

HONORS 103
SYLLABUS: Fall 2009

**Civic Engagement, Service Learning:
Pursuing the Public Good**

- Instructor: Dr. Vanessa Arnaud
- Class Meets: W 12:00-1:15pm
- Class location: AIRC 1007
- Office Hours: W 10:00AM-12:00PM
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CATALOG DESCRIPTION

This class requires the student to be an active participant in his/her own learning process through a service learning experience and participation in a corresponding seminar. Students are offered a reciprocal opportunity to acquire knowledge and develop skills while providing service and assistance to the community. Students will have the opportunity to assess the circumstances of an organization and provide feedback on their situation. The student will evaluate and assess his/her service learning from three perspectives: the physical universe and its life forms, social issues and social science research, and the arts.

Note: This course must be taken in conjunction with HONR 101 & 102 in order to complete the general education area requirements for Area B5, C2, and D2.

COURSE PURPOSE

The seminar will assist students to contextualize and reflect upon their service learning in the specific areas of the physical universe and its life forms, social issues, and the arts.

The purpose of this course is to link students' active participation in the community to the subject matter of upper division General Education. The goal is to promote an enhanced sense of civic responsibility with explicit focus on service learning methodology. Students should expect a minimum of 30 hours in 10 weeks of course related service activities.

STUDENT LEARNING OUTCOMES

1. Demonstrate an informed, critical opinion about current social issues and relevant scientific discoveries that relate to the individual service learning experience.
2. Demonstrate the ability to assess and question theory and research as it relates to the service learning experience.

3. Improve writing and oral communications skills, particularly logic, clarity, and being succinct.
4. Gain practical experience assessing the circumstances of real organizations.
5. Gain experience regarding the application of theory and research to real organizations.
6. Gain experience communicating ideas for audiences in both academics and industry.
7. Enhance sense of social responsibility to the local community.
8. Enhance skills related to cooperation and working in groups.
9. Choose, share, plan, execute, reflect, and evaluate the merits of a service learning experience.
10. Recognize the significance of his/her own contribution to the community, thereby increasing the sense of personal responsibility.
11. Interpret the results of social science research, theories and concepts that are integral to the service learning experience.
12. Present the contribution and perspective of individuals who have impacted a selected social issue that is relevant to the service learning project.
13. Describe alternate theories or possible alternative solution to a selected social issue.
14. Identify a variety of scientific methodology that could be applied to a social issue and the service learning experience.
15. Use film as a media to identify social issues and problems through film.

COURSE CONTENT

1. Purpose and definition of service learning
2. Social issues: individual service learning sites
3. Science issues: individual service learning sites
4. Alternate theories
5. Contributions of individuals
6. Cinema; writing a narrative and producing a documentary
7. Observation and reflection
8. Definition of the 'public good'

METHODOLOGY

Seminar and Service Learning: Service learning is incorporated into this course by integrating a 10 week (minimum of 30 hours) of course related service during the semester. Students can be either placed directly at a community partner site or provide service indirectly through supporting program development with the community partner.

This is a hybrid course: 50% online and 50% in class. Similar to 'regular' classes, hybrid courses require reading and studying outside the classroom.

TEXTS

1. Duncan and Kopperud, *Service-Learning Companion* (Houghton Mifflin Company)
2. Hampe, *Making Documentary Films and Videos: A Practical Guide to Planning, Filming, and Editing Documentaries* (2nd edition, A Holt Paperback)
3. Moore, *Principia Ethica* (Dover)
4. Nietzsche, *The Genealogy of Morals* (Dover)

ONLINE MATERIAL

1. Aristotle, *Nicomachean Ethics*, Book 1:
<http://classics.mit.edu/Aristotle/nicomachaen.html>
2. Epictetus, *The Enchiridion* <http://classics.mit.edu/Epictetus/epicench.html>
3. Hume, *A Treatise of Human Nature*, Book III, Part I, "Of Vice and Virtue in General": <http://oll.libertyfund.org/>
4. Nozick, *Anarchy, State, and Utopia*, "The Experience Machine" (in SacCT)
5. Plato, *Apology*, "The Trial of Socrates":
<http://classics.mit.edu/Plato/apology.html>
6. Plato, *Philebus* <http://classics.mit.edu/Plato/philebus.html>
7. Plato, *Republic*, Book IX <http://classics.mit.edu/Plato/republic.html>
8. Seneca, "On Tranquility of Mind"
<http://www.molloy.edu/sophia/seneca/tranquility.htm>

EVALUATION

1. Seminar Participation/Attendance	150 points
2. Journal Reflections	230 points
3. International Writing Partners	20 points
4. Online Discussion Forums/Reading Portfolio	100 points
5. Research Paper on Reading	100 points
6. Documentary Film Production + Script	200 points
7. Oral Presentation of Film	50 points
8. Community-Based Research Paper	150 points
TOTAL	1000 points

Course Grades

A = 930 - 1000	C = 730 - 760
A- = 900 - 920	C- = 700 - 720
B+ = 870 - 890	D+ = 670 - 690
B = 830 - 860	D = 630 - 660
B- = 800 - 820	D- = 600 - 620
C+ = 770 - 790	F = 590 and below

Warning

Late assignments

Students who miss assignments, paper deadlines or exams will NOT RECEIVE CREDIT. Exceptions will be made only in the case of authentic and documented emergency.

ASSIGNMENTS

1. Seminar Participation/Attendance

You are expected to attend and participate fully in all classroom and online activities. You will receive 10 points for attendance to each class. Unexcused absences and excessive late arrivals to class will negatively affect your evaluation. *Three late arrivals and/or early departures will count as one absence.*

2. Journal Reflections

You will be required to keep a journal of your thoughts and reflections about your community engagement in connection to class reading, discussion, and online material. These journals will be submitted two times during the semester: October 14 and December 9.

3. International Writing Partners

We are launching Sac State's First International Writing Partners Program. This program seeks to enhance college education and serve children by fostering mentor-like relationships through literacy. You will have the opportunity to exchange letters with students at Rulindo School in Rwanda, Africa.

4. Discussion Forums/Reading Portfolio

You will participate in weekly online discussion forums with your classmates. All topics will be posted in SacCT Discussions. You are expected to participate in this exchange and will receive credit for contributions. Part of the discussion includes the creation of a reading portfolio that will contain the following sorts of writing entries: reading notes, summaries, questionnaires, free writing exercises, response essays, and personal narratives. Do not delete anything! You will submit all drafts, revisions, and final versions at the end of the semester. The purpose of the portfolio is to use the writing and reading processes to help you realize how reading and writing connect, and to help prepare you for your research papers and documentary by reflecting on your own reading theory and behavior.

5. Research Paper: Theory of Reading

You will have one short paper (4-6 pages) based on your research in the library about the theory of reading. You will submit a rough draft of your paper for peer

review (50 points) on October 21. Your final version (100 points) is due on November 18.

6. Documentary Film Production + Script

You will create a documentary (4-7 minutes), incorporating text, photographs, audio, and video, based on your service-learning project. You must work with your community partner to devise a topic relevant to the organization.

Your project should be intriguing, original, intellectual, well-researched, and socially meaningful. Like most documentaries, your study will want to focus on the lives of a few main characters as representative of a larger contemporary social issue. You will submit a rough draft of the script on November 4 and submit the final script on December 9.

7. Oral Presentation of Documentary

On December 2 or 9, you will present formally a portion of your film to the class, explaining the social or science issue examined. You will also have the opportunity to share your documentary at the *Honors International Leadership Forum* in Spring 2010.

8. Community-Based Research Paper

Community-based research is a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change. It equitably involves all partners in the research process and recognizes the unique strengths that each brings.

You will begin with a research topic of importance to the community. Your research has the aim of combining knowledge with action and achieving social change to improve our community. You will submit a rough draft on November 25 (8-10 pages) for peer review (50 points) and the final paper on December 16 (100 points).

ADDITIONAL RESOURCES

Writing Center

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Web site at www.csus.edu/writingcenter

Special Needs

Every effort will be made by the instructor to accommodate students who have special needs. Please speak to the instructor in person.

CALENDAR

The calendar below is intended to provide you with an overview of the course. All topics and assignments will be posted in SacCT. *The Instructor reserves the right to rearrange any parts of the scheduled activities and/or work identified in this listing.* Therefore, please refer to SacCT for up-to-date information.

Furlough Day: Nov. 25 (no class)

"Due to the massive budget cuts in the State of California, faculty have been furloughed for 2 days per month. Some of these days are instructional days, and, as the CSU administration and the faculty labor union said, 'cuts of this magnitude will naturally have consequences for the quality of education.' One of these furlough days, listed above, will be taken when class would normally have met. Alternative assignments will be given to make up for the lost time."

***Assignments are to be discussed on the day on which they are listed, so you should finish them for the class.**

Date	Topics and Assignments
9/2	Module 1 <ul style="list-style-type: none">▪ Introduction▪ Course Goals
	Assignments for Module 1 <ul style="list-style-type: none">❖ Read "Introduction," "Course Orientation," and "Service-Learning" in SacCT
9/9	Module 2: Exploring the Idea of Service Learning <ul style="list-style-type: none">▪ Planning and preparation for project▪ Selection of site▪ Writing and Participation criteria Guest Speakers: Community Partners
	Assignments for Module 2 <ul style="list-style-type: none">❖ Read <i>Service-Learning Companion (SLC)--What Is Service-Learning?</i> (Unit 1)<ul style="list-style-type: none">"Defining Service-Learning" (3-20)"Practicing Service-Learning" (21-35)❖ <i>SLC—How Does Service-Learning Work?</i> (Unit 3)<ul style="list-style-type: none">"Participating in an Integrated Experience" (91-104)"The CARC Learning Cycle: Contemplation, Action, Reflection, Commitment" (105-125)

	<ul style="list-style-type: none"> ❖ Watch video: CSU Monterey ❖ Journal #1 Describe what the term "community" means to you. Describe what the term "citizenship" means to you. Tell me what the term "service" means to you. Explain why commitment is an essential part of the citizenship model of service-learning. (hint: see ch. 6 in <i>Service-Learning Companion</i>) ❖ Module 2 Discussions (online)
9/16	<p>Module 3: How the Past Frames Today's Tension</p> <ul style="list-style-type: none"> ▪ Example: Rwanda, Africa ▪ International Writing Partners: Letters from students at Rulindo School in Rwanda <p>Guest Visit: Gerlinde Klauser</p>
	<p>Assignments for Module 3</p> <ul style="list-style-type: none"> ❖ Read Hampe, <i>Making Documentary Films and Videos</i> – Part II: Planning Your Documentary (37-88) Part III: What will you show? (89-160) ❖ Watch film: <i>As We Forgive</i> (Laura Waters Hinson): http://www.asweforgivemovie.com/ ❖ Journal #2 Do you feel that membership (citizenship) in a community necessarily includes an obligation to serve others through volunteer work? If so, why is service a necessary aspect of citizenship, and how much is service appropriately expected from community members? If not, why isn't service a necessary component of membership in a community? Do you feel an obligation to help those in need in Rwanda? Why or why not? ❖ Module 3 Discussions (online)
9/23	<p>Module 4: The Public Good and Documenting It through Film</p> <ul style="list-style-type: none"> ▪ Questions of Value ▪ Guest Speakers: Marie Feldman, executive producer and Laurène Servent, associate producer of French Touch Productions www.FrenchTouchProductions.com
	<p>Assignments for Module 4</p> <ul style="list-style-type: none"> ❖ Watch video lecture: "Questions of Value" ❖ Read SLC—Why Do Service-Learning? (Unit 2) "Becoming Good Citizens" (39-67) ❖ Read- Aristotle, <i>Nicomachean Ethics</i>, Book 1: http://classics.mit.edu/Aristotle/nicomachaen.html ❖ Plato, <i>Apology</i>, "The Trial of Socrates"

	<p>http://classics.mit.edu/Plato/apology.html</p> <ul style="list-style-type: none"> ❖ Letter to a student in Rwanda: hand in hard copy ❖ Journal #3 Based on the video lecture, your reading of Aristotle, and "Becoming Good Citizens" (<i>Service-Learning Companion</i> p. 39-67), why might the <i>Nicomachean Ethics</i> better be called the <i>Nichomachean Axiology</i>? ❖ Module 4 Discussions (online)
9/30	<p>Module 5: Social Issues</p> <ul style="list-style-type: none"> ▪ Facts and Values
	<p>Assignments for Module 5</p> <ul style="list-style-type: none"> ❖ Watch Video Lecture: "Facts and Values" ❖ Read - David Hume, <i>A Treatise of Human Nature</i>, Book III, Part I, "Of Vice and Virtue in General": http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=342&chapter=55207&layout=html&Itemid=27 ❖ Read - SLC—Why Do Service-Learning? (Unit 2) "Preparing for Your Future" (68-87) ❖ Journal #4 <ul style="list-style-type: none"> a) What were your expectations as you begin your service learning experience? What do you know about the agency you are going to serve – what do they do, what kind of people do they serve, who works there, what is it like, what is their mission, etc.? What do you hope it will be like? What worries or concerns do you have? What steps can you take to make the experience a positive one? b) Explain the distinction between facts and values. Make references to video lecture and David Hume. Then draw on your own experience to provide an example of how facts can be important to values. ❖ Module 5 Discussions (online)
10/7	<p>Module 6: Science Implications</p> <ul style="list-style-type: none"> ▪ Discussion on the underlying and interrelating natural phenomena found in Service Learning site.

	<p>Assignments for Module 6</p> <ul style="list-style-type: none"> ❖ Watch Video Lecture: "Lives to Envy, Lives to Admire" <p>Read science article: "Science To Serve the Common Good" by Brewer.</p> <ul style="list-style-type: none"> ❖ Plato, <i>Philebus</i> (esp passages 11-12, 21-22, and 61-67) http://classics.mit.edu/Plato/philebus.html ❖ Plato, <i>Republic</i>, Book IX http://classics.mit.edu/Plato/republic.html ❖ Hampe, <i>Making Documentary Films and Videos</i>: Part IV: Writing a Documentary (161-216) ❖ Journal #5 <ul style="list-style-type: none"> a) Service Learning Field Journal (Entry #1) b) Be ready to discuss what makes a life a good life (with references to Aristotle and Plato) ❖ Module 6 Discussions (online) ❖ Time Log due
<p>10/14</p>	<p>Module 7: Science Implications (continued)</p> <ul style="list-style-type: none"> ▪ Requisite features of scientific endeavors and the limitation of scientific inquiry ▪ Life's Priorities
	<p>Assignments for Module 7</p> <ul style="list-style-type: none"> ❖ Watch Video Lecture: "Life's Priorities" ❖ Epictetus, <i>The Enchiridion</i> http://classics.mit.edu/Epictetus/epicench.html or http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=1477&chapter=78547&layout=html&Itemid=27 ❖ Seneca, "On Tranquility of Mind" http://www.molloy.edu/sophia/seneca/tranquility.htm ❖ Journal #6 <ul style="list-style-type: none"> - Working from the list of "good things in life" mentioned in the video, add what is missing in terms of what you value, eliminate redundancies, and organize the list into major categories. What does your list of priorities look like? - Now distribute 100 value points among your major categories. Which things are most important to you? Why? ❖ REMINDER: JOURNALS DUE ❖ Module 7 Discussions (online)

10/21	<p>Module 8: Social Issues</p> <ul style="list-style-type: none"> ▪ Is there a cash value on life? ▪ Examination of social issues and critical evaluation of their strengths/weaknesses ▪ Analysis of possible alternative solutions
	<p>Assignments for Module 8</p> <ul style="list-style-type: none"> ❖ Hampe, <i>Making Documentary Films and Videos</i>: Part V: Filming a Documentary (217-314) ❖ Journal #7 Describe your observation – how it looks, feels, sounds, what is happening, what is being said, etc. Try to convey a real sense of what it’s like to be there from your perspective. ❖ Brainstorm ideas for film script/project ❖ Rough Draft of Research Paper on theory is due ❖ Module 8 Discussions (online)
10/28	<p>Module 9: Social Issues (continued)</p> <ul style="list-style-type: none"> ▪ The Objective Side of Value
	<p>Assignments for Module 9</p> <ul style="list-style-type: none"> ❖ Watch Video: “The Objective Side of Value” ❖ G.E. Moore <i>Principia Ethica</i>, chapter VI, “The Ideal,” (183-225). ❖ Robert Nozick, <i>Anarchy, State, and Utopia</i>, “The Experience Machine” (42-45) ❖ Letter #2 to student in Rwanda ❖ Journal #8 G.E. Moore’s point regarding value of organic complexes is meant to apply generally. From your own experience, can you think of a case in which the relationship between two good things was somehow worse than just adding them together? Make references to reading and video. ❖ Module 9 Discussions (online)
11/4	<p>Module 10: Art - Writing a documentary and creating a narrative</p> <ul style="list-style-type: none"> ▪ filming and editing ▪ Guest Speakers: Marie Feldman and Laurène Servent

	<p>Assignments for Module 10</p> <ul style="list-style-type: none"> ❖ Read - Hampe, <i>Making Documentary Films and Videos</i>: Part VI: Postproduction (315-346) ❖ Bring in your film to edit in class ❖ Rough draft of script is due ❖ Journal #9 Make a list of social issues that your community agency helps deal with (directly or indirectly). How does work of your community agency help with these issues? Is the impact important and helpful? How is your work contributing? ❖ Time Log due
11/11	<p>Module 11: NO CLASS (VETERAN'S DAY) *assignments below are still due on 11/11</p>
	<p>Assignments for Module 11</p> <ul style="list-style-type: none"> ❖ Watch a documentary (select one). Films listed earned Academy Award for Best Documentary -<i>I Am a Promise: The Children of Stanton Elementary School</i> (1993) -<i>Into the Arms of Strangers: Stories of the Kindertransport</i> (2000) -<i>Born into Brothels: Calcutta's Red Light Kids</i> (2004) -<i>Man on Wire</i> (2008) ❖ Journal #10 In reference to the film: -What methods has the director chosen to ensure "objectivity"? Has factual material been presented chronologically or thematically, without editing or artful arrangement? -Has the direct cinema or the cinema vérité technique of shooting been used? Has the presence of the documenting camera altered reality-or heightened it? -What methods do you plan to use for your documentary film? ❖ Modules 10-11 Discussions (online)
11/18	<p>Module 12: Art: Documentary film</p> <ul style="list-style-type: none"> ▪ Power of Change ▪ Documentary film, history and implications on society and science
	<p>Assignments for Module 12</p> <ul style="list-style-type: none"> ❖ Watch Video: "A Genealogy of My Morals" ❖ Nietzsche, <i>The Genealogy of Morals</i>, First Essay: "Good and Evil," "Good and Bad" ❖ Final Research Paper on Reading due ❖ Journal #11 In reference to Nietzsche and the video, under what circumstances

	<p>is it appropriate to say, "They should have known better?" Under what circumstances are people responsible for holding the moral views they have inherited, and under what circumstances are they not responsible for those views?</p> <p>❖ Module 12 Discussions (online)</p>
11/25	<p>Module 13 – NO CLASS- FURLOUGH DAY Please note that you will have an online exchange with classmates</p>
	<p>Assignments for Module 13</p> <ul style="list-style-type: none"> ❖ Writer’s Workshop – ONLINE- Rough draft of your community-based research paper due. You will exchange your paper for peer review with 3 other classmates. ❖ Journal #12 Summarize the most important things you gained from your service-learning experience. What did you discover about yourself, your beliefs and attitudes, and did you achieve any realizations or insights?
12/2	<p>Module 14</p>
	<p>Documentary Film Presentations</p>
12/9	<p>Module 15</p>
	<p>Documentary Film Presentations</p> <ul style="list-style-type: none"> ❖ Final Script due ❖ Time log due ❖ Journals (2nd half) due
12/16	<p>Wednesday, Dec. 16: Final Research Paper due in SacCT at 5:00PM</p>