

Course Inventory Based on the FIPSE Civic Education Initiative

This is a simple handout put together as a resource for Bonner staff (by Ariane Hoy, for the purposes of sharing during campus visits).

School:

Instructions: Please note course description and full title, professor
Example: Pol123 - Poverty in America, Professor Lombardi

(1) Lead-In Course

Many schools have a lead-in course as part of the first year experience. This can be found in freshmen seminars, learning communities, first year orientation courses, and other expressions of first year academic design. Within the broad parameters that these academic boundaries often operate, there is an opportunity to include readings, writings, and discussions about service and justice.

(2) Domestic Poverty

A survey of dozens of campuses confirms the assumption that most, if not all, schools have within their existing curriculum courses that expose student to issues of domestic poverty. These courses can be found in any number of disciplines but most frequently are located in U.S. history, sociology, political science, public policy and literature.

(3) Public Policy

Most of the academic programs do include specific courses to help students gain civic knowledge, including an understanding of the structure of government and how public policy is formulated and changed. Courses are often located in Political Science or Public Policy. While often domestically focused, they may expose students to local, state, or national government and policy issues. Some may also be international in scope.

(4) International Exposure

Much like courses involving domestic poverty, there are many different academic disciplines and multi-disciplinary courses that introduce, inform, educate and require thoughtful analysis of international affairs. In these courses, students will be required to integrate the service experiences with at least one course related to international issues.

(5) Service Learning or Community Based Research Methodology Coursework

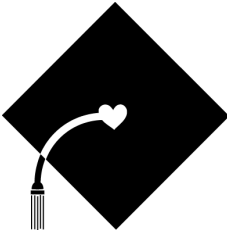
Over the last fifteen years, there has been an explosion of service learning course all across the curriculum. When offered, a student is required to take a service-learning course in his or her academic major field of study. If no such course is offered, the student would be required to take a service-learning course from a different discipline. Where possible, students are encouraged to take a minimum of two courses identified as having a significant service learning component, one course in his/her discipline and one outside of his/her academic major. Many academic programs include a course that teaches students effective methodology for community engaged scholarship.

(6) Full-Time Engaged Internship (not necessarily for credit)

A full-time service activity is required to complete the civic engagement certificate. These service placements may be for credit through an internship program or may not be credit bearing but still require a certain level of preparation, reflection, and writing. Students can serve either at domestic or international service sites. Placements should offer students an opportunity to witness and encounter issues of poverty, cultural diversity, and public policy.

(7) Senior Capstone (ideally Community Engaged Signature Work)

A cornerstone of the civic engagement certificate and the service-based scholarship is a final presentation of service and learning that will come near the end of the student's college or university academic experience. Students will engage in an intense and demanding project that will integrate academic work and community engagement. This senior service capstone may take place as part of a formal capstone, senior seminar, an independent study, or community-based research.



Course Examples Based on the FIPSE Civic Education Initiative

This is a simple handout put together as a resource for Bonner staff (by Ariane Hoy, for the purposes of sharing during campus visits). Course syllabi can be obtained by contacting Ariane Hoy. Soon they will also be available on the Bonner website (www.bonner.org)

Different types of structures:

(For contact information, contact Ariane Hoy to put you in touch)

Certificate Program:	<ul style="list-style-type: none"> ❑ Douglass College / Rutgers University. International Women's Leadership Certificate Program. Mary Trigg, Director and Professor
Minor	<ul style="list-style-type: none"> ❑ Waynesburg College, Service Learning Minor. Skip Notfzger, Vice President and Professor ❑ Allegheny College; Values, Ethics and Social Action Minor. Dave Roncolato, Director of the Office of Community Service and Service Learning ❑ (in process); Mars Hill College, Minor. Stan Dotson, Director of Life Works ❑ (in process); UCLA, Minor.
Major	<ul style="list-style-type: none"> ❑ Emory and Henry College, Public Policy and Community Service Major. Tal Stanley, Director of the Bonner Program. ❑ (in process); Portland State University, Major.

(1) Lead-In Course

Many schools have a lead-in course as part of the first year experience. This can be found in freshmen seminars, learning communities, first year orientation courses, and other expressions of first year academic design. Within the broad parameters that these academic boundaries often operate, there is an opportunity to include readings, writings, and discussions about service and justice.

Examples:

- ❑ LAA 121-Character (freshmen core curriculum). Taught by an interdisciplinary team of faculty, Mars Hill College.
- ❑ LAA 221-Civic Life (sophomore core curriculum). Taught by an interdisciplinary team of faculty, Mars Hill College
- ❑ GST 250-Introduction to Community Learning. Taught by James Shields and Claire Dixon, Guilford College
- ❑ Public Policy Studies 116-Policy Choice as Value Conflict. Taught by Bruce Payne, Duke University
- ❑ Public Policy 145-Leadership, Policy, and Change. Taught by Bruce Payne, Duke University
- ❑ Public Policy 136-Civic Participation and Community Leadership. Taught by Alma Blount, Duke University

(2) Domestic Poverty

A survey of dozens of campuses confirms the assumption that most, if not all, schools have within their existing curriculum courses that expose student to issues of domestic poverty. These courses can be found in any number of disciplines but most frequently are located in U.S. history, sociology, political science, public policy and literature.

Examples:

- ❑ Religion 340-Studies in Ethics: Poverty and Homelessness. Centre College
- ❑ Sociology 335-Social Inequality: Race, Gender, and Class. Berry College
- ❑ Social Welfare Systems. Taught by Erin Davis. Antioch College
- ❑ Race and Ethnicity in the United States. Taught by Erin Davis. Antioch College
- ❑ SSC/SGS 250-Social Stratification. Taught by Erin Davis. Antioch College
- ❑ Interdepartmental 101 Poverty: An Introduction. Taught by Harlan Beckley, Washington and Lee University.
- ❑ FSP 121-17-Let Them Eat Cake: Myths and Realities of Poverty in America. Taught by Nino Scarpati, The College of New Jersey.

(3) Public Policy

Most of the academic programs do include specific courses to help students gain civic knowledge, including an understanding of the structure of government and how public policy is formulated and changed. Courses are often located in Political Science or Public Policy. While often domestically focused, they may expose students to local, state, or national government and policy issues. Some may also be international in scope.

Examples:

- ❑ Local Government. UCLA.
- ❑ State Government with internship in Sacramento. UCLA.

(4) International Exposure

Much like courses involving domestic poverty, there are many different academic disciplines and multi-disciplinary courses that introduce, inform, educate and require thoughtful analysis of international affairs. In these courses, students will be required to integrate the service experiences with at least one course related to international issues.

Examples:

- ❑ Ethics and Development in Mali. Taught by Steve Esquith, University of Michigan.
- ❑ SGSE 212-Economic Growth and Sustainable Development in the Third World. Taught by Janie Rye Kinghorn, Antioch College.

(5) Service Learning or Community Based Research Methodology Course

Over the last fifteen years, there has been an explosion of service learning course all across the curriculum. When offered, a student is required to take a service-learning course in his or her academic major field of study. If no such course is offered, the student would be required to take a service-learning course from a different discipline. Where possible, students are encouraged to take a minimum of two courses identified as having a significant service learning component, one course in his/her discipline and one outside of his/her academic major.

Examples:

- ❑ AFA 3930-Research Methods in African-American History. Taught by Stephanie Evans, University of Florida.
- ❑ AFA 4905-Mentoring Local Youth. Taught by Stephanie Evans, University of Florida.
- ❑ JAN134-01-The Idea of Race and Pursuit of Social Justice. Taught by Nancy Pineda-Madrid, St. Mary's College.
- ❑ JAN102-Living Dangerously: Discipleship in Action. Taught by Gary Adler, St. Mary's College.
- ❑ JAN128-Beyond the Walls: Creating the Good Society in the Bay Area. Taught by Steven Schultz, St. Mary's College.

(6) Full-Time Service Internship (not necessarily for credit)

A full-time service activity is required to complete the civic engagement certificate. These service placements may be for credit through an internship program or may not be credit bearing but still require a certain level of preparation, reflection, and writing. Students can serve either at domestic or international service sites. Placements should offer students an opportunity to witness and encounter issues of poverty, cultural diversity, and public policy.

Examples:

- Public Policy and Community Service 400-Practicum. Taught by Tal Stanley, Emory and Henry College.
- Shepherd Poverty Program Internship program at Washington and Lee. Coordinate by Harlan Beckley.

(7) Senior Capstone

A cornerstone of the civic engagement certificate and the service-based scholarship is a final presentation of service and learning that will come near the end of the student's college or university academic experience. Students will engage in an intense and demanding service placement that will integrate academic work. This senior service capstone may take place as part of a senior seminar, an independent study, or community-based research.

Examples:

- Capstone Project that is part of the Honors Program at West Chester University. Coordinated by Kevin Dean.
- Senior Capstone Seminar that is required for students in the Public Policy and Community Service major at Emory and Henry. Taught by Stephen Fisher.