Civic Bridges 4
Learning Course Construction

The purpose of this course is to develop personal connections with community members who will provide opportunities for service learning. This course will explore the relationship between service learning and community engagement.

1. Introduction
   a. Definition of Service Learning
   b. Purpose of the course

2. Understanding Community
   a. Identifying Community Needs
   b. Developing Relationships

3. Service Learning Projects
   a. Planning and Implementation
   b. Evaluation and Reflection

4. Reflection and Action
   a. Applying Learning
   b. Making Connections

5. Conclusion
   a. Summarizing Key Points
   b. Future Directions
113 • Civic Bruises

While we cannot deny that communities have needs that can benefit from the distribution of our resources, one must be cautious about the potential effects of such redistribution. The following article, published in the February 2009 issue of the Public Interest, discusses the importance of civic engagement and the need for a new approach to civic education in schools.

The Service Experience Program in the following article provides an example of how civic education can be integrated into the curriculum.

- Demonstrate the process of change as integral to democracy
- Are our nation's political and civic institutions focused on systemic concerns in an attempt to deliberately influence the course of public policy?
- But as citizens participating in a system, we have a role in the civic process. Are we able to use civic engagement to influence public decisions, or are we merely spectators?
- Introduce students with questions of justice, power, and access, and introduce students directly to political systems.
- Explain the civic experience in the context of education, policy, and governance, and integrate

Characteristics of Civic Skills:

- Small within a specific disciplinary framework
- Large within a specific disciplinary framework
- Specific civic skills such as decision-making and representation, the legal opposition, and bounded civic engagement
- Providing specific civic skills (e.g., community organizing, campaign management, and advocacy)
- Certification of civic skills as part of civic engagement training (e.g., community organizing)
- Converse with civic skills to assess civic engagement skills as part of civic engagement training (e.g., community organizing)
- Converse with civic skills to assess civic engagement skills as part of civic engagement training (e.g., community organizing)
- Converse with civic skills to assess civic engagement skills as part of civic engagement training (e.g., community organizing)
and implementation of a public awareness campaign. Of note: CDO's, political campaigns strategies, and much of the issues related to the organization of the nation, state, and local community, and we will learn about public relations, media, grassroots social, economic, and political implications of the Census, the role of Census 2020 in the life of April, and how the middle of the course semester in the course we will discuss the political, the subject of INTD 1925 is the U.S. Census, particularly the 2000 Census, that will start in April.

Very important to note in this and also satisfies the new community service distribution (S) approved by the university during Spring 2000. INTD 1925 comes towards the new goal of the new education, the new interdisciplinary course offered for the first time.

GENERAL COURSE DESCRIPTION

Spring 2000
Speech Arts, 3 credits
Department of Communication

Self Reflection

Perspectives, 3 credits
Department of Psychology

Instructor: California State University-Fresno
An Issue Oriented Multi-disciplinary Service Learning Course

CALIFORNIA STATE UNIVERSITY-FRESNO

INTD Course 2000

SAMPLE SYLLABI

2000 p4

... the implementation of skills and knowledge that a person should possess to be an effective citizen. (Bartlett, the course is designed to develop a relationship between citizens, community members, and the government. We will focus on how to better communicate to students, to communicate to others, to develop strategies for improving communication in order to be effective. To design a vision for increasing publics understanding of these strategies, in order to develop a strategy. The students in this class take part in a program of in-service training in order to develop their skills in this area. These courses can be especially powerful as they offer opportunities for students to learn from other publics and to address public concerns. These courses can be especially powerful as they offer...
One of the main roles of a university is to apply knowledge. In the case of the Census Bureau, these roles include:

-逃避债务
-联邦补助
-地方补助
-制定政策
-制定预算
-评估绩效
-提供数据
-促进研究

虽然调查本身的数据是匿名的，但它是国家的重要资源，有助于了解我们的社会结构和经济状况。
Week 8 (March 14)

Guest speaker: Diane Berry (U.S. Department of Commerce, Bureau of the Census)
Comprehensive Information Collection Campaigns (national, local)

Week 7 (March 7)

Guest speaker: Carolina DeSoto (Gov. Davis' office)
Political Campaigns: Organization and Strategy

Week 6 (Feb. 29)

Legal Assistance
Guest speakers: Alice Rocha (Catholic Charities), Ellen Jacob (California Rural Community Based Organizations (CBO))
Local Complete Count Efforts

Week 5 (Feb. 22)

County Supervision
Guest speakers: Tom Neubauer (Sen. Barden's office), Juan Ramirez (Fresno County Complete Count Office)
The Appointment of the US House of Representatives
Redistricting and its Implications
Political Implications of the Census

Week 4 (Feb. 15)

California
Guest speaker: Alan Peters (Chairman, Fresno County Complete Count)
The Undercount and its Implications
Economic Implications of the Census

Week 3 (Feb. 8)

S. Census Bureau
Guest speaker: Richard Powers (Community/Government Partnership Specialist, U.S. Census Bureau)
The National Complete Count Effort
History of the U.S. Census

Week 2 (Jan. 29)

General Introduction to the Census and its Role in American Life
Introduction to the course

Course Outline
Community Service Evaluation: 30%

Final Report: 20%

Implementation Plan: 20%

Peer Quiz: 20%

Attendance and Class Participation: 10%

Gradings


Selected Readings

Class Presentations.
Reflection and Discussion.

Weeks 1-13

Community Service/Fieldwork

Weeks 9-13

Guest speakers: Dr. Louis (Radio Bilingual), Curing Press Releases and TV Spots, Carrying Public Service Announcements, Advertising Themes and Models, Targeting Specific Audiences.
Course: Fundamentals of Service-Learning Course Construction

In this course, students will engage in a project-based approach to understand the concepts of community and service. They will work in small groups to solve problems and develop a project that addresses a community need. The course will include readings, assignments, and classroom discussions to enhance understanding of community and service.

In order to address these issues and develop a deeper understanding of community and service, students will:

- Work in small groups to solve problems and develop a project.
- Design and implement a project that addresses a community need.
- Participate in discussions and assignments that enhance understanding of community and service.
- Develop leadership and critical thinking skills.
- Reflect on the impact of their work and its contribution to the community.

The course overview includes exploration of the meaning of active citizenship in a democratic society and the role of leadership in community service.


date

The Citizen in the Community: Participation and Leadership

Marjorie Bartlett
Jericho A. Shuler
Community Challenges 201
Spring 1999
 SECTION BETWEEN THEIR READINGS, DISCUSSIONS, GROUP WORKS, AND SERVICE-LEARNING. THESE INTERACTIONS WILL
ALREADY INITIATE DISCUSSIONS, AND THE STUDENTS WILL BE ASKED TO COMMUNICATE WITHIN THE CLASS.

D. ESSAY FORM (20 PERCENT)

AND DISCUSSIONS GO BEYOND — THE INDIVIDUAL PROJECT SUBMITTED EACH GROUP MEMBER —
THE GROUP PROJECT PAYS HONOR TO AN ONCE AGAIN, A WRITTEN COMMUNITY. THESE PROJECTS SHOULD BUILD UPON —

C. GROUP PROJECT (25 PERCENT)

THE PROJECTS WOULD APPEAR TO BE THE FRAMEWORK FOR DISCUSSION AND GROUP PROJECTS.

THE PROJECTS WOULD APPEAR TO BE THE FRAMEWORK FOR DISCUSSION AND GROUP PROJECTS.

Each participant will present a project regarding one topic, the service-learning experience, and of the

B. INDIVIDUAL PROJECT (20 PERCENT)

TWO OF THIS PAPER: BOTH THE OPTICAL AND THE NORTHERN WILL BE GRADED.

TWO OF THIS PAPER: BOTH THE OPTICAL AND THE NORTHERN WILL BE GRADED.

A TWO-PAGE PAPER (25 PERCENT)

NOTES: RECOMMENDATIONS FOR RATING: STUDENTS MUST COMPLETE EACH OF THE ASSIGNMENTS IN ORDER TO

REQUIREMENTS AND GRADING

CIVIC BRIDGES

COMMUNITY AND HOW THE STUDENTS FOR A COMMUNITY CAN BE A

IN ORDER TO BRING THE STUDENTS WILL BE BASED ON THE KNOWLEDGE OF WHAT COMMUNITY, A COMMUNITY

THROUGH THE STUDY OF A COMMUNITY, STUDENTS WILL LEARN HOW TO COMMUNITY RELATIONSHIP TO

TO BE SUBMITTED TO THE AIR AND OF THE ENVIRONMENT

PARTICULAR COMMITTEE. THE GROUPS CAN BE TAKEN TOGETHER INTO A PRESENTATION

EACH MEMBERSHIP OF THE GROUP WILL HAVE AT LEAST FOUR (4) HOURS OF SERVICE WORK TO THE

AND THE NEW LONDON HISTORICAL SOCIETY

THE NEIGHBORHOOD Partnerships REPRESENT THE HOMESOWNERS AT THE WALKWAY ROUTE

THE CONNECTICUT COLLEGE MASTER PLANNING COMMITTEE

THE NEW LONDON CITY COUNCIL

THE ARTISTRIES AND DESIGN CONSIDERATION

THE COMMUNITY ORGANIZATION DEVELOPING THE WALKWAY (TRACT)

Each team will work with an organization engaged in a different sector of the walkway


PHIL 971: PRINCIPLES OF ETHICS

In this course, we will explore the fundamental questions of what it means to be a human being and the role of ethics in our lives. We will consider a range of philosophical perspectives on ethics, including virtue ethics, consequentialism, deontological ethics, and relativism. Throughout the course, we will engage in critical thinking and debate, and you will be expected to actively participate in class discussions. You will also have the opportunity to reflect on your own ethical beliefs and values through writing assignments and reflective exercises.

Textbooks and Readings:

- "Ethics: Theory and Practice" by James M. Cylinder
- "The veil of ignorance: Kant's moral theory" by Emmanuel Kant
- "The concept of justice" by John Rawls

Assignments:

- Weekly readings and discussion questions
- Midterm and final exams
- Reflection papers
- Group projects

Grading:

- Participation (20%)
- Midterm Exam (30%)
- Final Exam (30%)
- Reflections (10%)
- Group Project (10%)

Course Expectations:

- Attend all classes and be on time
- Participate actively in class discussions
- Complete all readings and assignments on time
- Submit all work in a timely manner

Late作业 will be accepted for each day late, but with a 1/2 grade penalty. Any unexcused absence will result in a grade of F for the corresponding week.

Exams and Examinations:

Examinations will be proctored and will cover both reading assignments and class discussions. The final exam will be comprehensive, covering the entire course.

Course Policies:

- Electronic devices are not allowed during class.
- No makeup exams will be given.
- Late assignments will be accepted with a penalty of 50%.
- Plagiarism will result in an F for the assignment and disciplinary action.

Attendance:

Attendance is mandatory for all classes. If you are absent without prior notification, you will be marked absent.

In case of sickness or emergency, please provide documentation upon return.

Group Projects:

Group projects will be assigned periodically throughout the course. Your group will be responsible for completing a project related to a specific ethical issue or concept. Each project will be graded based on the quality of the research, the clarity of the presentation, and the collaboration among group members.

Reflection Papers:

Reflection papers will be assigned twice during the course. These papers will allow you to reflect on the ethical implications of the readings and class discussions.

Feedback:

Your feedback is important to me as a teacher. If you have any questions, concerns, or suggestions, please feel free to let me know.

I hope you find this course both challenging and rewarding. I look forward to our discussions and learning together.
Community Challenge 201...
Department of Government
Singer, Director, Florida Center for Community Engagement of Professor Maryland Portillo
If you have any questions regarding the above, please contact Professor Jennifer A.

1. Our mission is to encourage students to become actively engaged in the community.

Immediately

With the exception of Professor Jennifer A. Singer and Maryland Portillo

6. We have found that students, who have received service-learning placement, are more likely to be engaged in community service.

5. We understand that the service-learning placement is not one of service responsibilities these

4. We will discuss an individual's role in organizational development, leadership, and community

3. Though our students may be asked to perform basic office tasks (e.g., copying word pro-

2. We will engage this group of students in activities of our organization that will both provide

1. For the spring semester 1999, beginning in February and ending in the second week of May.

SERVICE-LEARNING CONTRACT FOR THE PARTICIPATING ORGANIZATION
I. Define Problem and Process

MEETING OBJECTIVES CHALLENGES 2021
Chapter 2: The Social Construction of the Service-Dependent Chinese


Chapter 4 (In-Depth Interviewing) by S. Irwin and A. Bogdon, Qualitative Research Methods: The Search for Meaning, New York: Delmar, 1990.


The problem of the text (Committee to Clarify the Need for Help), A. "Revised Edition 1991," Chapter 6, p. 131.


Community, Chapter 11.

The Church as an Institution in Society, February 22


Introduction, A. "A Final Definition and Introduction," February 22


Individuals and Institutions; Chapter 1.

Individuals, Chapter 1, "Other People's Children," New York: Crown.

Introduction, A. "A Final Definition and Introduction," February 22


Introduction, A. "A Final Definition and Introduction," February 22


Introduction, A. "A Final Definition and Introduction," February 22


Introduction, A. "A Final Definition and Introduction," February 22


Urban Politics) and 2 (Political Rules and Political Realities in the City) 1997, and 3 (Theories of Power) and 4 (Theories of Power and Politics) and 5 (Political Rules and Political Realities in the City).


PARK J. ORTO WRIGHT

Commun. So I began to investigate.

wanted to be free. I had to find out what was the cause of this impasse. I went back to the first floor of this building and I found one of the books, a book that I was reading. This book began to be reinforced as you made the place of this book. You went into and there was an empty room which was used as a library, and there was a book. This book began to be reinforced when Democracy became an end result of an end.

III. WHO WRITE

Review Section, March 29.

SPRING BREAK


Movement. March 10.

A case study for the definition of community and the role of its institutional: The Civil Rights
25 June 1997, Governor Announces State Support for $1.27 Billion in Bridgeport Development Projects.


(continued)

The new proposal offers up to $200 million in state funds to supplement local contributions and would require a 20% local share of costs. The governor plans to use the money to purchase land within a 20-mile radius of Bridgeport, Connecticut, for open space preservation.

William L. Pincus, Publisher of The New York Times, wrote about the governor's proposal: "The plan is well-intentioned, but it's unclear how it will be funded.

Andrea Dietrich, executive director of the National Trust for Historic Preservation, said, "This is a great opportunity to preserve open space in Bridgeport."
Fundamentals of Service-Learning Course Construction

Chapter 1: Life Upon Reparation in a New World New York


Chapter 2: Defining the Future April 21

Packs of Articles: Capitol & Implementation Failure in New London

[Details about the packs of articles are not clearly visible in the image.]

Chapter 3: Mack Reparation


Chapter 4: Defining Implementation


Chapter 5: Process


Chapter 6: Crisis and Material Developments


Chapter 7: Challenges (and More)

October 1998, p. 220


Chapter 8: Challenges and Reappraisals

1999, Capitol & Implementation Failure in New London

Chapter 9: Challenges (and More)

1999, Capitol & Implementation Failure in New London

Chapter 10: Challenges (and More)

1999, Capitol & Implementation Failure in New London

Chapter 11: Challenges (and More)

1999, Capitol & Implementation Failure in New London

Chapter 12: Challenges (and More)

1999, Capitol & Implementation Failure in New London

Chapter 13: Challenges (and More)

1999, Capitol & Implementation Failure in New London
Civic Bubbles

The course, titled "Analyzing and Interpretive Process for Middle-School Students," focuses on the importance of understanding the political process and how it affects education. Students will engage in discussions and presentations on the role of policy and law in shaping education, including the impact of national and state policies on educational outcomes.

The course is designed to develop critical thinking skills and encourage students to question and analyze the role of government in education.

James Fain, Pol 560: Analytic Process

University of Minnesota

Political Theory and Citizen Education

May 1, 2010

Group Presentations

April 26, 2010

Group Discussion

1. Come: Policy and Reform as the Century Turn and 1876 (The Shape of Things to Come)

2. Common Core and Reform as the Century Turn and 1876 (The Shape of Things to Come)

3. Conclusion

Lecture 1: R. Heisler and J. Toth

Chapter 14 (An Uniting Renewal)

Boston: Fisen and Lyden B. Judson, Downtown, Inc., How America Rebuilds

Chapter 10 (The Best of Both Worlds)
Fundamentals of Service-Learning Course Construction

3 Humanism, Realism, and Republicanism: Educating the Prince
Reading: Plato, Republic

2 Guardianism, Progress, and Liberty: The Enlightened Republic
Introduction: Political Theory and Citizen Education

Weekly Readings

D. Minnema, ed., Higher Education and the Practice of Democratic Rights
M. Hotton and R. Pierre, We Make the Road by Walking
John Dewey's Democracy and Education
Jean Jaures, Revolution, Equality

John Locke, Some Thoughts Concerning Education
Nicolino Maddiavelli, The Prince and the Discourses
Plato, The Republic

Required Books

Required materials will be purchased to be provided on the first day of class.

Course Requirements

Students will be required to complete weekly readings and participate in class discussions. Attendance is mandatory. Weekly readings will be assigned and discussed in class.

Student participation will be evaluated on the basis of class attendance and participation.

Course outcomes include:

- The ability to critically analyze and evaluate the role of service-learning in contemporary educational practices.
- An understanding of the historical and philosophical foundations of service-learning.
- The development of skills in planning and implementing service-learning projects.
- An appreciation for the ethical and social implications of service-learning.

St. Bernard's Middle School is a model for how schools can integrate service-learning into their curriculum. The school's service-learning program is designed to meet the needs of middle school students and prepare them for leadership roles in their community.
Civic Bridges

of the Center for Democracy and Citizenship at the University of Michigan, Act of the State of Michigan, Public Act No. 510. Political Education: The Reciprocal has been designed by the Public Address.

Besides the reciprocal teaching for PS 510: Political Education, the Reciprocal has one goal which is to help you to develop a deeper understanding of the political processes and to understand the political system. This goal has been designed by the Public Address.

The Reciprocal will begin the quarter and continue into which quarter, students are expected to complete the course.

Practicum

Read: Habermas, ed., Political Education: Selected essays

9 Citizenship and Liberal Education: Educational Pragmatism

Read: Toynbee and Plato. W. H. Bragg and W. H. Robinson

8 Political Action and Social Change: Educating Action Politically

Read: Dewey, Democracy and Education

7 Pragmatism, Progress, and the Public Education: Democracy and

W. J. Lonergan, Address to SC Advances

6 Progress, Development, and Truth: The Self-Educated Liberal

Read: Russell, John

5 National Culture and Cultural Tensions: Man and Citizen

Locke, Selections from Two Treatises

Read: Locke, Some Thoughts Concerning Education

4 Civil Society and Liberal Education: The Enriched Citizen

Machiaveli, The Discourses Selections

Read: Machiavel, The Prince
Interpretation and analysis of history in the construction of the theme of the course; and
(2) mastery of readings to focus discussion on questions of method, theory, and evidence and the
over time and in different cultural settings:
show between independent, shared, and common interests and assess how these have changed
in an attempt to approach various approaches to historical study and the course that comprise:

In emphasizing various approaches to historical study, the course has this component:

Individuals and societies in light of the consciousness for a democratic political culture
by other and institutions, examine the historical dimensions of the equation between the
community in American context, focusing on the ideological of the self to the larger community
and the historical meaning of institutions and

John Dyer's "My Paddocks: Can't Make History"

Spring 1995: Thursdays: 1:30 AM, Wednesday: 4:05 PM
Course Listing: HIST 1066 Sec 1, Seg 1, Approves in History
Instructor: John T. Dyer

The individual and community in Democratic America

The prerequisites for involvement in the practicum are in PS 3610 More General: Certification

Requirements
Community and Republicanism: Bells and Bander

Traditions and Definitions: Approaches to History, Method, Theory, and Evidence

Week 1: April 5, 7, and April 11, 12, 14

Course Schedule

- Michele Fournier, Democracy in America (1839/1840)
- David Reynolds, The Lively Crowd (1991)
- Robert and Helen Lynd, Middletown: A Study of American Culture (1929)
- Christopher Lasch, The Culture of Narcissism (1978)
- Thomas Bender, Community and Social Change in America (1978)
- Jane Addams, Twenty Years at Hull House (1910)

Required Readings

Childhood

Any of the readings of the era neighborhood school where the student is a grade for their child, and for twenty-five years has focused his energies to the ethnic and economic diver-

Additional: American Student Body: The Shoshone Community Center is the only community cen-

Service Experience: A requirement of this course is that student will engage in community

Civic

in the community, and the relationship between their experiences and the readings, of the
development, community service activity (5), as evidence of (2) course of study on experience of this liberal

teaching methodology: Seminar, Discussion/diaglogue will (1) focus on common readings to

In order to better understand and interpret, we will pursue a certain level of

c) Service activity and reflection that will focus on discussion on approachable community
John Dewey

"Upon the meaning of what is studied." (1933)

"needed only when acquisition is accompanied by conscious reflection and
acquired are erased in their action to one another—a result that is
produced. The various parts of the information
acquired not as isolated but as parts of a whole and
understanding is the understanding of the whole. It is
registration in an unorganized whole unless it is understood. It is

(1681)

"service without which the social world is defective"

"section that by excess is the individual's place that is included.
and it is through association that sociality can be opposed to abstraction, it is through association

"is dedicated to the ideal of the community itself." (1927)

"Realms is an idea, democracy is an alternative to other prin-

"communality." (1927)

"Democracy must begin at home, and its home is the neighborhood.

Week 1: June 1-16: Exam Week

Presentations of Final Papers

Week 10: June 6, 7, 9

Presentations of Final Papers
(last week for seniors)

Week 9: May 30, 31, June 2

The Street and the Political Community Law and Family: Approaching the Past and

Week 8: May 23, 25, 28

Poetry, War America: The Quest for Indivisibility in a Divided Society

Week 7: May 16, 17, 19

The Self and Community in a Consumer Culture: A Study in Modern

Week 6: May 9, 10, 12

Industrial Capitalism: Challenges to Industrialism and Democratic Ideals

Week 5: May 2, 3, 5

Democracy and America in the Early 19th Century: Federalist

Week 4: April 25, 26, 28
in a paper: The presentation and the paper will focus on: Group will present together and may collaborate on the written work, but each student will turn in a small group presentation and short paper on one of the assigned books in the class. The small group will meet for 3-5 pages minimum, typed, double-spaced. Due in your essay and cite them properly. Be sure to incorporate at least two published reviews of the book and discuss your response, which can be directed to deep issues or to the students' communities. Look for changing historical understanding, which may be tied to deep cultural significance of the text. Do they expand the main ideas of the text?

2) A review of Habits of the Heart. The essays and readings should focus on the approaches the authors take toward that day of class (and will be returned).

1) A reflective journal. The journal will focus on the community service activity and reflections.

RECOMMENDED READING: WORKS AND PRESENTATIONS

Eileen Goodman, "Moving Kids in Crisis"
John Winthrop, A Model of Christian Charity
Henry David Thoreau, On the Duty of Civil Disobedience
Winston Churchill, The Second Putschism
William James, The Will to Believe
Mkhtad Amrkhani, The Moon is a Sign
Ben Hedges, Representing the Farm
Ralph Waldo Emerson, The American Scholar
John Dewey, The School for the Social Community
C. Blake and C. Phillips, History as Social Criticism: Conversations with Christopher Lasch
Robert Calas, Community Service Work

CLASSPACK

CHST 1095
Table of Contents
Service Provision have been socially committed in the United States over the past two hundred years. Community and service learning are a key part of this commitment. Understanding of community and service within the context of American culture can help us understand the role of community service in American culture.

The course

Public problem solving, collective action, and community building:

Students will develop skills of critical thinking and public deliberation, and community action.

Public ethics, social justice, and social change, and leadership: The role of the professor includes promoting and recognizing the role of the professor as an advocate for community service, and promoting the development of professional knowledge, public and community service.

Public and Community Service Studies at Providence College

Community Service in American Culture

1. Community Service
2. Class Attendance
3. Class Participation
4. Final Paper due at the end of the course will consist of an analysis of the service experience in

Preparation: % of Paper (10%)

- 3-5 pages, typed, double-spaced. Papers due the two weeks after presentation.
- The purpose of the paper is to address the issue or identify, community, and documentary evidence in the way the author(s) address the issue of individualism, community, and democracy.
between service and political engagement.

- Goal: Provide a framework and grounding for community service that makes connection between service and political engagement.

Objectives:
- Describe a process for examining the organization of knowledge and routine provision.
- Describe a theoretical framework with which to analyze structures of service provision.

Inservice: Demonstrate in understanding of the history of community organizing and its relevance to service provision.

- Goal: Design your thinking and practice of community partnerships and relationships in community settings.

Inservice: Demonstrate an understanding of the history of participatory democracy in the United States.

Goal and Objectives of this course are:

**Goals and Objectives**

Last year, an on-site medical clinic was established in the area. As resources have become more available, the hospital has begun to develop and expand its health and wellness services to meet the needs of the community. This year, a new clinic has opened, offering primary care services to the local population. The clinic is located in a neighborhood that has historically had limited access to healthcare services.

Community Site: Alice House

Community Assistant: Sarah Long

Assistant Director: Annette Davis

15 Friendship Street

Alice House

You can practice your service experience in this course.

This is an interdisciplinary, cross-disciplinary based course designed to provide community and classroom-based opportunities to examine the historical context, the method of study, and the role of decisions in service learning.

Because they are considered ethical, ethical, ethical, and ideas that are central to service learning and service, meanings assigned to community and service have also been highly contested in prior years.
Fundamentals of Service-Learning Course Construction

Commitment in any way, you are expected to attend class as much in advance as possible. If you will be late or have to leave early, please let the instructor know to arrange for your absence. Your attendance and commitment are non-negotiable. If you need to reschedule or alter your participation, please inform the instructor and make arrangements to attend or participate in a different session. A written note from you or your supervisor is required to confirm your absence.

The individual and practical foundation of this course is the relationship with the community.

Completing an average of 3-5 hours of community service per week:

-%

Requirements

Howard Zinn, A People's History of the United States

Siddharth Pundir, For Common Things (1999)

Robert Reider, Let the People Decide: Neighborhood Organizing in America, Updated Edition

Dorothy Day, A Radical Devotion (1987)

Books

Sara McKeen, "The Virtue of Volunteering" (2000), "Community Projects"

Service in American Culture (1997)

Keith Newton and John Shuman, "Community, Day and Night: The Emergence of Community"

John Macionis, "Professionalizing Service and Disabled Help"

Recidivist (1998)

Wendell Berry, "Does Community Have a Value?" and "Conservatism Community"

June Addams, "The Square Problems of Charity" (1918)

Readings

Focus on exploring dimensions to the charity model.

Influence (of elite) societal institutions and the public at large. How does the public's perception of social problems, especially those involving the poor, affect the actions of those in power? This is an important question for those working with communities to address social issues.

The ideal goal is to create a particular configuration of the community "charity" model of community service and social change.
Civic Bridges: Motion and Dismissal

* A Call for Service: The Origin of American Home
  Monday, October 12
  10:00 and Thursday October 12
* Commencement
  1:10
* Final Examination
  1:10
* Commencement (1880-1920)
  Monday, October 2 and Thursday, October 5, Kehliger

Schedule:

Week 1:

* Introductions
  Thursday, September 7

Week 2:

* Community Charter and Rules (cont)
  Monday, September 11 and Thursday, September 14

Week 3:

* Community Charter and Rules
  Monday, September 18 and Thursday, September 22

Week 4:

* Community Charter and Rules
  Monday, September 25 and Thursday, September 29

Week 5:

* Community Charter and Rules
  Monday, October 2 and Thursday, October 5, Kehliger

Week 6:

* Addams

* Preceding
  1:10

* Community Charter and Rules (cont)
  Monday, September 18 and Thursday, September 22

Students are required to attend the Institute Student Orientation PAC 4th Floor.

Week 7:

* Final Paper

* Seminar Preparation

* Attendance and Participation

* Weekly Journal Entries including Reflections on Readings

The direction of TA is as soon as possible. In situations where an email or office hours are necessary, please contact
• Coles

Week 7:   Monday, October 16 and Thursday, October 19; Facilitator 2.  
  • Zinn, 15-16  
  • Fischer, 2

Week 8:   Monday, October 23 and Thursday, October 27; Facilitator 3.  
[MID SEMESTER]  
  • Zinn, 17  
  • Fischer, 3

Week 9:   Monday, October 30 and Thursday, November 2; Facilitator 4.  
A Context for Service: 5. Community Building in the 60s and 70s (1960–1970)  
  • Zinn, 18–20  
  • Fischer, 3

Week 10:  Monday, November 6 and Thursday, November 9; Facilitator 5.  
  2) Zinn, 21-23  
  3) Fischer, 6

Week 11:  Monday, November 13 and Thursday, Nov. 16;  
Facilitator 6.  
*Higher Education, Community Building, and the Lessons of Service.*  
  • (selected handouts)

Week 12:  Monday, November 20  
Facilitator 7.  
*Politics and Service in Contemporary Times*  
  • Purdy

Week 13:  Monday, November 27 and Thursday, November 30  
*Politics and Service in Contemporary Times* (Cont.)  
  • Purdy

Week 14:  Monday, December 4 and Thursday, December 7

Week 15:  Reading and Exam Week
may make these our Articles on reserve. Articles will be on reserve at the library. Please obtain a picture 1D so you 

the work you have done over the semester or collection.

inspired or those that are seen. Also, at the end of the semester, you will submit all

purchase a separate notebook or create a system to take field notes. These will be collected and

Materials—Purchase a three-ring binder to hold articles and other handouts. You will need to

Work and class presentation.

are no examinations in this class, you will be determining "learning" by virtue of your written

work. This final project will link field knowledge to an application inherent in sociology. These

will provide the student with an opportunity to examine and present what has been learned in the

component on community resource. Furthermore, students enrolled in this course

Students are required in this course to be involved in field work, particularly when there involves

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>100%</td>
<td>Class participation</td>
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<tr>
<td>100%</td>
<td>Class presentation</td>
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<tr>
<td>20%</td>
<td>Field notes/space</td>
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<tr>
<td>15%</td>
<td>Community study</td>
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<tr>
<td>15%</td>
<td>Civic arts</td>
</tr>
<tr>
<td>30%</td>
<td>Special reports</td>
</tr>
<tr>
<td>30%</td>
<td>Final paper</td>
</tr>
</tbody>
</table>

REQUIREMENTS AND GRADING

the family, organizations and the state.

learn about local community and social concerns and to examine relationships among industries-

of these areas. Objectives here are to gain familiarity with social problems and social responses to

issues, family violence and criminal justice. Combining this experience and scholarly work in

skills in the context of performative community service. We will explore issues raised in these

This service learning course will provide students with an opportunity to apply social research

Wednesday 4:40 - 6:50

Professor Sarah Evans

Phoebe Island College

Sociology 380: Workshop in Sociology
Assignments

Chapter 2: "Pants of Service," Chapter 5: "Done and Learned" (Eldoro)


Volume 6, No. 1 January 1999

Journal of Community Service Learning Volume 4

Required Texts

The assigned material provides an opportunity to learn and grow. You should come to class having read all assigned readings, understand them, and discuss them during class. The material is designed to reinforce some important and controversial topics. This course is open to students of all genders and backgrounds. The success of the course depends on your participation. Class participation is required. We have limited enrollment to 20 in this class, so that we can

You can learn what others have done in these sorts of courses. Our courses are designed to help you understand and interact with the world around you. We encourage you to think critically about the information presented in class. This means that your perspective and experiences are important in understanding and interpreting the material. Your input is valued and appreciated. We expect you to contribute to class discussions and activities. This involves being prepared for class, actively participating in discussions, and respecting the opinions and perspectives of others.

Email and the Internet—will be provided a list of helpful and interesting Internet resources so
Class 1

Field notes from the field (10 points)
Hays and Cuban (MFCSL)

Class 2

Community study due (15 points)

Class 3

Writing literature review

Class 4

The helping relationship

Class 5

Community and Gender

Class 6

Coles Ch. 5

Class 7

Bunch

Class 8

Field notes (part 1) (10 points)

Class 9

Building and Maloney (MFCSL)

Class 10

No class

Class 11

Purman

Class 12

Nonprofit Community Foundations

Class 13

Civic Arts Project due (15 points)
Roby

No class

Class 14

Final Paper due (20 points)
With the completion of this course, you can make a good
philosopher one true conclusion to the topic of the course: (Contradictory) Converse relation conclusion, to the
Do you have a particular interest in this subject? Do you like this field? (Prepared)
I propose: can you get there and back on the next morning (your speed)? Receive the
We will present an essay on any day we can. This section should go into your selection of a service. If
Finding a profession during the next class, we will be discussing possible placements for service
First notes: 20 points (due dates: October 21 and December 2)

Community study: 3 points (due dates: October 14)

Class

Assessment: 15 points (due date: November 18)

Special Reports

media and academic press.
Some of the following will become the basis of questions that should be addressed in class:

"...have a way to begin where or how to find a meaningful context..."

**Quotations for Reflection**

Notes on your thinking and reflection in the final paper and for the class.

The course will be divided into two main assignments. Details for the final project will be distributed in week three of class. The due date is December 9.

Class presentations: 10 points

Class presentations will be given on the basis of your contribution to class discussion and analysis. Your presentation must be a 10-minute session. The schedule for presentations will be determined in week two of class. Students will be responsible for completing the readings assigned in class. These should be a guide to the course over the course of the semester and the will provide some ideas as well.

Class presentations will be given on the basis of the seminar and the will provide some ideas as well..."
8. Write an essay that incorporates different perspectives on a social issue. For example, in an issue related to the environment, discuss different views and propose solutions to the problem.

7. The helping relationship is generally thought of as passive. What are some of its passive or non-actional aspects? How do those aspects affect the helping relationship?

6. How does your organization work with other organizations in the community? Does it have a particular role in the community?

5. After your first visit to the help site, what questions have come up? We will be discussing these questions in class.

4. If you are thinking about volunteering or doing service in this course, what do you think you might contribute or volunteer?

3. Have you ever volunteered in the past? Do you remember how that experience was?

2. Identify two sociological lessons you have learned and review what you have learned so far on the topic. What is important in your life?

1. What are the possible connections between service and learning of experience and learning?
The class will be conducted as a seminar, even though our numbers will make it difficult. Therefore, it is important that students come to class prepared to discuss class material.

The course description and requirements: This course is part of a larger program, now in

The Civic Community: Theory and Practice

Rutgers University
It is important that you do the readings, come prepared to discuss their meaning and implications.

Your course will be worth 30% of the final grade. Group projects will be worth 40% of your overall course grade. Course projects will be worth 30% of your final course grade.

Your choice of community service and your leader's role, as well as your approach to the volunteering you will do, will be determined by the objectives of the course.

Groups of the class will be formed and assigned in the first week of the semester.

Community Engagement Program: You will document your activities and experiences working in the community. An Experimental Journal. You will document your activities and experiences working in the community. An Experimental Journal.

In the After Learning Center in New Brunswick, you will participate in a child care of school age children. You will be expected to provide assistance, help put children to bed, and provide supervision. The children will be expected to participate in various activities such as reading, writing, and playing games.

Community Service Service projects will be assigned in addition to the regular class meetings. You will work in a group to complete a service project. The service project will be worth 5% of your final course grade.
CIVIC ENGAGEMENT

The Responsibility of Citizenship: Philanthropy, Service, "Civic Duty"

The Responsibilities of Citizenship: Philanthropy and Community

The Meaning of Democratic Community

Civic Values: The Morals, Responsibilities, and Problems of Belonging to Democracy and Community

Community Service Projects

Optional: Introduction to Class; Non-voting Reading for next time

Reading Assignment

DATE

Course Outline

The course outline is tentative and should be seen as a general guide, not a box. Course outlines are not fixed; if you are more comfortable with one or two student team leaders, the involvement of our staff, students, and instructors as we explore civic duty and in practice meaningful discussions and debates is the name of democratic community. Please feel free to make up the rest of your grades, so you miss class or don't contribute to our seminar sessions.
<table>
<thead>
<tr>
<th>Date</th>
<th>Group Project Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 28</td>
<td>Light &amp; Space</td>
</tr>
<tr>
<td>Apr. 26</td>
<td>Nationalism &amp; Democratic Community</td>
</tr>
<tr>
<td>Apr. 21</td>
<td>The Local Community &amp; Public Space</td>
</tr>
<tr>
<td>Apr. 19</td>
<td>The University as a Civic Community</td>
</tr>
<tr>
<td>Apr. 14</td>
<td>The Challenge of Multiculturalism</td>
</tr>
<tr>
<td>Apr. 12</td>
<td>Suburbanization and the Decline of Democratic Community</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Religion, Sectarianism, and the Nature of Prejudice</td>
</tr>
<tr>
<td>Apr. 5</td>
<td>Citizen and Democratic                  Community</td>
</tr>
<tr>
<td>Mar. 31</td>
<td>Reading Assignments</td>
</tr>
</tbody>
</table>
Our focus will then shift to the role that service and volunteerism play in empowering women.

We will begin the course by looking at notions of patriarchy and democratic processes. What is the role of women in a democratic society? How is the experience of democracy mean to a citizen in the American political system? Why are the expectations of democratic participation determined? What does it mean to be a citizen in the American political system?

The experience of the public sphere, how did women exercise authority and power?

We will explore public policy, public policy making and women's leadership in the classroom. Through discussion and analysis of public policy making, students will apply academic research and practical knowledge gained during their public policy making and women's leadership classes in the classroom.

In this seminar, we will explore the links between community service and public leadership, which

COURSE DESCRIPTION

Office: Education Institute of Police, Douglas College
Instructor: Ruhee Nagpal and Todd Wolk
Political Science 440

HUTCHERSON UNIVERSITY, FALL 1996

Becoming a Public Citizen: Connecting Community Service and Public Leadership

Proposal submitted to the Education Committee, Board of Governors, Douglas College, 1996.


(1869) 2:33:1-7:3; Benjamin Disraeli, "The English Middle Class, a Multicultural Society," From the liberal arts of the University.

(1661) "Moral Education," Education and Morals, "Education is the foundation of a Multicultural Society." (1661) Disraeli, D.C.

Catherine Sumpner, "Women's Boy: Hearing His Story - As His Sister's Mother"
November 25.

In this discussion, we will focus on the political process and its impact on policy decisions. We will explore how various groups and interests influence policy decisions at both the national and international levels. This discussion will examine the role of lobbyists, interest groups, and the media in shaping public opinion and policy outcomes.

Community Service: This course has a community service requirement. You will be expected to volunteer for at least 20 hours in a community service project. This will count toward your service requirement.

Course Requirement - For successful completion of this course, you must attend all class meetings, actively participate in discussions, and complete all assignments. This course focuses on the principles of democracy and the role of citizens in government.

1) To make a connection between academic and extra-curricular interests and the public arena
2) To understand the theoretical expectations of democratic citizenship and challenge those concepts
3) To critically consider the dynamics of service learning and its connections
g)
4) To discover the ways that current policies impact women into the public arena
5) To describe the factors that lead to increased participation in political processes
6) To explore the various ways in which people are involved in political processes and how they can be motivated and engaged to make a difference

The paper should include the policy question and identify the key actors or organizations involved. The paper should be written in a clear and concise manner, addressing the issue at hand and provide a solution or recommendation for action.
The community service experience is an integral part of the classroom. It provides a basis for questions and discussion. Students will present their community action plan in class during the last two weeks of class. The students will discuss and analyze the strengths, weaknesses, opportunities, and threats of their action plan. They will also develop an action plan for an advocacy campaign around the issue of gun control. Each student will also submit a research paper on the issue of gun control.

In order to complete the project, the students will need to engage in academic study and research. The project will be graded on the basis of the quality of the research, the effectiveness of the presentation, and the overall impact of the project.
CLASS SCHEDULE

Dec 18: Action Plan presentation

Dec 9: Paper due (Action Plan presentation)

Dec 2: Community service hours completed

Nov 25: Review due

Nov 25: Rough draft due (3 copies)

Nov 18: Intricacy names and questions due

Oct 28: Bibliography due

Oct 7: Paper topic due

Sep 14: CASE orientation (mandatory)

Sep 9: Course overview, discussion of community service placements, and introduction of basic concepts

DATES TO REMEMBER

Sep 9: Course overview, discussion of community service placements, and introduction of basic concepts

BREAKDOWN OF SEMINA GRADE

Action Plan

Paper

Reviews

Bibliography

Attendance and Participation

25%  
40%  
5%  
15%  
15%
From Service to Reform: Women Entering the Public Sphere


Critique of Service and "Charity" Broadcasting (pp. 1999, pp. 231-242).


The mean goal of the Democracy Seminar will be for public service iniciaties: the course

COURSE FORMAT AND ASSIGNMENTS

designed to refresh learning from our previous experiences and from each other. Each of you will

advocates who are committed to democracy and activism, within the class, outside the classroom, and in the local

states. The Democracy Seminar is a community-based experience of democratic political practice in the

Spending Time: 4-6 pm

Southmore College

The Democracy Seminar: The Politics of Public Action

Professor Maria Mendel-Reyes
We've decided to focus on making the classroom work more engaging for everyone. The video classroom has been recorded for our students, and we've added interactive elements like quizzes and polls to encourage participation. The students will be able to connect with each other and another instructor online, fostering a sense of community. The feedback from the previous lesson has been positive, and we're looking forward to seeing how the students will react to the new format.

In this lesson, we'll be discussing the impact of technology on our daily lives. The students will be using interactive tools to explore the role of technology in our society. We'll be integrating real-world examples to make the lesson more relatable and engaging.

The primary written work this week will focus on the impact of climate change on our daily lives. We'll be exploring the scientific evidence and discussing the possible solutions. The students will be working in groups to create a presentation on the topic.

Our lesson plans will also include interactive projects on sustainability and environmental conservation. The students will be working in small groups to create projects that promote sustainability in their communities.

Our weekly meetings will be conducted online, with a break in between. The students will be encouraged to participate actively and share their ideas.
Family and community

Community work project with CCIP

Sat / 1/28

due.

Handout service learning project: Intercultural Learning agreement

Dialogue with Lisa Callery, Chester Community Improvement Project (housing)

Community service and community action

T / 1/31

Preparing for Sheerock

(release board orientation neglect the ingredient: Learning agreement distributed)

Dialogue with Julie Myrick, Chester Residence Concerned for Quality Living

Introduction: Where is community action

T / 1/31

Course outline and schedule of assignments

Ann Writers and M. Pond, Waiting for Chance A Community Reader

Peter Pickford and L. Schieber, Scores of Hope: The Fall and Rise of an Urban Neighborhood

Melissa H. Cook, Searching for Sheerock

with an asterisk will be distributed

The following required books are available for purchase in the bookstore; they are also on reserve

Readings

Feeds.

Expectation in discussions and other class activities (33% of the grade) and the journal (33% of the grade). The grade (33% of the grade), based on your participation (33% of the grade), social and cultural issues of race issues. You are responsible for your performance, and the subsequent activities on your part. It is sometimes very hard to take a different stand on a controversial or sensitive issue, so to express your views AND to listen to the views of others. This requires a degree of courage and uncertainty.

During our meetings, we will work together to create a class environment in which we all try to express our views AND to listen to the views of others. And I expect you to be equally responsible for your behavior.

The class secret is that we are all different and that each of us has a unique perspective and an individual way of looking at things. For one reason or another, you may find that some things are easier for you to accept than others. And that's okay. If you have trouble with an assignment or another aspect of this course, I expect you to be willing to discuss it with me and that you will respect my viewpoint.

The schedule will be posted in the class folder. So, you will also need to get in the habit of checking.

Because of the nature of this course, you will need to be present at all class meetings, and you will be expected to do your part. I expect you to be responsible for your own learning and to be committed to the success of this course.

T / 1/31
Journal due
Read: 206-210
Internship presentation
Power and empowerment

Community service without proposal due
Handouts on community service without
Read: Community service without student projects at the end of each chapter
Internship presentation
Quid pro and community action

Spring Break
Journal due
Read: 303-307
Mindlessness Internship self-evaluations
Health and community action

Handouts on different ways of knowing
Read: 139-149
Internship presentation
Knowledge, education, theory, and practice
Journal due
Read: 86-135
Internship presentation
The individual and community action

Read: 40-81
Internship presentation
Dialogue with Perinado Change Mono (local activism)
Philosophical position

Journal due
Learning at home due
Room assignment
Read: pp 1-39
Internship presentation
HENRY HARRISON, ON RESOLUTION.

"Resolutions are proposals in the interest of the many."

"What we call modern democracy is a form of government where the few rule at

"Politics and the English Language"

Professor Mare Mclean-Hoffes

SWARTHMORE COLLEGE

Political Science 13: Democratic Theory and Practice

May 13

Compiled, journal and summary essay due

Spring 1996, Thurs. 11:00 am - 12:35 pm, Science 128

Professor Mare Mclean-Hoffes

SWARTHMORE COLLEGE

Political Science 13: Democratic Theory and Practice

May 13

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Political Science 13: Democratic Theory and Practice

May 13

Compiled, journal and summary essay due

Spring 1996, Thurs. 11:00 am - 12:35 pm, Science 128
Knowledge of the subject matter of this course is a prerequisite. It is important to the study of the class and to demonstrate your overall understanding of the subject. You will be expected to participate in class discussions, and I will provide opportunities for you to ask questions and engage in group discussions. Participation is encouraged, and I will be available to assist you in any way possible. There is no pressure to participate; this is your decision. However, your participation in class discussions, and in other class activities, contributes to your grade and helps to evaluate your understanding of the course material.

Class participation is a large percentage of the final grade: 20%. You will be graded on your participation in any different ways. If you cannot do it in class, how will we ever get to do so in the real world? This course will expose you to a variety of different issues and events, as well as a variety of different methods. Together, we will try to create a class environment in which we all try to capture our views of the world.

The course should still be a forum for healthy political discussion. Any different perspectives and standards from those of a particular party or a particular debate, and any that occur in public discourse, are common problems of diverse differences. Although a common mistake in public discourse is to assume that everyone is the same, and that we can pretend to be in a perfect world where the views and policies of others are the same as ours, and the views and policies of others are the same as ours, and the views and policies of others are the same as ours. Course format and assignments are designed to help you understand and analyze the political process, and to develop critical thinking skills. In this class, we will explore these and other questions by comparing and contrasting various examples of democracy and democratic processes.
A Week in Democacy

James Miller, "Democracy is the Success From Poor Farmer to the State of Chicago

Arthur Johnson, "Introduction to Chaco and Hopi Life on Democracy

David C. Kemper, Community and the Politics of Place

William R. Greer, Reading for Skepticism

Phillip Cram, ed., Democracy: Key Concepts in Critical Theory

John Kassera, Power and Powerlessness: Quixote and Bacon in an Apocalyptic Tale

The following required books are available for purchase in the bookstore. They are also on reserve.

Readings

Class is over the day after each class, and checking email from time to time.

Instructor's Notes:

The class schedule will be posted in the class folder. Important: please get in the habit of checking the schedule weekly.

Professors often return the graded work in the classroom. The video classroom has been reserved for me to return written work in an electronic format. The video classroom is located next to the classroom, and the second floor of the building.

Your grade will be determined by the following:

- Participation (5%)
- Quizzes (15%)
- Essays (30%)
- Final Exam (30%)

Your final grade will be determined based on the following:

- Participation (5%)
- Quizzes (15%)
- Essays (30%)
- Final Exam (30%)

Read the materials and thought carefully about them. I will let you know when your class packet...
I. Democratic theory and practice: SDS during the Sixties
   Th/3/16
   Democracy, Bakunin, Priestley & Stone (14-16)*

   Th/3/14
   Miliband, Weber, Simpser, Boxton, Crotzer a'la Delali (8-13)*

   Th/3/12
   The Democratic Ethos
   Be sure to choose and practice democracy regularly.

   Cavanaugh, 5:6 (Intro, 6-3), Fm/Fm, 7.4, 7.5, Part 1V (all), Part 1V (all)
   Cavanaugh, Power and Powerlessness, Part I, 1-1.3, Part II (all)

   C. Democratic theory and practice: I: Application to Apples

   Th/2/23
   Democracy, Macpherson, Pratuck, Green (17-30)*

   Th/2/21
   F. Inequality and Democracy

   Th/2/16
   Giving a citizen's voice to the people

   Th/2/14
   Lincoln, the Happy President?

   Th/2/10
   Devote attention due (1 page)

   Th/2/8
   Class debate: Lincoln-Douglass
   Lincoln, the

   Th/2/7
   Lincoln, the

   Th/2/3
   Madison, Part II (9-17)*

   Th/2/2
   Representative democracy

   Th/1/31
   Roussea, Mill, Tocqueville (cols. 2-4, abscissa due (1 page)

   Th/1/26
   C. The classical theory of democracy

   Th/1/24
   Greek, Part Two

   Th/1/19
   Greek, Problems of Democracy Part One and Two

   Th/1/16
   Democratic theory and practice: I: the Civil Rights movement

   (1 page)

   Th/1/12
   Cavan, Williams (Into Education) I. Personal experience in democracy due (1/2)
Final essay due
Conclusion
T. 4/27
T. 4/29

Issue of class choice readings to be assigned

Inauguration: Guest speaker readings to be assigned

Democratic theory and practice 1: Contemporary history

0.
Rousseau, Mill, Bay, Marx. Young, (Inoue, 32-36)
N. Democratic theory

4/18

4/11 no readings Citizen statement due (1 page) T. 4/13 no readings

M. Town meeting

Kemmis, Ch. Six- Eight

T. 4/6

Kemmis, Community and the Politics of Place, Chs. One-Five

I. Community and Democracy

T. theory in practice report due

T. 3/30

Could, Green, Politics (29-30)

K. Participation and Representation

Luxemburg, Antidemocratic Writer (23-28)

T. 3/28

J. Action

First essay due

T. 3/21

Miller, The

T. 3/21

M. Miller, Democracy in the States
COURSE GOALS

1. To define, recognize, articulate, and explain diversity.
2. To understand the relationships and experiences of various minorities and cultures in American culture and society.
3. To begin thinking about different pedagogies and methods for reaching and teaching about different ideological and cultural contexts.
4. To learn the methods of cultural research (interviews, focus groups, and observation).
5. To develop different skills of oral expression, especially in teaching activities for enhancing diversity.
6. To apply the knowledge to think about the progression of policies a plural diverse society might use to achieve real equality of opportunity through education and social participation.

Course Description

Spring 1999 Th 4:00-5:30, McCook 307
Professor: Jeanene Bauer
Interdepartmental: Edu 256, Art 328, April 24, 29, 30, CDES 26

Trinity College, Hartford

Transforming the Trinity Community and Curriculum for the Millennium

Multiculturalism and Ethnicity in Education
The Mutualistic/Divisive Reader

Nurturing Cultural Harmony

Sailor and War, Beyond Black and White, Now Faces and Voices in OS School

Defy Other People: Children, Cultural Conflict in the Classroom

Turn, Where Are All the Black Kids Sitting Together in the Cafeteria?

C. William, Life on the Color Line

These required texts are available at the Tiny Bookstore.
mendations (20%) and (3) your journal reflections what specifically you have learned about diversity and education at Trinity and the processes of collaborative learning involved, submitted as separate 2-3 page paper (5%) and "The Report to the President-- involves an class endeavor to integrate the various aspects of the report to send or present in person to President Dobelle (part of your participation grade).

ASSIGNMENT FORMAT
Paper assignments should be typed, with pages numbered and stabled before they are handed in. You should always keep a copy for yourself and when working on the computer you must save more than one copy of your documents in the event of disk errors. In fact it's best to have a second backup disk, not just a second backup file. Paper assignments will be graded on how well they fulfill the assignment as well as the extent to which they integrate class terms, concepts, and examples in supporting observations and points. Journals can be in binders or kept on computer disk (*note I will then review printouts when journals are checked.)

CLASS FORMAT
Lecture/discussion sections. Themes and questions are provided for each class period and you should read the assigned materials with these in mind. You should read assigned material by the class period for which it is assigned so that you can enrich class discussion, understand lectures better, and contribute to the work of your assigned project groups. You will also be meeting outside of class in assigned groups. You are responsible for critically assessing films, lecture materials, and the assigned reading, whether those reading materials are fully covered in class or not.

PLAGIARISM AND LATE POLICY
Absences will affect your participation grade. You will be absent if you are not present when role is taken. Use your three absences well so that if you have an emergency or illness you will have these "sick days" available to you. After its due date, your papers will be penalized one grade level for every week they are late. Plagiarism is unacceptable and results in academic disciplinary action. If you are unsure about what plagiarism is, review the student handbook for this information. Be extremely careful when paraphrasing or quoting the material of others; always provide citations for the material you use.

COURSE OUTLINE
Part I. Introduction to Concepts of Race, Culture, and Multiculturalism in Learning
1/19 Introduction, I-Am assignment; read over "Journal Learning" exercise
What is Whiteness?
1/21 in-class exercise and discussion
### Part II

**Statistics**

**Recommended Text:** 6. Come, Pen Performance, Bobcaye 2000.

**Discussion Groups**

#### Reading 1

- Nussbaum, ch. 4.
- Recommended: Further, ch. 5.

**Workbook Exercises**

- Read and outline 10 important questions.
- Discuss the readings and choose a topic for class discussion and present your answers on internet.

**Reading: Williams, 18-21; Core: Critical: Recommended: Further**

#### Reading: Sherman, 11-7, William, ch. 3; Recommended: Further and Introduction

#### Reading: Williams, ch. 9-10, William, ch. 1-2; Recommended: Further and Introduction

**The significance of race, culture, class and identity in schooling**

**Reading:** Sherman, ch. 1, 4; Recommended: Further
Part III

Culture and Teacher: Pedagogical Strategies

Include the school's classroom culture and multicultural (torot) teachings

large group meeting to discuss plans for continuing Hindu Project, topics, activities,

reading Select & Write 11-13, Thema, Dh 6 recommended: Pambé, Dh 6,

White Diversity: Class, Sexuality and Gender

Film: Visions of America

Select & Write 8-10, 2

Film: American Indian Experience

reading Week meets to practice and rehearse performance
continued, personal experience and journals due

the first group reports on experience

Final Group Reports Due—begin writing on interaction of separate reports. Individ-


school choice and desegregation

Strum’s Approach, A New School and Charter School versus Mainstream Schools.

Presentation of the group process. Reading; Goods: Individ.

Report


The cultural democracy and policy debates; one culture or many?

Spring Break
Workbook Exercises from Human Diversity in Action: Developing Multicultural Preparers

Wells and Cahn, 1997, Saving Face in the Suburbs: In Steppling over the Color Line Yale University Press

Kohn, 1998, The Future of Single Sex Schools: In Separated by Sex, pp. 41-72, ANWE

Mudduck, 1998, Number Game Reason (October)

AVC and U Diversity Report Diversity Works: The Balanced Picture of How Students Befriend

Haven Yec University Press


Press

Young, Ed., 1999, Social Movements and the Politics of Difference, In Campus War

Suggested Web Sites for Diversity Information

http://www.excc.edu/boals/diversity.htm
http://www.excc.edu/boals/diversity.htm
http://www.excc.edu/boals/diversity.htm

Workbook Exercises for the Classroom (Cushing, McGraw-Hill, 1999)


Fundamentals of Service-Learning Course Construction


1999


1996

Outcomes for these Modular Teaching Sociologies 1998, No. 26: 276-291.

Barber, C. and Murphy, J.C. "Service Learning in Pedagogy and Cleft Education: Comparing
Patrician, Federalism, Community, and Ways of Knowing. Ways to Deepen our Educational
and the Homestead Community School 1995, No. 18(3): 357-373.

Community and Social Position: On College Student Challenges Their Minds about
Humphry, J. "Self-Concepts of Student Teachers in a Community College.

Moran, K. "Potential and Practice for Combining Civic Education and Community Service."


McKee, J. "Professionals Educate and Disvalue the "Help" in Which I


Meyers, C. Howard, J. and King, D. "Incorporating Community Service and Classroom Instruction
in Liberal Education." 1993, No. 18: 3-18.


Kendrick, J. "Community and the Service Learning in an Introduction to Sociology Course.
Michigan, 1996.

Kowch, J. and Weisman, J. "In the Service of What. The Data, Kansas. 1996.


Kowch, J. "With Good Intentions. Address to the Conference on International Student

Howard, J. "A Commitment to Pedagogy. " In Academic Service-Learning: A Paradigm of Action and

The sample syllabus included in this book can be found on the Campus Compress online syllabus collection.

ONLINE SYLLABI COLLECTIONS

No. 28(1); 20–27.
No. 29(1); 20–27.
No. 30(2); 20–23.
No. 28(1); 20–27.
No. 29(1); 20–27.
No. 30(2); 20–23.


Shumway, R. The acid is heated. B. What we know about Service-Learning. Education and Human Society, 1996.


Kermita Heffernan, Ed.D.

Course Construction
Fundamentals of Service-Learning