

**Department of City and Regional Planning
College of Architecture, Art, and Planning
Cornell University**

CRP 457: Community Service Learning Seminar*
(Variable credits: 2-4 hours)

Fall 2007

- Class Meetings:** Wednesdays
7:30 to 9:25 pm
318 West Sibley Hall
- Instructors:** Kenneth M. Reardon
Associate Professor of City and Regional Planning
- Office/Office Hours** 325 W. Sibley Hall
Tuesdays: 10 am – 1 pm
Thursday: 10 am – 1 pm
(A sign-up sheet is posted on Ken's office door)
- Phone/fax/email:** 607-255-9694 (Ken)
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kmr22@cornell.edu
- Teaching Assistant:** Soon Chun Kang
Master in Regional Planning Candidate
sk479@cornell.edu

Course Description:

CRP 457: Community Service Learning Seminar is an experiential learning course designed to enhance the effectiveness of students involved in public service with non-profit and public agencies serving low-income communities within the Greater Ithaca community. The course seeks to achieve this goal by introducing students to: competing theories of social inequality, alternative models of economic and community development, contrasting perspectives on community service learning; and basic field-based research and learning methods and techniques. This seminar was developed, in conjunction with the Cornell Urban Scholars Program and Cornell Public Service Center, to serve as the introductory class in the campus's newly established Social Justice and Public Scholarship Concentration. For more information about this exciting new undergraduate program, please visit the Cornell Urban Scholars Program website at: www.cusp.cornell.edu.

Course Objectives:

CRP 457 has been structured to enable participating students to achieve the following organizational objectives:

- 1.) Introduce students to the historical origins, evolution, and practice of community service learning in American higher education;
- 2.) Enhance participants' understanding of the theoretical underpinnings of what Ernest Boyer described as the "scholarship of engagement";
- 3.) Strengthen student's appreciation of the structural causes of social inequality in contemporary American society;
- 4.) Expose participants to alternative models of citizen empowerment, community development, and poverty alleviation; and
- 5.) Present principles of good practice for community/university development from program planning to evaluation.

Course Structure:

The course meets for two hours each week. The first hour of class will be devoted to the presentation of important theoretical ideas, methodological techniques and program development ideas related to the course objectives. The second hour of each class will be spent exploring the implication of these ideas for the problem-solving, community-building and knowledge-generation efforts of those participating in the class.

Course Schedule:

Week	Date	Topics/Readings/Assignments (R) - Required
1	8/29	<p>Class Overview</p> <p>Cisneros, Henry G. 1996. "The University and the Urban Challenge." First in a Series of Essays. Washington, DC: U.S. Department of Housing and Urban Development, pp. 1-20. (R)</p> <p>Maurrasse, David J. 2001. "The Mission of Higher Education," in Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities. New York: Routledge Press, pp. 11-28. (R)</p> <p>Suarez, Ray. 2004. "University Engagement: Ivory Tower or Beacon of Hope" . ." Journal of Higher Education Outreach and Engagement, Volume 9, Number 1, Fall/Winter, pp. 3-10.</p> <p>Jacoby, Barbara. 1996. "Service Learning in Today's Higher Education," in Service-Learning in Higher Education: Concepts and Practices. San Francisco: Jossey-Bass, pp. 3-25.</p>

Morton, Keith. 1996. "The Irony of Service: Charity, Project, and Social Change in Service-Learning," in **Michigan Journal of Community Service Learning**, Volume 2, Fall, pp. 19-32.

2 9/5 **Defining Community Service Learning**

Weigert, Kathleen Mass, 1998. "Academic Service Learning: Its Learning and Relevance," in **Academic Service Learning: A Pedagogy of Action and Reflection**, edited by Robert A. Rhodes and Jeffrey P.E. Howard, San Francisco: Jossey-Bass Publishers, pp. 3-10.

Honnet, Ellen Porter and Susan J. Poulson. 1989. **Wingspread Principles of Good Practice for Combining Service and Learning**. Racine, WI: The Johnson Foundation. (R)

Jacoby, Barbara A. 2003. "The Fundamentals of Service Learning Partnerships," in **Building Partnerships for Service Learning**, Barbara Jacoby, (eds.), San Francisco: Jossey-Bass Publishers, pp. 1-19. (R)

3 9/12* **Historical Antecedents**

Mills, C. Wright. 1959. "The Promise," in **The Sociological Imagination**. New York: Grove Press, Inc., pp 3-24. (R)

Meyerson, Martin. 1969. "The University Community and the Urban Community," in **The City and the University: The Frank Gerstein Lectures: York University – 1968**. New York: St. Martin's Press. pp. 1-17.

Whyte, William F. 1982. "Social Inventions for Solving Human Problems: American Sociological Association, 1981 Presidential Address," **American Sociological Review**, Volume 47, (February: 1-13), pp. 1-13.

Greenwood, Davydd J. and Morten Levin. 1998. "A History of Action Research," in **Introduction to Action Research: Social Research for Social Change**. Davydd J. Greenwood and Morten Levin, (eds.) Thousand Oaks, CA: Sage Publications, pp. 15-31. (R)

Peters, Scott. 2005. "Introduction and Overview," Peters, Scott J., Nicholas R. Jordan, Margaret Adamek, Eds., **Engaging Campus and Community: The Practice of Public Scholarship in the State and Land-Grant University System**. Dayton: Kettering Foundation Press, pp 1-35.

Stanton, Timothy K., Dwight E. Giles Jr., and Nadinne I. Cruz. 1999. "Helping a Field Discover its History," in **Service-Learning: A Movement's Pioneers Reflect on its Origins, Practice and Future**, San Francisco: Jossey-Bass Publishers, pp. 1-11.

Community Builder Interview – Leader identified and contact made

4 9/19

The Contemporary Movement

Boyer, Ernest L. 1994. "Creating the New American College," **Chronicle of Higher Education**, March 9, 1994, A48. (R)

Campus Compact. 1999. "Presidents' Fourth of July Declaration on the Civic Responsibility of Higher Education." **Campus Compact and the Presidents Colloquium Committee**, www.compact.org/presidential/plc/plc-declaration.html (R)

Peters, Scott. 2000. "The Formative Politics of Outreach Scholarship". **Journal of Higher Education Outreach and Engagement**. Volume 6, Number 1, Fall 2000, pp. 23-30.

5 9/29

The Fundamentals of Experiential Education

Dewey, John, 1938. "The Need for a Theory of Experience," in **Experience and Education**, New York: Macmillan Publishing Company, pp. 25-31. (R)

Kolb, David A. 1984. "The Foundations of Contemporary Approaches to Experiential Education," and "The Process of Experiential Education," in **Experiential Learning: Experience as the Source of Learning and Development**, Englewood Cliffs, NJ: Prentice-Hall Pub., pp. 1-38. (R)

Community Builder: Interview completed, transcript prepared, and summary submitted.

- 6 10/3 **Transformational Learning**
- hooks, bell. 1994. "Engaged Pedagogy," in **Teaching to Transgress: Education as the Act of Freedom**, New York: Routledge, pp. 13-23. (R)
- Dunlap, Michelle, Jennifer Scoggins, Patrick Green, and Angelique Davi. 2007. "White Students Experience of Privilege and Socioeconomic Disparities: Towards a Theoretical Model," **Michigan Journal of Community Service Learning**, Volume 13, Number 2, Spring, pp. 19-30. (R)
- 7 10/10 **FALL BREAK**
- 8 10/17 **Structural Causes of Urban Inequality**
- Schleiter, Mary Kay, Katherine A. Rhodes, and Anne Statham. 2005. "Women, Poverty, and Public Policy: A Community-Based Model for Collaborative Outreach Scholarship". **Journal of Higher Education Outreach and Engagement**, Volume 9, Number 1, Fall/Winter 2005, pp. 11-24. (R)
- Draft of Community Builder Poster: Narrative, Images, and Layout Submitted**
- 9 10/24 **Alternative Models of Economic and Community Development**
- Peterman, William D. 2000. "Neighborhoods, Communities, Community Development and Neighborhood Planning", and "Community Empowerment, Planning, and Development". **Neighborhood Planning and Community-Based Development: The Potential and Limits of Grassroots Action**. Thousand Oaks: Sage Publications, pp. 9-58. (R)
- Lyon, Larry. 1999. "Community Development," **In the Community in Urban Society**. Prospect Heights, IL: Waveland Publishing, pp. 11-31.

Kretzman, John P. and John L. McKnight. 1993. "Introduction," in **Building Communities: From the Inside Out: A Path toward Finding and Mobilizing Assets**. Chicago, IL: ACTA Publications, pp. 1-11.

Simon, Barbara Levy. 1994. "Empowerment and Social Work Practice," in **The Empowerment Tradition in American Social Work: A History**. New York: Columbia University Press, pp. 1-32.

Putnam, Robert D., Lewis M. Feldstein, and Don Cohen. 2003. "Introduction," and "Valley Interfaith," In **Better Together: Restoring The American Community**. New York: Simon Schuster, pp. 1-33. (R)

Community Builders Posters – Completed and Ready for Installation

10

10/31

Community/University Development Partnerships

Green, Rodney D. and Padmavenkatachalam. 2005. "Institutions of Higher Education as Engines of Small Business Development." **Journal of Higher Education Outreach and Engagement**, Volume 10, Number 2, Spring/Summer 2005, pp. 49-67. (R)

Gonzalez, Atanacio, Laxmi Ramasuubramanian Asma M. Ali, and Amanda J. Eichelkraut. 2005. "Organizing Partnerships for Sustainable Community Economic Development: Lessons Learned from the University of Illinois – Chicago Neighborhoods Initiative." **Journal of Higher Education Outreach and Engagement**, Volume 10, Number 2, Spring/Summer 2005, pp. 69-84.

Reardon, Kenneth M. (2005) "Straight A's? Evaluating the Success of Community/University Development Partnerships." **Communities and Banking, Federal Reserve Bank of Boston**, Volume 16, Number 3, Summer, pp. 3-10. (R)

Campaign Statement/Op-Ed Topic: Identified

Policy Paper Topic: Identified

- 11 11/7 **Ensuring Reciprocity in Community/University Partnerships**
- Jones, Susan A. 2003. "Principles and Profiles of Exemplary Partnerships with Community Agencies," in **Building Partnerships for Service Learning**, Barbara Jacoby, (eds.), San Francisco: Jossey-Bass Publishers, pp. 151-173.
- Nyden, Philip, Anne Figert, Mark Shibley, and Darryl Burrows. 1997. "Effective Models of Collaboration," in **Building Community: Social Science in Action**. Thousand Oaks: Pine Forge Press, pp. 14-28. (R)
- Strand, Kerry, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue. 2003. "Community Partnership Practices," in **Principles and Practices: Community-Based and Higher Education**. San Francisco: Jossey-Bass, pp. 43-70. (R)
- 12 11/14 **A Critical Perspective on Universities as Anti-Poverty Agencies**
- Goldsmith, William W. 1998. "Fishing Bodies Out of The River: Can Universities Help Troubled Neighborhoods?" **Connecticut Law Review**, Volume 30, Summer, Number 4, pp. 1205-1246. (R)
- Schramm, Richard and Nancy Nye. 1999. **Building Higher Education – Community Development Corporation Partnerships**. Washington, DC: U.S. Department of Housing and Urban Development, pp. 1-76.
- Campaign Piece/Op-Ed: Draft Completed**
- Policy Paper: Draft Completed**
- 13 11/21 **THANKSGIVING BREAK**
- 14 11/28 **Student Presentations: Part I**
- Rossi, Peter H. 1999. "Evaluating Community Development Programs: Problems and Prospects,"

in **Urban Problems and Community Development**,
Ronald F. Furguson and William T. Dickens (eds.),
Washington, DC: Brookings Institution, pp. 521-567.
(R)

Campaign Piece/Op-Ed: Final Copy

Policy Paper: Final Draft

15 12/5 **Student Presentations: Part II**

Course Requirements

Two-credit option

- A. Complete assigned class readings.
- B. Attend and actively participate in the weekly seminar.
- C. Complete a one-page reaction paper focused on one of the assigned readings each week.
- D. Conduct an interview with a local community-builder and prepare two 30 x 40 inch posters, suitable for public display, depicting their personal history, major accomplishments, current work, and assessment of the current state and future prospects for achieving social equity in our region.
- E. Work with colleagues in the class to prepare a short campaign briefing paper, for the candidate of your choice, regarding what he/she could do to significantly improve the quality of life for Upstate New York residents in the policy area of greatest interest to you.

or

Prepare an "op-ed" article for the Ithaca Journal, your hometown paper or a newspaper of national significance (NYT, WSJ, WP, etc.) regarding what the Bush or its successor administration could do to advance the quality of life for Upstate New York residents in the policy area of greatest interest to you.

Four-credit option

- A. Complete assigned class readings.
- B. Attend and actively participate in the weekly seminar.
- C. Submit a one page reaction paper focused on one of the assigned

weekly readings

- D. Demonstration the acquisition of important new knowledge, skills, and competencies by keeping a daily field journal and submitting one critical incident report each week (Minimum of 5 hours of field Work each week)
- E. Prepare a 5-7 page policy paper outlining steps local, state, and Federal government officials could take to advance the community development efforts of those working in the public policy area which is of the greatest interest to you.

Course Grading (Letter Grading)

Two-credit option

A.	Class attendance	10%
B.	Classroom participation	10%
C.	Short reaction papers on assigned readings	20%
D.	Interview analysis	20%
E.	Educational poster	20%
F.	Campaign/Op-Ed piece	20%

Four-credit option

A.	Class attendance	10%
B.	Classroom participation	10%
C.	Short reaction papers on assigned readings	20%
D.	Critical incident reports	30%
E.	Policy paper	30%

Course Resources

If you are interested in taking the course for four credits and do not have a public service placement, please visit the Cornell Public Service Center at 200 Barnes Hall or visit their website at: www.psc.cornell.edu

Other service-learning resources:

Campus Compact (National)
www.compact.org

Campus Compact (NYS Office)
www.nycc.cornell.edu

National Service-Learning Clearinghouse
www.servicelearning.org

Idealist.org: Action Without Borders
www.idealist.org

Corporation for National Service
www.nationalserviceresources.org

National Service-Learning Exchange
www.nslexchange.org

National Service Learning Partnership
www.service-learningpartnership.org