EDE 435: Service-Learning, Higher Education & the Public Good
Spring 2011

Location: Dewey 4-131
Date/Time: Thursdays, 4:50-7:30pm

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Course Description:
This course will review the evolution and impact of service-learning in higher education. Specifically, we will explore the relationship between higher education institutions and the community and will understand how working towards the public good is conceptualized from a variety of perspectives. Students will use course readings, assignments, and in class activities to critically examine service-learning, higher education and the public good. Students will be expected to engage in an on-going project with a community partner.

Course Goals:
- To understand the conceptualization and evolution of service-learning as a pedagogy.
- To understand the multiple (and changing) definitions of “the public good.”
- To explore and (re)define service-learning as a means of serving the public good.
- To engage in an on-going service-learning project with Rochester community partners.
- To create a personal definition of service and the public good and understand how it impacts one’s roles as researchers and practitioners.

Academic Expectations
* Students are expected to arrive to class on time and return promptly from class breaks. Please give me advanced noticed if you will be missing class.
* All papers (does not include weekly reflections) must be typed and double-spaced with 1-inch margins on all sides (size 12 font).
* Papers must follow stylistic guidelines recommended by the Publication Manual of the American Psychological Association.
* All assignments must be completed on time (either in class or submitted via email by midnight). Late papers will receive a maximum of 70%.
* Please refrain from the use of electronic devices in class (laptops, cell phones, blackberries, ipads, etc.) except to use your laptop/ipad to take notes or for readings. Playing on the internet or texting will not be tolerated.
* The goal is not to agree, it is about hearing and exploring divergent perspectives and contributions.

Academic Integrity: Any form of academic dishonesty, including plagiarism, in this course will be treated seriously – all work must be your own and the work of others must be properly cited as appropriate. The University of Rochester’s “Academic Honesty Policy” and related judicial
More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation.
http://ori.hhs.gov/education/products/roig_st_johns/index.html

Special Needs: Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know. By law I cannot ask you if you have a disability. The Office of Disability Services will provide me with guidance for your accommodation after you inform me that you qualify for accommodations.

Inclusivity Statement: It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other’s ideas. We will negotiate other guidelines about classroom discussions throughout the course.

Required Readings & Books:


Readings are organized in the following ways:
Weeks 1 – 4: Conceptualizing service-learning and the public good
Weeks 5 - 9: Benefits and challenges of service-learning and the public good
Weeks 10 – 14: Critical consciousness and organizational commitment
Week 15: Poster Presentations

Each week we will read a more personal account of how faculty and doctoral students of color conceptualize the public good and their responsibility of service as agents within higher education. This will begin in week 3.

Supplemental Materials:
Under “course materials” on Blackboard there will be a list of recommended readings about service-learning. These reference lists come from Campus Compact (2000).
Finally, the glossary of terms provided by Cipolle (2010) is offered as a resource that we can continue to refine and build on. It provides an overview of important service-learning and social justice terminology.

All readings that are not in the two books above can be found under “course materials” on Blackboard.

**Course Assignments:**

**In-class Participation – 10 points:** The success of this class will be greatly influenced by the level of participation of all class members. Every student must come to each class having thoroughly read every reading and be prepared to discuss at length those readings, their insights, and their implications. Additionally, every student must come to each class prepared to work on their service requirements and discuss their weekly service and reflections.

**Service Participation – 35 points:** You will be expected to work with your service-learning site for a minimum of 2-3 hours a week. Tasks and responsibilities will vary depending on which community partner you are working with. You will have time during class to work on your service responsibilities which may often include group work. We will discuss the service responsibilities all semester and will invite the community partners to class to further clarify their goals and needs. My hope is that you find a fit with your partnering site and continue to work with them long after our course has ended.

**Community Partners**

- Office of Adult and Career Education Services (through RCSD)
- Youth Development and Family Services
  - [http://www.oaces.net/](http://www.oaces.net/)
  - Contact: Greg Finch
  - Responsibilities may include: researching and designing a college access program with a track appropriate for adults who want return to school and one for parents who want to learn about college information for their children.

- MOCHA Center
  - [http://mochacenter.org/](http://mochacenter.org/)
  - Contact: Judith Bauman
  - Responsibilities may include: writing literature reviews for grant projects and tutoring students.

**Weekly critical reflections (due every 3 weeks) – 30 points** – You can use whatever format makes sense for you to do your reflections – written, typed, blogging, poetry, voice memos, etc. You will turn your reflection “notebook” in every three weeks. I will also ask for people to share some of their reflections with the class on a regular basis. I expect that you process not only the experience, but your emotions as well. Explore the connections between engaging in this service with theory, research, and practice. Do not remove yourself from it - meaning, be okay with feeling and exploring your biases, emotions, and ah-ha moments. Use your reflections to explore the social, historical, and structural influences of your service-learning site. And remember, not all of these elements will appear in every reflection entry and that's okay.
Service-learning & the public good positionality paper – 20 points: (~ 20 pages). This paper will be unlike your typical research papers or literature reviews. Instead, I want you to pull together your service-learning experiences this semester and address the following: Positionality / your role including: identity, biases, values and background; your working definition of service-learning and the public good; and your perspective about individual and institutional responsibility for serving the public good. More details about the paper will be handed out as we move through the semester.

In writing up the positionality paper, consider reflecting on or drawing from Cipolle’s (2010, p. 7) four elements of developing critical consciousness:

1. developing a deeper awareness of self
2. developing a deeper awareness and broader perspective of others
3. developing a deeper awareness and broader perspective of social issues
4. seeing one’s potential to make change

Final poster presentation – 5 points: Final project: Poster session. Community partners and Warner community will be invited to attend our last class of the semester. Instead of doing power point presentations I would like for you to create a poster session that includes the following:

*Project site, overview and responsibilities
*Any pieces of reflections along the way
*Summary of your public good positionality paper
*Important literature
*Anything else you feel is salient to this presentation

**With all writing and/or poster assignments – weave in readings as you can. These won’t be literature review papers – but if the literature is relevant to what you are addressing, weave it in and cite properly.

Grading:

Class participation
Service participation
Weekly critical reflections
Positionality paper
Poster session

TOTAL

100 points

A = 100 – 94
A- = 90 – 93
B+ = 87 – 89
B = 84 – 86
B- = 80 – 83
C = 70-79
January 13 – Week 1 – Course Introductions

First service-learning reflection

January 20 - Week 2: Service-learning Foundations

Introduction to community partners


http://quod.lib.umich.edu/cgi/t/text/text-idx?c=mjcsl;view=toc;idno=3239521.0001.109


http://quod.lib.umich.edu/cgi/t/text/text-idx?c=mjcsl;view=toc;idno=3239521.0006.102

January 27 - Week 3: Reflection: The Hyphen in Service-learning


Gonzalez & Padilla – Chapter 1 & 2 (Padilla)

**February 3 - Week 4: Conceptualizing Social Charter and the Public Good**  
Kezar et al: Chapter 1 (Chambers – The Special Role of Higher Education in Society)  
Chapter 2 (Kezar - Challenges for Higher Education in Serving the Public Good)  
Chapter 3 (Kezar – Creating a Metamovement)

Gonzalez & Padilla – Chapter 3 (Ayala)

**Reflection #1 Due**

**February 10 - Week 5: Benefits of Service-learning & Doing the Public Good – Social Capital & the Social Good**  
Chapters 1 and 9 (higher education as a public good)

Kezar et al: Chapter 11 (Benson, Harkavy & Hartley – Integrating a Commitment to the Public Good into the Institutional Fabric)

Kezar et al – Chapter 16 (Quaye – Let Us Speak: Including Students’ Voices in the Public Good of Higher Education)

**February 17 - Week 6: Benefits of Service-learning & Doing the Public Good – Citizens for Change & Social Justice (Models & Practice)**  


Gonzalez & Padilla – Chapter 4 (Hurtado sisters)
February 24 – Week 7: Benefits of Service-learning & Doing the Public Good – Citizens for Change & Social Justice (Reflections & Outcomes)


**Reflection #2 Due**

March 3 – Week 8: Challenges with Service-learning & Doing the Public Good


NOTE: While Milner specifically is addressing research, his message and the “dangers” presented are applicable and important to our service-learning experiences.

Gonzalez & Padilla – Chapter 5 (Guajardo Brothers)

March 10 – Week 9: Challenges with Service-learning & Doing the Public Good


Kezar et al – Chapter 8 (Schneider – Liberal Education and the Civic Engagement Gap)

Gonzalez & Padilla – Chapter 6 (Urrieta) & Chapter 7 (Turner)
March 17 – Week 10: Developing a Critical Consciousness


Kezar et al – Chapter 7 (O’Neil Green & Trent – The public good and a racially diverse democracy)


Reflection #3 Due

March 24 – Week 11: Addressing the Public Good in Teaching & Research
Kezar et al – Chapter 9 (Zlotkowski - The disciplines and the public good)

Kezar et al – Chapter 10 (Ramaley - Scholarship for the public good)


March 31 – Week 12: Addressing the Public Good through Organizational Commitment

Kezar et al – Chapter 12 (Ward - Rethinking faculty roles and rewards for the public good)

Kezar et al – Chapter 13 (Holland - Institutional differences in pursuing the public good)

Gonzalez & Padilla – Chapter 8 (Rodriguez-Brown)
April 7 – No Class – AERA

April 14 – Week 13: The Voices of Community Partners


Gonzalez & Padilla – Chapter 9 (Gonzalez)

Reflection #4 Due

April 21 – Week 14: What’s Next in Service-Learning, Higher Education & the Public Good?
Kezar et al – Chapter 18 (Creating dialogue)

Kezar et al – Chapter 19 (Chambers – Pondering the social charter)


Gonzalez & Padilla – Chapter 10 (Delgado Bernal) & 11

April 28 – Week 15 - Poster Session & Community Reception

Monday, May 2 - Due: Service-learning positionality paper (email to JMK)

Reflection #5 Due

(Syllabus is subject to change – 1/2011; JMK)