

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 12-94
UWUCC Action-Date: AP-3/12/13 Senate Action Date: App-3/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s)	Melanie Hildebrandt	Email Address	melanieh@iup.edu
Proposing Department/Unit	Sociology	Phone	7-7635

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- | | | |
|--|--|---|
| ☒ New Course | ☐ Course Prefix Change | ☐ Course Deletion |
| ☐ Course Revision | ☐ Course Number and/or Title Change | ☐ Catalog Description Change |

Current course prefix, number and full title: Soc 417/517 Global Service Learning

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|--|---|---|---|
| ☐ Learning Skills | ☐ Knowledge Area | ☐ Global and Multicultural Awareness | ☐ Writing Across the Curriculum (W Course) |
| ☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| ☐ Global Citizenship | ☐ Information Literacy | ☐ Oral Communication | |
| ☐ Quantitative Reasoning | ☐ Scientific Literacy | ☐ Technological Literacy | |

3. Other Designations, as appropriate

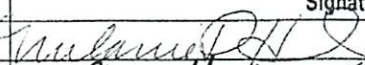
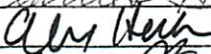
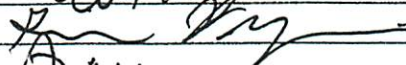
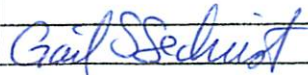
- | | |
|--|---|
| ☐ Honors College Course | ☐ Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|--|--|------------------------------------|
| ☐ Catalog Description Change | ☐ Program Revision | ☐ Program Title Change | ☐ New Track |
| ☐ New Degree Program | ☐ New Minor Program | ☐ Liberal Studies Requirement Changes | ☐ Other |

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		2/6/13
Department Chairperson(s)		2-12-13
College Curriculum Committee Chair		2-12-13
College Dean		2/19/13
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		3/13/13

Received

MAR 13 2013

Liberal Studies

Received

FEB 26 2013

Liberal Studies

Syllabus of Record- New Course Proposal

SOC 417 Global Service Learning Department of Sociology Indiana University of Pennsylvania

I. Course Description

SOC 417 Global Service Learning

3 class hours

0 lab hours

Prerequisites: SOC 151 or permission of the instructor

3 credits

(3c-01-3cr)

Provides a forum for critical reflection on community-driven service, cross-cultural experiences, and global citizenship. Progresses through a framework, which explicitly links personal experience and readings with regular writing assignments in a journal and class discussion. Reflects on both the purposes of their service work as well as on its limits as a response to specific needs within the community, and more general problems of social justice. Through the experience of interaction and reflection, students learn to apply knowledge and skills in the real world, exercise critical thinking, develop self-learning and helping skills, develop societal knowledge and sensitivity, and enhance personal development. Explores issues of social responsibility and citizenship in relation to the social problems with which they become acquainted through their community work.

Integration of Service Into the Curriculum

The specific service projects will be determined collaboratively and in such a way as to provide maximum benefit to the local community. Thus we will not know what specific tasks they will allocate for us until closer to the time we arrive in the community. Past groups have worked in Summer Youth programs doing basic literacy tutoring, teaching computer literacy skills, and facilitating recreational activities. Others have participated in construction projects. Several reflection sessions are dedicated specifically to linking students' service work and their experiences of working with a local organization. Cultural immersion allows students' insights into the way in which individuals and families respond to, and themselves influence intercultural relationships and economic trends. These, too, will be incorporated into the course material in students' journals and reflection sessions.

II. Course Objectives and Learning Outcomes:

At the end of this service learning course and on-site experience, students will be able to:

1. Articulate their personal understanding of service learning and social responsibility.
2. Explain the relationship between theory and practice and concomitant benefits to helping a community.

3. Demonstrate basic knowledge of the host community's history and contemporary status in the global political economy.
4. Identify ways in which the host community is influenced by, and exerts influence on, a variety of global issues and systems.
5. Demonstrate knowledge of local community perspectives on 'service' and of the difference between charity and systemic change.
6. Reflect upon their own sensitivity to community needs and culturally diverse approaches to meeting those needs.
7. Synthesize the knowledge and experience gained from the service learning project into the broader educational objectives of the students' own course of study.

III. Course Outline/Calendar

- Since most Global Service Learning courses are conducted during the summer, the course outline follows a five-week format. Pre- and post-immersion weeks will be conducted on-line and out of class and require approximately five hours each week of study and preparation time.
- The remaining weeks will be conducted on-site. During these weeks, we will spend three hours each day, Monday-Friday in a classroom setting. Visits to local businesses and community organizations will also substitute for traditional classroom learning and/or supplement our learning. Finally, during our immersion, several hours each week will be set aside for service as well as cultural and recreational activities including cooking nights with the community, religious services, celebratory events.

Week One- Pre-Immersion (5 hours)

- Introduction of course materials, reading assignments, and preparations for the journey
- Introductions of course participants and initial reflections on preconceived notions, expectations, and assigned readings
- Learning about demographics, economic and political structures, and the host community's history

Assignments Due:

On-line introductions

Reading Memo #1

Reflective Journal Entry-Week One

Week Two- Personal Values and Ethics (10 hours)

- Explore our personal and shared identities, values and assumptions.
- Understand privilege and power based on race/ethnicity, citizenship, national origin or language
- Consider whether social justice is ideologically neutral

Assignments:

Reading Memo #2

Reflective Journal Entry-Week Two

Week Three- Service in a Cross-Cultural Context (10 hours)

- Meaning of community and what determines community membership.

- Service learning, models, ethics, and implications

Assignments:

Reading Memo #3

Reflective Journal Entry-Week Three

Week Four- Global Citizenship (10 hours)

- Explore multiple perspectives on global citizenship and global ethics.
- Consumerism, activism, career, environment and other issues: how does a global citizen behave of the course of their lifetime?

Assignments:

Reading Memo #4

Reflective Journal Entry-Week Four

Week Five- Communicate and Activate (7 hours)

- Lessons in community development and problem solving
- Communicating lessons and expressing appreciation

Assignments:

Reflective Journal Entry-Week Five

Culminating Activity (2 hours)

Final Papers Due

IV. Evaluation Methods

Participation-15%

Students will be graded on active participation in all aspects of the course. This includes reading the required material, finishing writing assignments, participating actively in reflection sessions, service work, field trips, and other activities provided in the host community. [Students must be **actively engaged** in these activities, not merely physically present.] In addition, a collaborative group journal will be maintained throughout the experience. Each student is expected to complete a minimum of one entry in the group journal. This collected body of work will serve as a tool for the group to share ideas, critically and respectfully respond to each other, and record memories. Students will receive a copy of the journal once the course is complete.

Two hours each day, five days per week will be spent in a classroom setting where students will discuss course materials and reflect on service experiences. Monday-Friday are devoted to a service project assigned by our hosts, undergraduate students will work at least three hours per day, graduate students will work five hours per day. We will also be available to work on Sat and Sun depending on the needs of the organization.

Reading Memos-20%

Each week, you will read all reading assignments and choose one from which to write a reading memo. You must complete 4 assigned memos to count toward your final grade. Memos are worth 10 points each and must be one-two pages in length. **Memos are due on the assigned date, at the beginning of class.** Late memos will receive a five point

deduction each day they are late. This means after two days, late memos will no longer be accepted.

Memos should include the following:

- The first part (about 2-3 paragraphs) should summarize the reading, focusing on one or two major themes of the reading that you found particularly interesting, important, or fundamental. Think of the summary as a way of explaining, in your words, the main points of the article.
- The second part will be to identify, define, and examine key concepts and terms in the reading. Here you will want to identify 3-4 key terms in the reading, i.e., sex, gender, patriarchy, sex/gender system then write in your own words, a definition of the term, and suggest how this term may be used in everyday life.
- The third part should include your making a connection between your article and the ideas we have been discussing in class. For example, how does what you have read in this article relate what we have discussed in class, does the article challenge or support class content?
- The fourth part should include 2-3 questions that you may also raise during class discussion that reflect your engagement with the reading. The questions can be questions of fact, context, clarification, or determining relationships to everyday life i.e., how does the media contribute to gender stereotypes?

Memos will be graded based on the following criteria:

Summary (up to 2 points) – the summary is written in the writer's own words and captures the main ideas of the chapter.

Vocabulary/Terms (up to 2 points) – includes the proper number of new terms (3-4), each term is described in the writer's own words (rather than copied from the book), includes examples in everyday life, showing an understanding of the term and the writer's ability to apply it to everyday life.

Connection to course material (up to 2 points) – student applies article material to course themes and illustrates how the article author supports or challenges course content.

Questions (up to 2 points) – questions are thoughtful and include a context from which the writer is approaching the material. That is, the writer indicates thoughts that led to the question and explains why she may be asking the question.

Clarity and organization (up to 2 points) – the memo is proofread with limited spelling, grammar and usage errors.

Reflective Journals-40%

Each week, you will respond to a series of questions that pertain to the readings, our experiences, your personal reactions and feelings to the immersion, and your understanding and learning about the community. To earn full-credit, you are to respond to each question. Responses to each question should be substantive and at least 100 words in length. Your ideas should be well developed and well expressed. Regular, daily journal writing functions as a tool for you to reflect on course content and experiences as well as develop writing skill and technique. Your journal entries should merge theory with personal reflection in order to deepen your knowledge. You are expected to write coherently and critically analyze your own ideas as well as those presented in readings and by your fellow students in class discussion.

Journal entries will be graded based on the following criteria:

Distinguished (7-10 points)-Demonstrates knowledge of and application of course concepts, ideas, and readings. Incorporates critical thinking.

Proficient: (4-6 points)-Shows knowledge of course content but does not apply/incorporate, i.e., refers to an idea or concept but does not illustrate the idea or does so inadequately.

Developing: (0-3 points)-Needs to show knowledge and application of course concepts and ideas or student does not submit.

Buy a journal that you love-shape, size and style are up to you. Leave the first page blank for Table of Contents. Write legibly; use correct Standard English and complete sentences. The journal will be read by the instructor and you will be graded on your entries. You may be asked to share pieces of your journal in class discussion but you will be able to choose the excerpt and edit your comment as you like. Feel free to include artistic representation, photos, and other materials that capture your experiences.

Final Paper-25%

Both undergraduate and graduate papers should draw from the reading memos and reflective journal writing completed throughout the course. You will be graded on your knowledge of the course material, writing skills, and degree of analytical sophistication.

Assignment

Consider the service that has been completed, the issues we've learned about, and the ethical approaches to global participation we've explored. Write an essay (5-6 pages in length) identifying the ethical stance you choose to take in relation to 1) your home community, 2) the community where we served, and 3) the global community. Identify the personal values and background, reason or rationales, and experiences that lead you to take the stance you take. After you have defined and explained your particular stance, identify behaviors or actions that would demonstrate that you are living consistently with that stance and then describe the challenges that surface to prevent that consistency. How will you address or overcome those challenges in the future and how will you know if you are succeeding in that effort?

Access to Learning Management System

In order to complete some of these assignments, you will be required to have access to a computer and the on-line Learning Management System (LMS). The LMS is an online course management tool, will be used in this course in Weeks One and Five. You can find course information, handouts and keep track of your grades on the site. It will also be used as a means to communicate through posted announcements. You should sign on to the LMS during the first week of classes to confirm your access. DO NOT WAIT until an assignment is due. Your user name is the same 4 letters assigned to you by IUP for email and your initial password is the same as your user name (you will create a new password when you sign onto the Learning Management System for the first time). For assistance in accessing the Learning Management System contact the Student Computing Help Desk or IDS in the library (not your instructor). You are responsible for the information on the course Learning Management System site as well as the syllabus, material presented in class, and announcements.

V. Grading Scale:

A ≥ 90+%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% or less

VI. Attendance Policy

Attendance in all classes and service-learning activities is expected.

VII. Required text books and supplemental readings

There is no textbook for this course. Students will read from a course packet comprised of general readings pertaining to Service Learning and Global Citizenship, including select textbook chapters. In addition, each course will include readings pertaining to the particular host community.

- Appiah, Kwame. (2006). The case for contamination. New York Times. January 1.
<http://www.fiaz.com/appiah.html>
- Benedek, E. (1998) "My Mom Always Says, 'Never Trust a White Person.'" in *Beyond the Four Corners of the World: A Navajo Woman's Journey*. Norman, OK: University of Oklahoma Press.
- Cohen, Robin and Paul Kennedy (2000). *Global Sociology*. New York, NY: New York University Press Ch. 1 – 3: "Introducing Global Sociology," "Thinking Globally," and "Modernity and the Evolution of World Society."
- Carfanga, Angelo. (2008). "Breaking Down Notions of Us and Them: Answering Globalization with Global Learning." In Sernau, S., ed. (2008). *Contemporary Readings in Globalization*. Los Angeles, CA: Pine Forge Press.
- Cassidy, John. (2008). "Always With Us: Jeffrey Sach's Plan to End World Poverty." In Sernau, S., ed. (2008). *Contemporary Readings in Globalization*. Los Angeles, CA: Pine Forge Press.
- Hartman, Eric. (2005). Save My Global Citizen Soul. Provided by instructor.
- Illich, Ivan. (1994), "To Hell with Good Intentions." In Gail Albert, ed., *Service Learning Reader: Reflections and Perspectives on Service*. Raleigh, NC: National Society for Internships and Experiential Education. Provided by instructor.
- Iyer, Pico. (March 18, 2000) "Why We Travel". In Published on Salon.com.
- MacIntosh, P. (1989). White Privilege Checklist. Excerpted from "White Privilege: Unpacking the Invisible Knapsack". <http://www.amptoons.com/blog/files/mcintosh.html>. Retrieved October 14, 2012.
- Novak, Michael. (2000) "Defining Social Justice" First Things Journal.
<http://www.firstthings.com/ftissues/ft0012/opinion/novak.html>. Retrieved October 14, 2012
- UN Declaration of Human Rights. www.un.org/overview/rights/html. Retrieved October 14, 2012.

Additional Readings included pertaining to the host community

Sample

- Arminio, Jan. (2000) Waking Up White. *About Campus*, 5:1.
- Iverson, Peter. (2002). *Dine': A History of the Navajos*. Albuquerque, NM: University of New Mexico Press., selected chapters
- McPherson. (1998). Of Metaphors and Learning. *American Indian Quarterly*. 22:4. pp 457-468.

Takaki, Ronald. (1993). *A Different Mirror: A History of Multicultural America*. New York: Little, Brown, and Company. Selected chapters.
Zinn, Howard. (2005). *A People's History of the United States*. New York: Harper Perennial.

VIII. Special Resource Requirements

There is an additional program fee for students enrolling in these courses which includes travel (typically air fare and ground transportation), insurance, room and board, and other site-related expenses such as admission to cultural sites and museums.

IX. Bibliography

- Bach, Rebecca & Weinzimmer, Julianne. (2011) Exploring the Benefits of Community-based Research on a Sociology of Sexualities Course. *Teaching Sociology*. 39:57-72
- Bowman, Nicholas A. & Brandenberger, Jay W. (2012) Experiencing the Unexpected: Towards a Model of College Diversity Experiences and Attitude Change. *The Review of Higher Education*. 35:2. pp 178-205.
- Bringle, Robert G. & Steinberg, Kathryn. (2010) Educating for Informed Community Involvement. *American Journal of Community Psychology*. 46:428-441.
- Butin, Dan W. (2003) Of What Use Is It? Conceptualization of Service Learning within Education. *Teachers College Record*. 105:9, pp 1674-1692.
- Chupp, Mark G. & Joseph, Mark L. (2010). Getting the Most out of Service Learning: Maximizing Student, University and Community Impact. *Journal of Community Practice*. 18:190-212.
- Cohen, Robin and Paul Kennedy (2000). Global Sociology. New York, NY: New York University Press
- Daudelin, M. W. (1996) Learning from experience through reflection. *Organizational Dynamics* 24(3): 36-48.
- Korten, David (1989). *Getting to the 21st century: Voluntary action and the global agenda*. Sterling, VA: Kumarian Press.
- Rahnema, M. and Bawtree, V. (Eds.) (1997) *The Post-Development Reader*. New York: Palgrave.
- Sernau, S., (Eds). (2008). Contemporary Readings in Globalization. Los Angeles, CA: Pine Forge Press.

Course Analysis Questionnaire

Section A: Details of the Course

A1 This course is an elective in the major and minor. This course is intended to be a liberal studies course for students outside the major.

A2 This course does not require changes to any other course in the department.

A3 This course has been offered three times as a Special Topics course, first during the summer 2010 when Dr. Melissa Swauger took 12 students to Jamaica; second during summer 2011 when Dr. Melanie Hildebrandt took 10 students to the Navajo Nation, and third, when Dr. Susan Boser took 12 students to Santarem, Brazil during Winter session 2012.

A4 This course is intended to be a dual-level course, and will be offered as an elective for Master's level students. A separate syllabus has been prepared for the graduate (Soc 517) course.

A5 This course is not to be taken for variable credit.

A6 Other universities and colleges offer similar courses:

University of British Columbia SOCI 435 International Service Learning

West Virginia University SRVL-499 Global Service Learning

A7 No professional society, accrediting authority, law or other external agency recommends or requires this course.

Section B: Interdisciplinary Implications

B1 This course will be taught by multiple instructors within the sociology department. This course will be offered once or twice a year, typically during Winter session and/or summer session, but may not be offered every single year. Faculty will rotate and stagger the scheduling of the course so as not to compete for student enrollment or funding resources. Faculty who've led service learning programs in the Sociology department have met periodically (upon return from any program) to discuss the strengths and weaknesses of the curriculum and overall experience. We anticipate continuing this practice.

B2 There is no substantive overlap between this course and any other course in the department or the University.

B3 This course will not be cross listed.

Section C: Implementation

C1 No additional faculty are required to teach this course. Drs Swauger, Hildebrandt, and Boser alternate offering this course during Winter and/or Summer semesters.

C2 No additional resources are required to teach this course.

Current space allocations are adequate.

No special equipment is needed for this course.

No laboratory supplies are necessary for this course.

Library holdings are adequate.

C3 In the past, some funding for the Global Service Learning course/program was obtained from the University Senate Research Committee's Small Grants (approx \$2000 for Innovative Teaching). However, the USRC will not longer award grants for this program. As a result, the travel expenses for faculty teaching these courses is being built into the program costs paid by students.

C4 This course will be offered once a year during Summer session. In the event that Dr. Boser chooses to offer the class during Winter Session, this course will be offered twice in a year. There may be years when this course is not offered.

C5 Only one section of this course will be offered at a time.

C6 This course can only accommodate 10-14 students because of limited transportation and/or housing available in the host communities.

C7 No professional society recommends a particular enrollment number for this course.

C8 This course is not a Distance Education course.

Alex Heckert

From: "Phillip Neusius" <phun@iup.edu>
To: <aheckert@iup.edu>
Cc: "'Melanie D Hildebrandt'" <melanie.hildebrandt@iup.edu>; "'Phillip Neusius'" <phun@iup.edu>
Sent: Tuesday, February 26, 2013 11:48 AM
Subject: SOC 417/517 Global Service Learning

Alex,

We want to thank you for the opportunity to respond to the course proposal for SOC 417/517 Global Service Learning. Although Anthropology offers a field course similar in structure (ANTH 456/556 Ethnographic Research Methods) it is clear that the objectives of the courses are different. The Anthropology Department strongly supports this new course proposal to develop a unique opportunity for IUP students to expand their horizons beyond the IUP campus.

Phil

Dr. Phil Neusius, Chair
Anthropology Department
Indiana University of PA

2/26/2013