



FUNDAMENTALS OF SERVICE LEARNING COURSE CONSTRUCTION

DEFINITIONS

Engaging in community work often means encountering a new language. This language often locates service inside or outside the curriculum.

♦ **Volunteerism and community service** are generally used to denote service work that occurs outside the curriculum.

♦ **Service learning** and **community-based-learning** are terms many universities use to designate service as a pedagogical initiative that facilitates the learning goals of a particular course.

Service learning is both a pedagogical initiative and an emerging field of study.

♦ **Community based research** implies research that is logistically based in the community or that utilizes communities as sites of investigation.

HOW and WHY

How to structure the service component:

- ◆ Define the nature of the service and introduce a service model for the course.
For example, will students perform community-based action research, problem-based service-learning, or “pure service?”

Why this service activity in this course:

- ◆ Define the service placement or project in the context of the course and the discipline.

BASIC PRICIPLES

There are four basic principles that should guide faculty in organizing and constructing a service-learning course:

1. **Engagement:** Does the service component meet a public good? How do you know this? Has the community been consulted? How? How have campus-community boundaries been negotiated and how will they be crossed?
2. **Reflection:** Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?
3. **Reciprocity:** Is reciprocity evident in the service component? How? Approximately to what extent?
“Reciprocity suggests that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients.” (Jacoby, 1996 p.36)
4. **Public Dissemination:** Is service work presented to the public or made an opportunity for the community to enter into a public dialogue?
For example: Do oral histories students collect return to the community in some public form?
Are the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?

SIX MODELS for SERVICE-LEARNING

Pure Service-Learning - These are courses that send students out into the community to serve and have as their intellectual core the idea of service to communities by students. They are not typically lodged in any one discipline.

Discipline-Based Service-Learning – Students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for synthesis, analysis and understanding (articulation).

Problem-Based Service-Learning (PBSL) - Students (or teams of students) relate to the community much as “consultants” working for a “client.” Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem; architecture students might design a park; business students might develop a web site.

Capstone Courses - These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students understanding of a body of knowledge.

Service Internships - Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. Students are generally charged with producing a body of work that is of value to the community or site. Unlike traditional internships, service internship have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. Service internships are further distinguished from traditional internships by their focus on reciprocity.

Undergraduate Community-Based Action Research – Students work closely with faculty members to learn research methodology while serving as advocates for communities (context).

“PURE” SERVICE-LEARNING

Example: California State University at Monterey Bay
Service Learning 200: Introduction to Service in Multicultural
Communities: Course Focus: Youth and Elderly

Purpose: To prepare students for active and responsible community participation. To learn the skills, knowledge and competencies necessary for this type of participation, students will engage in an on-going process of service and reflection throughout the semester.

Community-Based Assignment: With faculty guidance, students will choose a service site that will allow them to learn about themselves and their community. For a minimum of three hours a week, for 10 weeks, students will be engaged in the work of a local community agency, school, or other organization. In addition to hands on work, time at the agency site will be spent observing, listening, and engaging in dialogue with community members.

One of the purposes of the community placement is to afford students direct experience in a community or sector of a community with which they do not have previous experience, and which they may have initially perceived as “other.” The topics this section will focus on are infants, children, young people and people who are elderly. Some course readings, class discussions and activities and all placements for this section will focus on these topics. Several community agencies have agreed to serve as site placements for this section. Students will have the opportunity to learn more about them from class discussions and from the Service Learning Placement catalog distributed the third week of September. Students will be able to meet with agency staff at the Placement Fair held September 20. Time spent in the classroom and in the community is of equal importance.

Related Assignment: Weekly journal, three service learning projects (one per month) with related essays. Final group service presentation (to be designed by students in conjunction with faculty)

“PURE” SERVICE-LEARNING

Example: California State University at Monterey Bay
Service Learning 200: Introduction to Service in Multicultural
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Challenges

Because service is the course content of pure service-learning, it is easier to build an intellectual connection between the course and the community experience. But pure service poses a danger in that the “content” of the course is service-learning, volunteerism, or civic engagement. It is not that these topics can’t be taught in intellectually defensive ways. Many of these courses use a multi-disciplinary approach to examine the philosophical, social, and intellectual underpinnings that support a movement or a historical/philosophical approach to a phenomenon like volunteerism. But all too frequently, detractors accuse these courses of being lightweight excuses to give students credit for service with a reflective component that is more conversational than analytical (all in the guise of an intellectual frame). As a result, faculty often view these courses with a great deal of skepticism. There is also a danger that such courses may serve to marginalize service-learning because faculty may be reluctant to envision a more rigorous or content-specific model.

DISCIPLINE-BASED SERVICE-LEARNING

Example: Sacred Heart College
History 252: Medieval Europe

Purpose: This course aims to study the development of a distinctly European Western civilization that emerged from the Mediterranean and Classical world as well as other northern “barbarian” tribes. We will seek to understand the development of a distinctly “western civilization” in Europe by (1) focusing on political, economic and religious institutions, (2) looking at the ideological and cultural system and the collective mentality, and (3) looking at a variety of people who inhabited these worlds. In the Medieval world each person had a fixed place in society, and entered their role through birth and “calling”: they had a duty to live in society in a certain way.

Community-Based Component: (A course option in place of a paper). You may do a student-teaching internship with sixth-graders at Winthrop School, Reed School or Moran School. Students will present units on the medieval world, work with reading skills, and design and run projects with the sixth graders.

Related Assignments: A written report of your experience (15 pages) is due at the end of the semester.

Challenges

Discipline-based courses are generally easier to defend intellectually. But the link between course content and community experience must be made very explicit to students. And the more explicit the link, the more one limits the types of appropriate community experiences. This can make placement logistics and monitoring difficult and frustrating. Perhaps because of this constraint, discipline-based courses are more apt to use service in lieu of another assignment, as extra credit, or as a fourth credit. This can present additional challenges to the reflective component as not all students in the course are engaged in service.

PROBLEM-BASED SERVICE-LEARNING

Example: University of Utah
Civil Engineering 571: Traffic Flow Theory

Purpose: Transportation studies encompass a wide range of disciplines. The Traffic Engineering Course has been designed to provide you with an insight into traffic control and management techniques.

Community-Based Component: Students in this class provide a needed service: The Millcreek Lions' Club and the county of Salt Lake have approached me requesting that I work with them to address traffic control problems in the Millcreek neighborhood. Traffic routed improperly has become a safety issue and has greatly contributed to the deterioration in the neighborhood especially for seniors and children. Too much traffic on neighborhood streets has cut off access by foot and isolated parts of the neighborhood from what used to be a more cohesive unit. Students will work with the community residents to understand the problems, then to design traffic solutions. Students will present their findings and solutions to the community and the county in public meetings and will get feedback from both as to how to continuously improve the project.

Related Assignments: In addition to collecting research and designing solutions (presented in a series of reports), students will write about how their designs have been influenced by community concerns.

Challenges

Problem-based service-learning attempts to circumvent many of the logistical problems faculty encounter by limiting the number of times that students go out into the community (students go into the community long enough to identify a problem and/or gather data).

PROBLEM-BASED SERVICE-LEARNING

Example: University of Utah
Civil Engineering 571: Traffic Flow Theory

Challenges cont.

The rationale is that students are responsible for surveying communities and identifying specific needs. Students are then responsible for coordinating their own schedules to develop a product in response to these identified needs. There are two difficulties associated with this approach:

- 1) The limited exposure of the students to the community minimizes the likelihood that their solution will address the full magnitude of the problem.
- 2) There is a danger in promoting the idea that students are “experts” and communities are “clients.” This heightens the perception of many communities that universities are pejorative entities that promote insular ways of knowing and understanding the world.

CAPSTONE COURSES

Example: Portland State University
In Other Words: The Women's Community Education Project

Purpose: To design an outreach program to raise local teen girls' awareness of resources and activities at In Other Words and the Women's Community Education Project. To provide a space for teen girls to think, talk, and write about current issues in their lives.

Community-Based Component: Your primary task for this course is to make contacts with teen advocates in the Portland area and to conduct several rap sessions with teen girls, encourage them to participate in our project, solicit submissions, and design our 'zine. You will negotiate a secondary task applicable to our project. This task is an opportunity to use skills specific to your major and should reflect a personal interest in an issue related to teen girls or the bookstore.

Related Assignment: Portfolio, Capstone Plan, and proposal for group facilitation research reflective journal.

Challenges

Capstone courses place much of the responsibility for placement on the student. It is assumed that the senior year is an appropriate time for students to bring their skills and knowledge to bear on a community problem, developing new knowledge in the process. Capstone courses generally offer communities students with specific skills who can invest a significant amount of time in research and practice. The danger is that when students graduate and leave the community, they take with them valuable knowledge and insights that cannot be easily replaced.

SERVICE INTERNSHIPS

Example: Providence College
PSP 401: Public Service Practicum

Purpose: The Practicum is designed to prepare you to work as a Community Assistant for the Feinstein Institute for Public Service. The Practicum is also designed to develop and improve the practical skills that will help you to work effectively as liaisons between service-learning courses and the community-based organizations that operate as service sites in these courses.

Community-Based Component: The Practicum is a yearlong required course for the Public and Community Service Studies major. While the two semesters differ significantly in terms of course content and objectives, they complement each other. During the first semester your focus will be on developing a comprehensive knowledge of your site, the population it serves, and the neighborhood where it is located. You will be responsible for "managing" the service for the group of students assigned to your site. You will be asked to reflect upon your motivations, your intentions, and your impact in light of the relationships you develop over the course of the semester. During the second semester your focus will be on analyzing the relationship between the Feinstein Institute and your site and you will be asked to reflect upon and write about responsibility and impact at the institutional level. You will consider the history of the relationship between the Institute and the organization and be asked to make concrete recommendations regarding the advancement of the relationship in the future.

Related Assignments: Organizational action research, critical incident journal, grant application.

Challenges

Service Internships require students to produce a body of work that is of value to the community or to a specific community site. However, they generally require a level of oversight from the community partner that can be taxing. And, as with capstone courses, students graduate and leave the community site, taking with them valuable knowledge and insight that cannot be easily replaced.

COMMUNITY-BASED UNDERGRADUATE ACTION RESEARCH

Example: Lehigh University
Economics 295 Regional Economic Development Practicum

Purpose: This course will involve teams of students in community-oriented research projects. Students will participate in the design and execution of a specific research project identified by a Lehigh Valley development agency. The results of this research will be communicated both orally and in a written report to the agency.

Community-Based Component: Students may choose one of seven research projects identified by development agencies. For example:

Transportation Barriers to Successful Welfare to Work Transitions
Community Partner: Council of Hispanic Organizations

Students will assist the council by researching and documenting the extent to which women living in the inner city of Allentown are limited in their search for employment by the current configuration of bus routes. Student teams will meet with LANTA planners to identify ways in which routes could be changed or new services developed to enhance the possibility of successful transitions from welfare to work.

Related Assignments: Large research paper and presentation.

Challenges

Undergraduate community-based research shares many of the same pros and cons as traditional research-focused courses. This model assumes that students are competent in time management, are self-directed learners, and can negotiate diverse communities. These assumptions can become problematic and the ramifications of students' failures can impact the community.

FACULTY RESOURCES

Program Models from Campus Compact

http://db.compact.org/program-models/FMPro?-db=programmmodels_web.fp5&-format=pm-index.html&-Find

Service-Learning Research and Development Center- UC Berkeley

<http://www-gse.berkeley.edu/research/slc/>

This site lists examples of courses with community components that span a breadth of disciplines:

<http://www-gse.berkeley.edu/research/slc/courses.html>

Berkeley also offers the Evaluation System for Experiential Education (ESEE).

These surveys and logic models are meant to be used to evaluate the community impact of community-based research and service learning.

<http://www-gse.berkeley.edu/research/slc/evaluation.html>

Philadelphia Higher Education Network for Neighborhood Development

<http://www.upenn.edu/ccp/PHENND.html>

The website of a consortium of 42 colleges and universities in the greater Philadelphia area. There are a number of community-based learning syllabi on the site.

Haas Center for Public Service- Stanford

<http://haas.stanford.edu/index.php/item/351>

The Haas Center offers service-learning courses as well as community-based research courses, which they classify differently. Examples of both types of courses are provided on the site. Many of the programs at the Haas Center work with community partners in the city of East Palo Alto.

William Labov- Penn

<http://www.upenn.edu/ccp/PHENND/syllabi/AFAM160.html>

The Medill Innocence Project- Northwestern University

http://www.medill.northwestern.edu/medill/ugrad/areas_of_study/medill_innocence_project.html

<http://www.chron.org/tools/viewart.php?artid=677>

The Medill Innocence Project, part of the School of Journalism, give students an opportunity to investigate possible miscarriages of justice through a course with Professor David Protess. Protess and his students have developed evidence that freed 10 men in Illinois, 5 of whom were on death row. Former Illinois Governor George Ryan credited the project with helping to provide impetus for his moratorium on the death penalty.

FACULTY RESOURCES

EPICS- Engineering Projects in Community Service, Purdue University

<http://epics.ecn.purdue.edu/>

This program connects undergraduates with community partners to design, build, and deploy systems to solve engineering-based problems. Hundreds of students participate in this program each year, forming project-based teams. By participating, students can earn 1-2 academic credits each semester. The EPICS model has been expanded to 16 other universities and one high school, all have links on the site.

Highlight- the Our Town Project

<http://epics.ecn.purdue.edu/beep/>

The OTP is a K-12 curriculum designed to introduce to students the need for redevelopment of contaminated sites within their community. Projects involve a website, an educational video, and the development of a software program that will allow students to identify brownfield sites in their community. Disciplines include Civil Engineering, Computer Graphics Technology, Computer Science

Service Learning Institute- California State University-Monterey Bay

<http://service.csumb.edu/site/x5222.xml>

The SLI offers a number of service-learning programs, including the Community Participation University Learning Requirement (CP URL). This program is meant to develop self-reflective, culturally-aware students through reciprocal service and learning. The University offers a number of courses that serve as requirements for this program, and they all have significant components with community partners. Most of these courses are based in the social sciences, arts, and humanities. A list of these courses may be found here.

Columbia Service-Learning Program, Columbia University

<http://community.seas.columbia.edu/cslp/index.html>

This website lists a number of community-based projects that have been integrated into courses at Columbia. This program sprung from the Gateway Lab design courses of the School of Engineering and Applied Sciences. The website now lists projects that span disciplines. These projects are now listed as Education, Urban, Civil, Disabilities, Information Technology, and Other.

FACULTY RESOURCES

Rural Studio- Auburn University

<http://www.ruralstudio.com/>

Established in 1993, the Rural Studio asks the students to leave the university and take up residency in Hale County, Alabama. Students collaborate with this community to design and build homes, community centers and other structures. Their philosophy is based on “sharing the sweat” with the community and helping architecture students to understand rural poverty. Students also use sustainable building materials, often adapting garbage and other free materials. They have two programs for Auburn graduate students and one program for graduate students of other institutions.

New Orleans Planning Initiative- Cornell University

<http://www.crp.cornell.edu/outreach/nopi/>

<http://www.news.cornell.edu/stories/May06/NewOrleansPlan.lbm.html>

A project of the Department of City and Regional Planning and the Historic Preservation Program, the New Orleans Planning Initiative is a collaborative partnership between the department and the Association of Community Organizations for Reform Now (ACORN). The Initiative provides academic research, community mapping, and volunteer labor to the Lower 9th Ward neighborhood of New Orleans, which was devastated by Hurricanes Katrina and Rita. Some projects include 7 for-credit courses, spring break volunteer trips, workshops in disaster relief, and design analysis for redevelopment.

Service Learning in the Writing Program, Syracuse University

<http://wrt.syr.edu/service/>

The writing program at Syracuse has sustained a number of community-oriented writing programs. These include a peer-tutoring program for middle school students, writing workshops for senior citizens, and open mike nights for the larger Syracuse community. The website also includes syllabi. The Writing Program also has partnered with the New City Community Press and the Working Group in Public Advocacy on “Negotiating Syracuse,” a web-based historical archive highlighting the rhetorical practices enacted by local activists, community organizations, and political movements. This program includes undergraduate internships and two academic courses. The website for this project is:

<http://wrt.syr.edu/service/negotiatingsyracuse.htm>

FACULTY RESOURCES

Lowell Bennion Community Service Center- University of Utah

<http://www.sa.utah.edu/bennion/index.htm>

Service Learning Hub

<http://bennion.slpro.net/index.cfm>

Syllabus for Katrina Service Learning Course

http://www.sa.utah.edu/bennion/pdf/eye_of_the_storm.pdf

Center for Community Partnerships- University of Pennsylvania

<http://www.upenn.edu/ccp/index.shtml>

The “Swearer Center” of Penn. They focus their work on academically-based community service. They claim to connect 150 courses to the community.

Academically Based Community Service (ABCS)

http://www.upenn.edu/ccp/getinvolved/student_portal/abcs.shtml

This website lists a number of courses that connect service with academic coursework, both on the undergraduate and graduate levels.

Access Science

http://www.upenn.edu/ccp/programs/AccessScience/about_us.shtml

Access Science, now in its 8th year, works to improve Science, Technology, Engineering and Mathematics (STEM) education in grades K-12 in urban public schools in West Philadelphia. The project is coordinated by the Center for Community Partnerships and the Mathematics Department, and includes faculty from the School of Arts and Sciences (Biology, Chemistry, Biological Basis of Behavior, Mathematics, and Physics) and the School of Engineering and Applied Science (Bioengineering, Materials Science, Digital Media Design, Electrical Engineering). We have been able to extend the impact of the NSF grant by connecting our program to the federally funded work-study program, which provides an ongoing source of funding for hiring undergraduate students, and to Penn’s core mission of undergraduate education, through Academically Based Community Service (ABCS) Courses in the sciences, math, and engineering. The 2004-05 program supported 33 undergraduate Fellows, 1 Masters Fellow, and 10 Ph.D. Fellows. Seven ABCS courses were offered during the 2004-05 academic year, and two additional ABCS courses have been developed for 2005-06. Access Science partners with approximately 30 teachers in seven West Philadelphia public schools

Center for Service-Learning and Civic Engagement- Michigan State University

<http://www.servicelearning.msu.edu/index.html>

FACULTY RESOURCES: ABSTRACTS

Berea College

African Studies/Womens Studies 202

Students will work in partnership with Kentuckians for the Commonwealth Restoration of Voting Rights Campaign. Students will create digital stories based on interviews with ex-felons who are seeking to regain the right to vote.

Michigan State University

Art and Architecture 2150: Integrative Field Experience

This class will work as a community planning team on a variety of projects with community partners in Detroit during the year. We will begin with three projects:

- 1) Completing four parts of a plan for strengthening housing in the Gratiot Woods neighborhood. Our partner is the Detroit Catholic Pastoral Alliance.

- 2) Analyzing information collected from businesses in the West Vernon area of Southwest Detroit and laying out alternative ways for communitybased organizations to strengthen the commercial district. Our partner is the Southwest Detroit Business Association.

- 3) Analyzing and presenting information and laying out ideas for directions for action to help with the planning for an in-place industrial park in the Grinnell/City Airport area of the Eastside of Detroit. Our partner is the Eastside Industrial Council and the steering committee for the industrial park.

University of Michigan

UC 312: Community Projects in the Arts and Humanities

Students will chose to participate in one of eight projects organized and supported by the UM Arts of Citizenship Program. Examples of projects include:

1. The Underground Railroad in Washtenaw County: This project explores the history of the Underground, anti-slavery, activism and African-American community life in Ann Arbor-Ypsilanti area: Students will join a university-community research team, work in designated research archives and help to create a traveling exhibit.
2. Emerging Voices: Life Stories and Youth Theatre: This partnership with Detroit's Mosaic Youth Theatre, the Charles Write Museum of African-American History and UM residential College explores what it has been like to come of age in Detroit over the past several generations. Students will do interviews and research to provide supporting materials, and write an accompanying curriculum guide.

FACULTY RESOURCES: ABSTRACTS

University of Alabama

Biology 434: Plant Taxonomy

Students will be involved with invasive species eradication.

Louisiana State University

BE 1252: Biology in Engineering

This year, each section (Thursday and Friday lab sections) will be working in a group of 3-4 students to design a playground. Each of these playgrounds will be designed by end of the semester, and will be constructed at some point in the future. Students from this class have worked with community partners to design and construct five playgrounds. Although the construction takes place after the semester ends, a significant number of students who designed the playground volunteer to help construct the playground.

Cabrini College

Seminar 300: Crime and Justice in America:

The Inside-Out Prison Exchange Program

The Inside-Out Prison Exchange Program is an opportunity for a small group of students from Cabrini College and residents of the Montgomery County Correctional Facility to come together as a class to study the American criminal justice system. We will share common readings and discuss our ideas and perceptions about issues of crime and justice, the criminal justice system, corrections and imprisonment. Through dialogue we will bring together our theoretical knowledge and our lived, practical experience to gain a deeper understanding of the criminal justice system.

Brown University

Education 101: The Craft of Teaching

Students will work in one of the three following groups to examine professional development for Providence Public School teachers: These 4 research questions are in service to a larger class frame: what should teachers be learning about teaching, and asking about students?

- How can teachers best support the social-emotional growth of high school students through weekly 'advisory' time. Brown students will work with select group of teachers and high school students to create advisory materials for teachers.

FACULTY RESOURCES: ABSTRACTS

- How can teachers best support the social-emotional growth of high school students through weekly 'advisory' time. Brown students will work with select group of teachers and high school students to create advisory materials for teachers.
- For the first time in Providence, a K-12 Curriculum will be developed over the next 3 years, based on the recommendations of a recent curriculum audit from Phi Delta Kappa. Students will select one of the 19 recommendations of the audit most related to the craft of teaching and will research the opportunities and barriers of that recommendation.
- Data-driven instruction is a key concept in contemporary craft of teaching. Yet data can be used many different ways, and is often difficult to obtain and interpret. Students will consider ways to summarize existing PPSD data into user-friendly materials for teachers.
- A key challenge of urban education reform is developing effective models of transitioning knowledge across districts – in other words, scaling up quality teaching. Students will examine successful professional development models in other urban areas, focusing on cost, organizational structure, and evaluation methods.

Brown University

Education 0081: Poetry in Service to Schools and the Community

A creative writing/community service project. Students will receive intensive workshop and teacher training, and spend 6-8 weeks visiting local elementary, middle and secondary schools as 'poets-in-the-schools.' Enrollment limited to 17. Written permission required. S/NC.

Lasell College

Education/Sociology 304: The Sociology of Education

The class will meet every Thursday from 8am-10am at the Geneva Avenue Parent and Child Together (PACT) program in Dorchester, MA. Students will be paired with a parent and child enrolled in PACT for ten weeks. The children will be four year olds enrolled in the centers Head Start program, the parents are students enrolled in ESL, ABE or GED programs. You will be given a children's book every week and asked to create a learning plan from the book specific to your families home literacy needs. You are to train the parent in how to implement the lessons from the book and observe while the parent leads the lesson with a small group of

FACULTY RESOURCES: ABSTRACTS

children in the Head Start class. After the lesson we will meet in a group with the parents and discuss the lesson plan and next steps for the book. At the end of the semester you and the parent group will plan and host a neighborhood celebration of reading using collected lesson plans from the semester.

University of Denver

Graduate level: Community-based Research in Urban Settings

Students will work with 3 'extended service' schools – schools that open before the start of the academic day and offer a range of enriching activities in the afternoon through evening hours as well as on weekends and over the summer. After reading about, discussing and practicing relevant research techniques you will work in teams with fellow graduate students and the professor to oversee data collection at one of three sites. The work involves training high school students to conduct interviews at neighborhood centers, oversee all interviews, organize data for entry and analysis and write with the draft for submission to the Piton Foundation.

Rice University

*Electrical Engineering 438: Wireless Networking for
Under-Resourced Urban Communities*

The Rice Networks Group and Technology for All have recently deployed a multi-hop wireless network in one of Houston's most economically disadvantaged neighborhoods, The objective of this network is to provide under resourced communities with access to technology, educational and work-at-home tools. In this course project teams will perform measurement studies both in the Rice Networks Lab and in the East End neighborhood to characterize the system capacity; optimize placement of wireless nodes; study the effect of traffic and channel characteristic on system-wide performance; and plan deployment of additional coverage.

Amherst College

English 02-01

Students will tutor or lead discussions among a small group of students at Holyoke High School. The discussions will utilize course readings, essays, poems, autobiographies and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups that have shaped its history.

FACULTY RESOURCES: ABSTRACTS

Ohio State University

English 567C

Students will create materials to support the Columbus Landmark Foundation. In the past students have written scripts and press releases for tours of historic sites, updated Columbus Historic Register listings and written grant proposals

Brown University

Environmental Science 0192: Environmental Problem Solving

Uses a significant local environmental issue to illustrate the interplay of physical and natural sciences, social sciences, and values. Each class member has responsibility for detailed investigation of a facet of this issue, for presenting conclusions to the class, and for preparing policy recommendations to the Rhode Island legislature that reflect a synthesis of the understanding developed by the class. Prerequisite: ES 11. Enrollment limited to 25. Written permission required.

Augsburg College

History 120 America to 1815

Students will explore the intersection between agriculture, food and land rights in the nations early development and how those relationships play out today in both rural and urban contexts. Students will work with Gardens of Eagan to learn about an organic farm threatened by a proposed pipeline project and in the process work in the garden and deliver food to local community organizations.

St Josephs University

Math 1011: Excursions in Mathematics

Students will work in nearby elementary schools teaching math. Students will do a combination of teaching lessons, enrichment or remedial work with small groups of students and on-on-one tutoring. Students will work with Professor Fillebrown on the content of the lesson.

Brown University

123: Topics in Ethnomusicology

This course explores the theories and practices of applied ethnomusicology. Students will learn how to identify, document, and assist a local or regional music tradition bearer. Through their fieldwork, the students will engage in the issues that applied ethnomusicologists and folklorists face as advocates and translators of culture, such as representation, authenticity, agency, and definitions of tradition in the face of modernity and relocation.

FACULTY RESOURCES: ABSTRACTS

The students will also lay the basis for ongoing connections between the Providence community and Brown. Projects will be determined by the needs of the community.

Some of the projects ideas:

- Assist a Yoruban musical group with their arts-in-the schools presentations
- Create a radio segment on ethnic music in the Providence community
- Determine needs for a Bolivian music and dance school (technical assistance, etc.)
- Document Hmong tradition of creation myths and instrument construction (video, audio, photography, etc.)

Case Western University

Philosophy 314: Animal Cognition and Consciousness

Students will provide 25 hours of service to the Cleveland Animal Protective League: Duties include:

- Interact with animals at clinics and shelters for socialization as well as routine care and feeding, kennel cleaning and laundry, walking, training and re-training and play.
- Assess and evaluate behaviors of animals in shelter
- Work with cats and dogs to keep them socialized and 'people-friendly' to help ensure adoptability.
- Collect baseline data and relative changes in numbers of animals in shelters, trends in animals entering shelters, health and adoptability status, shelter deaths and euthanasia rates, shelter use by prospective pet owners, adoption rates and shelter capacity, use for advertising and media in pet adoptions, success rates, availability of low-cost spay/neuter programs, feral populations, city policies etc.

University of Pennsylvania

Political Science 198: The Politics of Food and Agriculture

Students may participate in one of three community service projects.

- A food stamp enrollment campaign led by the Greater Philadelphia Coalition Against Hunger. Students working will be trained to screen clients for food stamp eligibility and assist with the application process at sites in low-income neighborhoods.

FACULTY RESOURCES: ABSTRACTS

- Work with students at University City High School to develop a research/ community service project on the politics of food.
- Work with the Food Trust in the Comprehensive School Nutrition Policy to address the incidence of childhood obesity by changing the food environment in city schools. Students will also work with stores close to schools to promote healthier snacks for children.

Brown University

Political Science 109: Children and Public Policy

Each student will work at least a few hours a week in one of the state agencies that administers policies to children: the Family Court (through the Attorney General, Public Defender, or the Court Appointed Special Advocates for Children); the Department of Children, Youth and Families; or the Rhode Island Training School. There will be discussion sections devoted exclusively to the servicelearning issues, and all students will be expected to keep a journal (both for general reflections and for some assigned questions). Students will examine Rhode Island policies and draft revision to present to the legislature.

- Should Family Court in Rhode Island be open to the public? If possible, draw on experiences with Family Court. Either way, consider the pros and cons while deciding the appropriate policy.
- Evaluate Rhode Island's procedure for waiver of jurisdiction or certification hearing. R.I. Gen. Laws 1417. Is this a sensible way to approach the issue, or could this policy be improved?

Georgetown University

Project D.C.: Urban Research Internship

Enhancing Neighborhood Planning and Community Organization

In this project students will work with Professor Rom to develop the Center for Technical Cooperation (CTC) and the Community Information Management Unit (CIMU). The CTC will support Latino and African-American efforts to develop and use information related to equity, health, and sustainable development in their communities. The CTC will bring together information on community conditions, activities, projects, and programs to facilitate cooperative efforts among all institutions (private, government, university, and international) providing some kind of service to Latin and African-America population in Washington, D.C. The CTC will thus help community members (who have been left out of the decision making process) articulate their voice.

FACULTY RESOURCES: ABSTRACTS

The CTC will sponsor several major activities, including:

- Training neighborhood residents, leaders and staff of community-based organizations in the processes of strategic research, planning and advocacy;
- Training neighborhood residents, leaders and staff of community-based organizations to train others in the processes of strategic research, planning and advocacy
- Establishing and implementing programs and activities that promote participatory-action research, community empowerment, outreach activities, and training programs, and;
- Developing and maintaining a distributed database about community affairs located in strategic sites and readily available to neighborhood residents.

The principal tasks of the students working on this project will be to collect and analyze data about the following subjects:

- Current demographic, social-economic, epidemiological, health and social services data over all census tracts in Mt. Pleasant/Columbia Heights and in North Capitol,
- Community-based organizations in the two neighborhoods including their organizational structure, staff, basic resources, services, constituents or client populations, and community awareness of their services and;

Projects between Georgetown University and community-based organizations in the two neighborhoods including their organization, staff, participants, programs, benefits and evaluation results.

University of Pennsylvania

Women Studies 259: Gender, Policy and Community Service

Students will work with Community Legal Services to educate welfare recipients about upcoming deadlines and legal services in the welfare system. Students will also update community education materials for distribution in waiting rooms, trainings, and community fairs.