizing and describing all available job markets, preparation of professional vitas and press kits, and exploration of fund-raising techniques. Students will learn that community involvement through service is an important aspect of any career in music. Each student will teach piano lessons to two children from an at-risk school. In addition, the class will prepare monthly lecture-recitals to present to the elementary schools involved.

### SERVICE LEARNING

1. Needed service: Students will work individually with students from at-risk elementary schools in providing piano lessons. In addition the class will work as a group to provide monthly recitals for the schools.
2. Service-subject matter relation: Service activities allow students to use training received in pedagogy classes and private applied lessons. The monthly recitals give performing experience as well training in assembling a group program and relating it to a specific age group.
3. Class contemplates learning through service: Students must keep a daily journal in which each describes the musical goals accomplished at each child's lesson and the effects of the experience on both teacher and student, Students note social development, emotional control, increased academic skills, improved discipline, etc. gained by each child. In addition, they describe the growth they note in their own teaching and the role it is playing in improving the community. Four times each quarter a group discussion is held during the class period to encourage the sharing of experiences.
4. Credit/Assessment of learning from service: Journals compiled throughout the quarter are worth 25%, successful participation in development and performance in recitals is worth 25%, and concepts involved with the service learning activities and included in the exams are worth 50% of grade.
5. Service recipients evaluate service: Survey forms are being developed so that parents, teachers, principals, and the children at the at-risk schools may participate in a year-end evaluation of the project.
6. Service develops civic education: The journal entries include students' ideas about how they will combine the demands of career development with community service in the future. Exams will question students as to why music must be used in all societies to improve the lives of people of all economic backgrounds, not just the privileged.
7. Knowledge enhances service: University students will be applying concepts of educational psychology and music pedagogy. They will be performing for an age group not usually present in concert halls and in informal settings where appreciation and love of music is stressed over admiration of the performers.

8. Learning from other class members: The monthly programs are organized through daily class discussions. The result is a combination of talking and performing for the children. The ideas of all in the class are combined. Each performance is evaluated by all and ideas for improvement are suggested by class members.

#### GRADING

25 % – Students will keep daily journals in which they describe the musical goals achieved at lessons as well as the influence music has on other aspects of the child's life such as self-discipline, sociality, self-esteem, etc. Each university student should also continually evaluate self-growth observed while involved in the service project.

25% – Participation and assistance in preparing and performing in monthly recitals.

25% – Successfully teaching weekly lessons and preparing the children for their own quarterly recitals.

25% – Exams and class projects.

*WPC Equivalent: MUS 101/201/301/401, Applied Music*

COURSE TITLE: Practicum in School Music Experience

School: Oberlin College

Professor: Joanne Erwin

#### COURSE DESCRIPTION

An introduction to the teacher's role in instructional settings. Includes non-music observations in public schools and a music project in which students observe and participate as instructional aides. Class sessions focus on techniques for observing and recording classroom behavior, relationships between the teaching of reading and the teaching of music, and planning music instruction. Three hours plus travel time in one, two, or three segments must be free during school hours each week. Prerequisites: ME 101 and consent of the instructor.

#### COURSE OBJECTIVES

The course should enable the student:

- to observe and record classroom behavior in music and non-music instructional settings;
- to identify and develop professional traits and competencies necessary for teaching music;
- to design instructional objectives and activities toward conceptual development in music;
- to examine possible relationships between the teaching of reading and the teaching of music;
- to begin to develop a personal rationale for teaching music;
- to assist in the instructional process in a music education setting.

#### REQUIREMENTS

- Completion of about 8 hours of observation of non-music class instruction (including reading instruction)
- Completion of about 24 hours of observation and participation as teacher aids or tutors in a music instructional setting
- Participation in at least 2 conferences following visits by one of the supervisors.
- Maintenance of a log of the entire Practicum field-based experience. The log should include:
  - 1) observation reports of non-music and music classes;
  - 2) lesson plans for each segment or class taught;
  - 3) evaluations of each segment or class taught;
  - 4) notes from conferences and supervisory visits
  - 5) questions and comments regarding the daily school experience– evidence of reflection.

The log should be organized in a manner that will facilitate its usefulness in the future; it must be kept current and available for examination at any time by cooperating teachers and supervisors.

*WPC Equivalent: EDAMU 371, Art/Music in the Classroom; EDMUS 471/473, Methods and Materials in Teaching Music*

COURSE TITLE: Introduction to Sociology  
School: Oakton Community College  
Professor: Gwen Nyden

#### COURSE DESCRIPTION

This course discusses culture, groups, communities, societies, and social institutions, social control, deviance, values, and social inequality.

#### LEARNING OBJECTIVES

As a result of completing this course, the student will:

- A. Become familiar with the sociological perspective and use this perspective to look critically at his/her society.
- B. Gain a critical understanding of the dynamics of everyday life, learning about the role of culture in structuring the social world.
- C. Be exposed to the ways in which her/his behavior is constrained by society and the personal as well as social consequences of deviating from the socially expected norms.
- D. Learn about the system of inequality that exists in American society and the ways in which this system operates to differentially distribute scarce social, economic, and political resources.
- E. Explore the dynamics of social life in different social institutions like the family, the educational system, politics, or the economy.
- F. Understand the nature of social changes, population growth, and urbanization.

#### SERVICE LEARNING PROJECT

If you choose this option, you will have the opportunity to learn about the diversity of our region first hand by engaging in a service learning project, in which you actively apply the knowledge you have gained in the classroom by providing your time and services to address real community needs. However, before you get started, you will be expected to complete the first writing assignment, Immigration and Cultural Diversity, which highlights the changes that have taken place in our region as our population has become more diverse. This assignment is described on my website. Papers are due on February 20, 2003.

Early in February I will distribute a list of approved service sites; these include social service agencies, literacy programs, citizenship classes, and area schools. In addition to these, you may do your service at any area school, youth or senior center, or other community agency that provides services to a diverse population. It is up to you to make the contact and work out a volunteer arrangement. Once you have confirmed that you can do your 15 hours with your chosen agency, you need to fill out the attached "Volunteer Placement Form" and submit it to me for my approval; this is true even if you have chosen an agency off of the approved list. This form is due to me by February 27, 2003.

At the end of the service, you will be expected to engage in some form of reflection about your experience. In particular, I am interested in knowing more about what you see as the challenges as well as the benefits that come from living in a socially diverse world. In demonstrating to me that you have learned something about diversity from this experience, you may choose to do any one of the following:

- make an oral presentation or a written report to the class using the bulleted guidelines included at the end of the syllabus.
- organize a public forum on campus that would focus on the work of the agency in which you did your service and the community needs that they are trying to address.
- create a portfolio of stories or profiles about the lives and experiences of the people who are served by the agency in which you did your project.

Remember, this reflection paper is an opportunity for you to reflect on your experience and talk about what you gained by providing your services to a community agency. This will be due on April 29.

[Note: This is an excerpt. Entire syllabus can be delivered upon request.]

*WPC equivalent: SOC 140, Principles of Sociology*



COURSE TITLE: Applied Social Policy  
School: University of Southern Maine  
Professor: Marvin Druker

#### COURSE DESCRIPTION

The catalogue description of this course is as follows: "A review of contemporary social policy alternatives and an examination of the macro and micro level social policymaking processes. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency." Prerequisite: junior standing or permission of the instructor.

#### COURSE CONTENT

Social institutions in the United States are discussed as if they were in crisis. Families, our schools, the health care system, cities, rural areas, and our communities are often described in some form of critical state. This course will go beyond a survey of the social problems that affect these institutions and will venture into the realm of social policy creation. Our consideration of social policy will consider the social realm, the political realm, the historical realm, and the economic realm. Social policies will be analyzed as being created through macrosocial processes such as our changing national ideology, social movements, and our governmental system. We will then turn our analysis to more micro social processes such as the decisions of the director or staff of a community human services agency as they interpret rules, implement new programs, and interact with clients.

This course examines the creation of social policy on both "macro" and "micro" levels. In the process, we will also examine a number of social issues and develop our own skills in analyzing and making policy.

An extensive service learning project will allow students to apply material covered in class and in the readings to real world settings.

#### COURSE OBJECTIVES

- To examine the values and perspective underlying a variety of social policies and the changing characteristics of those policies over time.
- To discuss the consequences of government action and inaction on social policies and the potential functions of social policy activity for the larger society.
- To develop skills essential to the policy making process such as: research, analysis, writing, planning, and interaction skills.
- To explore the role of power in social policy formation.
- To examine the role of service providers as they relate to policy making and policy implementation.

#### REQUIRED TEXTS

Frances Fox Piven and Richard Cloward, *Regulating the Poor: The Functions of Public Welfare*, updated edition, (New York, NY: Vintage Books).

Michael Lipsky, *Street Level Bureaucracy: Dilemmas of the Individual in Public Services*, (New York, NY: Russell Sage Foundation).

Diana Hacker, *The Bedford Handbook*, a recent edition, (Boston, Massachusetts: Bedford/ St. Martin's).

## GRADING

Grades for this course will be based on the following distribution:

1. Class Attendance and Participation 15%
2. Short Papers (2-4 pp. each) 25%
3. Midterm Paper: Research Policy Paper and Class Presentation 25%
4. Final Project: Service Learning Applied Social Policy 35%
5. Policy Project and Class Presentation (25% group work and 10% individual's work)

### Class Attendance and Participation

Class attendance is important. It is expected that you will also participate during class by asking questions, answering questions, leading discussions, relating class materials to current events, assisting others in developing their ideas, and paying attention to what is happening in class. We will, on occasion, discuss readings or assignments through student led discussion. If you must miss class, please contact me by phone or email ahead of time.

### Midterm Paper: Research Policy Paper

This project will allow students to select a social policy area such as medicaid, legal aid, head start, etc. Students will research and write a brief history of the policy and its development. We will try to analyze these policies as they stand currently in the fall of 2002.

### Final Project: Service Learning Applied Social Policy Project

This will involve an extensive applied social policy project in the form of a policy paper, a grant proposal, or written legislative testimony for a community agency. This project can be done in groups. It will also involve a 1 to 2 page individual paper describing and reflecting on your experiences in this service learning process. We will discuss possible projects in class. Students will then develop a work plan for completing this project.

### Short Papers

There will be several assignments asking students to analyze case studies, essays, or reading assignments in 2 to 4 page papers given periodically through the semester.

## COURSE SCHEDULE

September 5

Introduction to the Course. Discussion of Projects.

September 12

Policy Analysis: Macro Analysis

The Establishment of Relief & Its Relation to Labor and Civil Disorder

Piven & Cloward, Intros & Ch. 1.

September 19

The Great Depression and the New Deal

P & C Chs. 2 & 3

September 26

Stabilization of Relief: The 40's & 50's

P & C, Chs. 4 & 5

October 3

The Expansion of Welfare in the 1960's: The Great Society

P & C, Chs. 6 & 7

October 10

Reacting to Disorder & the Increased Role of the Federal Government

P & C, Chs. 8 & 9

October 17

Consequences of the Great Society

P & C, Ch. 10

The Role of the Street Level Bureaucrat

Lipsky, preface & Chs. I & 2

October 24

Midterm Policy Papers Due with Class Presentations

October 31

Deindustrialization and Welfare to Work

P & C. Ch. 11s

Conditions of Work for the SL Bureaucrat

Lipsky, Chs. 3 6

November 7 Poor Relief and Theories of the Welfare State

P & C. Ch. 12

November 14 Patterns of Practice for the SL Bureaucrat

Lipsky, Chs. 7 10

November 21 The Future of Street Level Bureaucrats

Lipsky, Chs. 11 13

November 28

Thanksgiving Vacation

December 5

The Future of the Welfare State in the United States

Service Learning Paper Presentations

December 12

Service Learning Papers Due

*WPC Equivalent: SOC 345, Social Problems and Public Policy*

COURSE TITLE: Principles and Methods in Human Services  
School: Elon University  
Professor: Pamela M. Kiser

### SERVICE-LEARNING PROJECT

Service-Learning Plan – Early in the semester you will be asked to submit a tentative plan to guide your learning in this project. You will be asked to set goals for yourself related to three areas: 1) academic knowledge, 2) skill development, and 3) personal development. You should be able to set at least three goals for each of these areas and identify specific strategies for achieving your goals. Since it is impossible to predict up-front all of the learning opportunities you might, this document should be seen as a living, changing thing that shifts over time. The main purpose of the document is to keep you and your community supervisor focused on the goal of learning. More detailed instructions and forms for this assignment are attached. (10 points)

Reflection Papers 1, 2, and 3 using the Integrative Processing Model – Over the course of the semester you will have three dates on which you will turn in reflection papers based on your service experiences. In each of these papers you will select a specific experience and consider it as some length using the Integrative Processing Model (IPM). The IPM format will take you through a six step process of 1) Gathering Data from the Objective Experience, 2) Personal Reflection, 3) Connecting the Experience with Academic Knowledge, 4) Examining Dissonance, 5) Articulating Learning and 6) Developing a Plan. We will often use this same structure as a way to focus and structure our classroom discussions about service so you will become quite familiar with it over the course of the semester. A detailed description of each step of the model with prompts to stimulate your thinking about each step is attached. (60 points/ 20 points each)

Social Policy/Social Justice Presentation – As important as community service is, it is equally important that we ask ourselves challenging questions about why some of these organizations are necessary. As you engage in your agency throughout the term, think about the social, economic, and/or political conditions that create problems for the individuals and families served by the organization. Near the end of the semester, students working with related populations will make brief presentations in class focusing on policy issues that need to be addressed in order to create deeper and more lasting change. These groups will be loosely organized around such population groups as children, poverty, women, people with mental illness, etc. Groups will be identified and formed once all students have settled into their service-learning placements. (20 points)

Evaluation and Time Sheet - Your community agency supervisor will be asked to complete an evaluation of the quality of your work in the service " e component of this assignment as well as confirm that you have completed your required service hours. A portion of your grade will be based upon this evaluation. (10 points)

### The Integrative Processing Model

#### Step 1 ~ Gathering Objective Data from the Concrete Experience

Describe the experience, focusing on such issues as-

- What did I observe in this experience?
- What were the key events and features of this experience?"
- What did I observe about the physical surroundings?
- What did I observe about my behavior and actions and those of others?

## Step 2 ~ Reflecting

React on a more personal level to the experience, focusing on such issues as-

- How does this situation touch upon my own values?
- How does it relate to my personal history?
- What emotions and thoughts does this experience trigger in me?
- What assumptions am I making about this situation?
- What assumptions am I making about the people involved in this experience, including myself?
- What does this experience point out to me about my own attitudes, biases, or preferences?
- How do I evaluate my own effectiveness in this experience?
- What behaviors (both verbal and non-verbal) enhanced or diminished my effectiveness?

## Step 3 ~ Identifying Relevant Knowledge

Examine academic knowledge which might be applicable to the experience, focusing on such questions:

- What course work or reading have I done which is relevant to this experience?
- What principles, concepts, theories, skills, or information have I learned which relate to this experience?
- How does this experience relate to what I have learned elsewhere?
- How is the experience consistent with my academic knowledge?
- How does the experience contradict or challenge my academic knowledge?
- How does my academic knowledge help me to organize, understand, make sense of, or develop hypotheses about this experience?

## Step 4 ~ Examining and Reconciling Dissonance

Examine more closely points of discomfort, disagreement, or inconsistency in the experience. As you reflect on points of dissonance in your experience, also explore ways in which this dissonance might be reconciled. At times, however, you will find that dissonance cannot be resolved. Learning to live within ambiguity, conflicting tensions, and paradox is sometimes required. Focus on such issues as-

- What, if anything, do I feel uncomfortable about in this situation?
- What conflicting information do I have?
- How does this experience contradict my previous assumptions or learning?
- What conflicting thoughts and feelings do I have about this experience?
- What disagreement is there between what I think I "should" think or feel and what I do think or feel?
- What conflict is there between competing "shoulds" in the situation?
- What disagreement is there between my personal views and assumptions about the situation and the ideas put forth by the "experts" in the field?
- What conflict is there between what I "know" and what I "do"?
- Between what I "should" do and what I "want" to do?
- Between what I "should" do and what I "must" do?

## Step 5 ~ Articulating Learning

Remembering that learning is tentative and needs testing in subsequent experiences, respond to such questions as:

- What are the major lessons I learned from this experience?
- What did I learn about myself about others? about the world around me?
- What knowledge, wisdom, or insights did I gain?
- What skills did I acquire?

### Step 6 ~ Developing a Plan

Consider the question, "Where do I go from here both in my work and in my learning?". This line of thought calls upon you to respond to such questions as:

- Based upon what I have learned, how might I modify my own approach, methods, or behavior as I encounter similar experiences in the future?
- What alternative directions might I take as I proceed in my work?
- What are the likely consequences of each alternative?
- What alternative(s) seem to me to be most favorable?
- How should I proceed in my learning?
- What gaps do I recognize in my knowledge and/or skills related to this experience?
- Consequently, how will I fill these gaps?

[Note: This is an excerpt. Entire syllabus can be delivered upon request.]

*WPC Equivalent: SW 201, Introduction to Generalist Social Work; SW 380 Social Work Practice*

COURSE TITLE: Homelessness in America: An Exploration of Poverty, Human Services and Social Change

School: Antioch University - Seattle

Professor: Mary Lou Finley

#### COURSE INTENTION

It is the intention of this course to provide a framework for seeking to understand the root causes of the expansion of homelessness in the U.S. during the last 20 years, to convey a sense of the experience of homelessness and its consequences, and to explore efforts to meet the immediate needs of the homeless as well as advocate for long term change which can prevent homelessness.

#### LEARNING GOALS

1. To gain a greater understanding of the paths to homelessness.
2. To understand how homelessness is related to larger social and economic forces in U.S. society of the 1980s, 1990s, and in the new decade ahead.
3. To gain an experience of and a "feel for" the situation of homeless people in order to have one's own observations to compare to the rhetoric of public debate and to use as a basis for clarifying one's own values and commitments.
4. To understand the services which have been developed to assist people who are homeless and to begin to develop one's own analysis of what is needed
5. To develop skills in critical thinking about social issues and social policy, and to apply those skills to questions related to homelessness.
6. To develop skills in thinking as a social scientist about social issues.

#### READINGS FOR THE COURSE:

Liebow, Elliot. *Tell, Them Who I Am: The Lives of Homeless Women*. New York. Penguin Books, 1995 (1993).

Baumohl, Jim (ed.) for the National Coalition for the Homeless. *Homelessness in America*. Phoenix: Oryx Press, 1996.

Vanderstaay, Steven. *Street Lives: An Oral History of Homeless Americans*. Gabriola Is, BC: New Society Publishers, 1992. (NOTE: Selections from this book are being reprinted and will be available in class. The book is out of print.)

Real Change (Jan and Feb. issues ), the Seattle homeless newspaper. (Please buy your own copy from a street vendor or from the Real Change office, 2129 2nd Avenue.)

Optional Reading in the Library:

Snow, David and M. Gerald Bradford (eds.) *Broadening Perspectives on Homelessness* (special issue), *American Behavioral Scientist*, Vol. 37 No. 4, February, 1994.

Joanne Passaro, *The Unequal Homeless: Men on the Streets, Women in Their Place*. New York and London: Routledge, 1996

## DEMONSTRATION AND ASSESSMENT OF LEARNING

### 1. Reading and class participation

Students are expected to do the reading for the course and come to class prepared to discuss it. Class discussion is an important part of the course. We will sometimes use small groups, and it will be important to be familiar with the readings in order to fully participate.

### 2. Summary and critique of one reading

Everyone will be asked to pick one of the more advanced articles (e.g., those from the professional literature) and make a 10 minute presentation on it to the class.

This should include a summary of the article's main points and a brief critique of it (e.g., your ideas about what is most important about the article and what you didn't like about it, what you see as its weaknesses). The intention is that your summary can serve as a springboard for class discussion.

### 3. Interpretive essays

Two short (4-5 page) interpretive essays will be expected for the course. These will allow you to synthesize and reflect on material from the readings and class discussions.

DUE: Feb 2 and Feb 23

### 4. Individual or collaborative project

This can be either (a) a service learning project or (b) a research project which involves collecting data in the community. A report on this project should be written into a 7-10 page paper and also summarized in a class presentation during the last week of the quarter.

#### (a) Service learning

In this project you are encouraged to find an agency or organization providing services to the homeless or working on issues relevant to this course. You will be asked to spend some time working as a volunteer for the organization, in a way which will provide a good learning experience for you (about 10 hours over the course of the quarter).

For your project, write a paper on what you have learned from this experience. Your learning may be both content and skills oriented: that is, what did you learn about homelessness about the people involved, the institutional contexts in which they find themselves; and what skills did you develop, what did you learn about your own interests, strengths, and capacities in this context.

We will have some skill building sessions in class on reflecting on what you are learning as an aid in this process.

I have some suggestions about places which would welcome volunteers. However, you may also wish to seek out places in your own community.

#### (b) Small research project:

For this option, you should select a research topic relevant to the ideas in the class and interview one or two people to collect information on it. You may also need to collect some written information, though this should not be primarily a library research paper. Prepare a paper to write up your results.

Either of these could be collaborative projects among two or more members of the class.

DUE: January 12: A paragraph describing what you would like to do for your project.

DUE: March 9 : a paper (7-10 pages) describing the results of your service learning or research.



It is my hope that this project will allow you to explore some aspects of homelessness which are new to you, and which you will find challenging. If you haven't had any experience with homeless people or organizations, I would encourage you to choose something which will expose you to this world. If you have already been working with the homeless, I would encourage you to do something which will allow you to stand back and think more clearly about what it all means and what needs to be done: perhaps interview some key policy makers or activists, or do phone interviews with key people working at a national level on some aspects of the problem.

## SERVICE LEARNING PROJECTS

In writing about your service learning project, the goal is to briefly describe what you did and then to describe what you learned from this activity. I would expect that your learning will relate in some way to the goals of the class (though there may be rare circumstances in which the major learning is of another sort).

1. Description of what you did: Consider including information on topics such as these:

- Where were you working? Describe the organization and the part of it you were most associated with.
- Why did you choose this organization? does it have a particular appeal to you, or do you see its approach as particularly compelling for some reason?
- What type of population is served by this setting?
- What did you expect to do when you decided to go to this organization? Did the plan for your activities change when you were actually there?
- Who did you work with? Clients? Other volunteers? Staff?

2. What did you learn?

You can think of this work and learning as similar to a small pilot research project. While you will have a limited amount of "data" to draw conclusions from, go ahead and suggest what you have learned even from this limited information. Often in these initial insights and hunches are the seeds for ideas which could be pursued later and which may prove to be important.

The following are meant to suggest possible areas to write about; pick and choose among them, or identify your own.

- the daily life and routines of people you studied
- the ways the people adapt to their situations (or rebel against them)
- the causes of their situation
- description of the community project
- how is this program or project addressing the needs of the people?
- how would you judge the effectiveness of the program or project?

3. Reflection on what you learned: Whatever the topic of your learning, consider what this new learning means to you and what implications it has. For example, you could consider questions such as:

- Did what you learned confirm what you had previously expected or was it a surprise? (Compare with any relevant readings; look for confirmation or contrasts).
- Did this learning raise new questions for you? What are they? What might need further exploration?
- What implications does this have for social policy?
- What implications does this learning have for you personally or your future pursuits?

*WPC course equivalent: URB/SOC 390, Poverty in the Urban Context*

COURSE TITLE: The Contemporary City  
School: Georgetown University  
Professor: Sam Marullo, Ph.D.

### COURSE DESCRIPTION

This course examines the topics contained in a traditional urban sociology course and applies them to the surrounding urban area of Washington, D.C. It is a service-learning course, which means that you will be providing a service to community residents through your applied research projects as part of your learning in the course. In a sense, we will use the city as a social laboratory to test the concepts, theories and findings presented in the course readings and lectures. The purpose is to discern the knowledge and theory that will help improve the lives of people living here. However, rather than seeing the city as a resource to be exploited for the sake of knowledge, or as a charity case in need of our help, I would like you to view it as a potential partner in our quest for knowledge and in the struggle to remedy injustices.

A major enterprise of the course is a group project designed to identify a significant problem that exists here in Washington D.C. and to develop a proposal for remedying it. Depending on your preferences, you may wish to take steps to act on these proposals, either individually or in groups, this semester or later. You will be undertaking three urban adventures as well, preparing you for city living in general but also to provide you with the tools needed to conduct the larger group project.

The course begins with an historical examination of the growth and development of cities and a comparative approach to describe and locate the contemporary American metropolis. The substantive topics that will be examined are: social life and forms of interaction in urban areas; social institutions in urban society; the political economy of the city; urban social problems; urban policy and planning; and grassroots efforts to address urban problems. The course will end with a discussion of the future of the city and a look at alternative visions of urban utopias.

### COURSE OBJECTIVES

1. Intellectual: learn about the city and its people by seeing them close-up; make real the concepts and theories learned in class material.
2. Social: develop skills in the areas of leadership, decision-making, critical thinking, communication, problem-solving.
3. Moral: identify with the needs of the oppressed, become an agent of social justice, advance your commitment to service.

### REQUIRED READINGS

Elijah Anderson, *Streetwise*.  
William Flanagan, *Contemporary Urban Sociology*.  
Lyn Lofland, *A World of Strangers*.

### COURSE REQUIREMENTS & GRADING

Exam (30%): Material for the exam will be taken from the course readings and lecture material. The group project will account for roughly 40 percent of the grade and is described below. The short papers will account for the remaining 30 percent.

3 Short Papers [3-4 pages each] (30%): The short papers will take you outside Healy Gates, beyond Georgetown into the city. They are urban ethnographies requiring your observation of city life. In

the first of the exercises, you will practice getting around the city and examine urban space use in a social setting. In another exercise, you will observe the operations of one of Washington D.C.'s elite institutions and its locational transformation. In the third exercise, you will analyze a collective effort of city dwellers or agencies to improve the quality of life for D.C. residents.

Group Projects in The Contemporary City (40%): You will participate in a group project that is designed to help you learn more about the city in which you live and through which you hopefully will give back something to it. The projects are designed as needs assessments of particular communities within the city through which you will identify, from the actors' point of view, the needs that confront their community. By the end of the course, you will produce a team report that identifies and describes the local community, the methodology used to gather information, the results of your assessment, and a set of recommendations for addressing the needs you have identified.

The two communities that will serve as the base for undertaking your assessments are: the Hispanic (largely Salvadoran) community in Mt. Pleasant & Adams-Morgan; and the Northwest-1 neighborhood (primarily African American) in Northwest D.C. near North Capitol. We may also work in other communities if class size and interest allow.

The purpose of these projects is to have you understand better the social forces that shape people's lives and limit opportunities for whole groups and classes of people; understand the uses and exercise of power; identify the obstacles to change; develop a plan to mobilize resources for change; and to become an agent for change yourself.

Evaluation: Your project will be evaluated on the basis of a 20-page group report (guidelines regarding content to be handed out separately); class presentations of progress on the project; and a four page reflective paper on the impact of the project on you.

The criteria for evaluating the projects are:

- are the problems well defined?
- are all of the critical factors considered?
- are all of the appropriate resources and info sources utilized (including documents, community contacts, city agencies, local leaders, outside experts)?
- are terms and concepts well defined and applied appropriately?
- are the relationships among actors and structures specified-i.e. is there a causal model identified?
- is the action plan reasonable — i.e. problem specific, resources identified, costs and obstacles assessed?

*WPC Equivalent: URB 140, Introduction to the City*

COURSE TITLE: Urban Life and Culture

School: University of South Florida

Professor: Lance Arney

**COURSE GOALS, OBJECTIVES, AND EXPECTATIONS:**

This course emphasizes critical thinking and inquiry. In keeping with the learning objectives of the Foundations of Knowledge and Learning Core Curriculum at USF, this course emphasizes inquiry as the means of developing complex intellectual skills that enable students to become critical thinkers, concerned citizens, successful professionals, and reflective people who throughout their lives are aware of, understand, and engage with the complexities and challenges that our global realities require.

Students who successfully complete all course requirements will:

- gain a solid understanding of the basic concepts, issues, and perspectives of urban anthropology;
- develop a general understanding of anthropological theories and methods of producing knowledge;
- become familiar with outstanding examples of recent ethnographies of urban life and culture written by anthropologists;
- learn what anthropologists can contribute to the study of urbanization, urbanism, urban life and culture by conducting ethnographic field research in the context of a service-learning project with a local nonprofit organization, school, or government agency concerned with urban issues; and
- learn how to use anthropological approaches, theories, concepts, and research methods to describe, explain, and propose recommendations for solving urban problems.

The objectives and expectations for this course meet many learning objectives identified in USF's Foundations of Knowledge and Learning Core Curriculum. Through the assigned readings and videos, learning assessments, writing assignments, classroom discussions, and fieldwork activities, students will have opportunities to demonstrate:

- a critical understanding of the local and global economic and political processes that historically influence and define human differences, cultural diversity, and social disparities in urban contexts;
- a critical understanding of how such differences, diversity, and disparities have influenced the relative rights and responsibilities (e.g., issues of social justice, discrimination, and exploitation) accorded to individuals and groups within urban contexts, and how the decisions and actions of individuals and groups in positions of power can affect the everyday urban lives of millions of people;
- a critical understanding of the theories that can explain how these differences might affect the ways in which an individual or a group experiences and interprets the urban world, as well as how their resulting decisions and actions might affect urban and natural environments; and
- a critical understanding of local and global processes that reveal culturally different ways of pursuing a meaningful life, and of how such differences affect urban environments.

Students will also be expected to meet the following service-learning objectives:

- learn how to develop respectful, meaningful, collaborative, and mutually beneficial partnerships with community groups and members;
- understand the service-learning experience in the context of the larger social issues being studied through this course;
- demonstrate the ability to transfer knowledge between the classroom and service-learning setting;
- develop critical self-reflection as a means of analyzing the efficacy and potential of personal and group agency; and
- cultivate a more committed sense of civic responsibility and ethical sense of personal agency.

## COURSE CONTENT AND REQUIRED READINGS

The content of this course consists primarily of (1) introductory and selected narrative chapters from recent ethnographies that provide in-depth anthropological study of particular urban issues in cities around the globe, (2) short journal articles on specific topics relevant to understanding urban issues in Tampa, FL, and (3) supplementary material presented by the Instructor during class lectures and discussions. Students are also required to search for and read research literature relevant to their service-learning based ethnographic fieldwork projects (see below). Additional readings may be assigned based on student interest and requests.

The ethnographic readings are available online through Blackboard (see below). The authors of these readings are all professional anthropologists. These readings were chosen based on narrative readability and the inclusion of multiple voices and perspectives of real people from differing urban contexts. Additionally, these selected readings are taken from ethnographies that were published during the last ten years and that describe, explain, and understand urban life and culture within the context of globalization and neoliberalism. All other assigned readings are also available online through Blackboard.

Students are required to have completed all assigned readings by the date indicated on the course schedule. Bring the day's assigned readings and your notes from the readings to class so that you will be prepared for the discussion or activities that the readings may involve.

## SERVICE-LEARNING

This course requires that you spend time outside of class conducting urban ethnographic field research in the context of service-learning with a locally operating nonprofit organization, school, or governmental agency concerned with some issue regarding urban life and culture. This can be done with an organization near the USF campus or in the Tampa Bay area, although students will be encouraged to do service-learning with an organization in the Sulphur Springs neighborhood, which is about a fifteen minute drive from the USF campus. There are 15 service-learning hours required. You will do service-learning at least one hour a week beginning with the week of January 25 and ending with the week of April 19th; during three of these weeks you will need to do at least two hours of service in order to accumulate all 15 hours. Service-learning hours will be logged in Blackboard on a weekly basis. Each hour is worth 10 points for a total of 150 points (or 10% of your final grade).

You are permitted—indeed, encouraged—to work together on the urban ethnographic research project with other students if they are also working with you at the same service-learning site. The final product of your research will be a deliverable (see below) that you will present to your community partner.

## COMMUNITY ENGAGEMENT, AND COMMUNITY BASED RESEARCH

You will be strongly encouraged, though not required, to do service-learning in Sulphur Springs, a neighborhood close to the USF campus and in which the Instructor and his faculty mentor Dr. Susan Greenbaum have been conducting research and other projects for a number of years (Dr. Greenbaum since 1999, the Instructor since 2007). Other USF faculty and students have also been conducting research, offering service-learning courses, operating nonprofit organizations, and directing or advising various kinds of community based projects in Sulphur Springs. This involvement includes Dr. Antoinette Jackson (Anthropology), Robin Jones (Geography), and others, who have developed community engaged partnerships with a variety of organizations, schools, and agencies in Sulphur Springs over the years. The long-term community engagement of these faculty have created ongoing community based research projects in which students can easily participate in a more structured, coherent way and with stronger implications for social action. A descriptive inventory of organizations, schools, and agencies operating in Sulphur Springs will be provided at the beginning of the semester. Furthermore, the Instructor will send out a “request for proposals” to all these entities prior to the commencement of the semester, soliciting proposals for service-learning opportunities and community based research projects.

The Instructor serves as executive director of one of these organizations, the Moses House, and has several service-learning research projects already set up for teams of students to work on. Students who do service with the Moses House will conduct research projects on housing and neighborhood life issues affecting families and children living in Sulphur Springs, especially families who have been relocated to Sulphur Springs following the demolition of Tampa Public Housing complexes in East Tampa and elsewhere. Students will develop community engaged research projects on specific topics of concern that have already been identified by residents of Sulphur Springs. Some of the specific problems that will be addressed include landlord absenteeism, housing conditions, affordable housing, mortgage foreclosures, and various issues surrounding youth recreational and cultural activities in the neighborhood. These projects will be conducted in Sulphur Springs, and students will work in teams with Moses House youth participants to conduct ethnographic research that explores the housing and neighborhood life issues mentioned above. Service activities include collaborating with the Moses House president on the conceptualization and execution of research projects, developing mentoring relationships with at-risk youth, and teaching ethnographic research methods and anthropological concepts to Moses House youth researchers. Service-learning activity meetings will be held at the North Tampa Community Center and the Sulphur Springs Resource Center. The research and service-learning that will be done through this project will be documented through various forms of digital media, including photography, video, and blogs. In addition, this project will form part of the basis of a video documentary about housing conditions and neighborhood life in Sulphur Springs.

## FIELDWORK JOURNAL BLOGS (NOTES AND REFLECTIONS)

During your service-learning, you will inevitably meet and talk with members of different social classes and ethnic backgrounds about the urban issues that are affecting their everyday lives. By listening to the multiple voices and perspectives of real people from particular urban contexts, you will be better able to describe, explain, and understand the diversity of urban life and culture. The purpose of the fieldwork journal blogs are for you to demonstrate how specific topics, issues, and aspects of urban life and culture that you learn about through service-learning can be understood anthropologically by applying some of the relevant anthropological knowledge, perspectives, theories, and methods you learn about through the course content and readings. For the fieldwork journal blogs, you will (1) record descriptive observations about the social, organizational, and urban contexts in which you do your service-learning and research, (2) write critical reflections on what you are learning through open-ended conversational interviews and focused observations, and (3)

analyze the connections between the course content and what you learn through your fieldwork research and service-learning.

Your fieldwork blogs will be more interesting and visually appealing if you include photographic images. Therefore, if possible, keep a photographic record of your service-learning and field research activities, and post selected images with your fieldwork notes.

There are 12 fieldwork blogs. The first fieldwork blog is due the week of January 25 and the last one is due the week of April 21. Each is worth 37.5 points for a total of 450 points (or 30% of your final grade). More detailed instructions about the fieldwork notes and reflections blogs can be found on the Blackboard course site.

#### DELIVERABLE TO COMMUNITY PARTNER

At the conclusion of your community based research project, which will be conducted at your service-learning site, your community partner will be expecting you to deliver a final product (or “deliverable”). By the third or fourth week of your service-learning, you should negotiate with your community partners about what your deliverable to them will be. Agree to a deliverable that is realistic and actually doable within a three month time span. Do not be overly ambitious and do not promise to “save the world.” If you work as a student group, you ought to be able to offer more than if you were working as an individual. Your deliverable may take a number of different forms or formats, and it may include an action plan or require that your community partners, future service-learning students, or future volunteers continue some aspects of the project beyond the end of the semester. The Instructor will provide guidance about community partner deliverables throughout the semester.

The deliverable is worth 225 points (or 15% of your final grade) and will be peer-evaluated, that is, graded by your own classmates. More detailed instructions about the final product for your community partner can be found on the Blackboard course site.

#### IN-CLASS FINAL PRESENTATION

During the last week of the semester, students will share highlights from their research projects and deliverables. This will give students the opportunity to learn about, and learn from, the community based research projects conducted by their classmates. The in-class presentation of highlights from research projects and deliverables is worth 75 points (or 5% of your final grade).

#### COMMUNITY PRESENTATION

At the end of the semester, students will participate in a public event in which they present their research findings to the community. The location, date, and time of the community presentation will be announced during the semester as soon as the details have been confirmed. The community presentation is worth 75 points (or 5% of your final grade).

#### COURSE REFLECTIONS FINAL ESSAY

The final exam for this course is a self-reflection essay (4-5 double-spaced pages or 1000-1250 words). The objectives of the final reflective essay are for you to review, summarize, and reflect on what you have learned about urban applied anthropology during the course of the semester by doing service-learning based field research. The final essay is therefore part course summary and part critical reflection, and its purpose is twofold: (1) it allows you to demonstrate that you comprehend the “big picture” regarding anthropological approaches to understanding the diversity of urban life and culture, and (2) it allows you to demonstrate that you can critically reflect on the significance of the contexts and processes involved in your own experiential learning. The course reflections final

essay should include a short synopsis of the research findings from your service-learning fieldwork project and explain how what you learned through this course helped you to arrive at those results.

Specific guidelines regarding the format and requirements for the final reflective essay will be distributed during the semester. One component of the final paper assignment is to review your class notes and blog postings (on the readings and your fieldwork) from the entire semester, so be sure to keep these. The final reflective essay is worth 75 points (or 5% of your final grade).

[Note: Course Schedule available upon request. Please contact WPC Service-Learning Coordinator.]

*WPC Equivalent: URB/SOC 360, Urban Sociology*