

PSY 305 Psychology of Social Justice

Instructor: Monika Black, MA, MHA
Office Hours: M-W 2:30-3:30
Office Location: 557 Byrne Hall
Email: mblack7@depaul.edu

Semester: Spring 2011
Class Location: SAC 254
Class Times: 1:00 - 02:30 PM

This class has both a regular course that will be held on Monday's and a discussion section that will be held on Wednesdays. Your participation in both the class and the discussion section are required. There are 4 discussion sections organized by service site. Your TA will be assigned after site selection has been completed. Please see below for a list of the TA and meeting Rooms.

<u>Teaching Assistant</u>	<u>Bldg.</u>	<u>Room</u>
Jason Geller	Byrne Hall	402
Angela Koenigs	Byrne Hall	618
Katie McAuliff,	Byrne Hall	605
Shannon Williams	Sac	254

Please note that this course is designed to have regular class presentations (indicated by "course") and discussion sections (indicated by "Dis") on the schedule. Classes are held in SAC Room 254.

Required Texts:

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., Suniga, X. (2010). *Readings for Diversity and Social Justice*. New York: Routledge.

I. Goals and Objectives:

Upon the completion of this course, students will be able to:

- Interact with, recognize, articulate, and understand, the foundational principles of social justice in relation to Psychology.
 - Critically analyze the connections between the structures of inequality in society in regards to Racism, Colorism, Classism, Religious Oppression, Sexism, Heterosexism, Ableism, and Ageism.
 - Acknowledge personal privileges and understand how to leverage one's privilege to help transform social injustices.
 - Recognize and analyze social practices that produce inequality and injustice and those that produce a more equal and just society.
 - Understand the practical relevance and be able to relate the psychology of social justice to everyday experience and real life situations.
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II. Course Requirements Checklist

▪ Participation

- Class Attendance/Participation (20 points):** Attendance is mandatory and will be taken in each class/discussion section. Attendance in your discussion section will be based on your active engagement in the discussion. If you come in late, please see me to make certain that you follow-up with the instructor/ TA to sign the attendance sheet. In the event of a planned absence please email the instructor and TA of your absence. Students who miss consecutive class periods due to no fault of their own or due to an extenuating circumstance must follow the policy for excused absences and medical leaves set for the by DePaul University to avoid penalty. Again, the instructor and TA must be included on all communications.

*Please note that completion of your service learning hours is mandatory. If you do not complete the required 25 hours you will not receive a passing grade. If you are not able to complete your hours due to extenuating circumstances then follow the instructions above.

▪ Community Engagement

- Letter to a Public Official/ Agency (20 points):** Write a 1-2 page letter to a public official agency advocating for social change. The specific official/agency you choose will depend on the social change you are advocating. Additional instructions are provided on D2L.
- Social Justice Leader Interview (20 points):** Identify a social justice organization (not including your service learning site) and interview someone who works at the organization. A list of organizations will be provided to help you get started and forms will be provided to assist you with the interview. Be prepared to hand in your completed interview form and to discuss your findings in class. Additional instructions are provided on D2L.
- Community Scavenger Hunt Presentation (20 points):** You will partner with someone in class and visit the community of your service learning site and take pictures of things, places, people that you see that reflect the various "isms" discussed in class. Each team will then present their pictures in a PPT presentation. Additional instructions are provided on D2L.
- Day of Social Justice (20 points):** This assignment is designed to have you explore your own typical behavior as it applies to recognizing issues of social justice. On a given day you will perform a chosen behavior and document the experience (in a 2-3 page paper). A paper guide will be provided for you to follow. Additional instructions are provided on D2L.

▪ Core Competencies

- Service Learning Paper (20 points):** Write a clear and concise 4-5 page paper summarizing your service learning experience, integrating key concepts from class, assignments and group discussions. A paper guide will be provided for you to follow.
- Final Exam (50 points):** A final exam consisting of short essay questions will be given during the week of final exams.

▪ Optional Papers

Optional papers are worth 5 points extra credit. To receive credit you must attend an additional social justice related event in the community (not associated with the work at your service learning site) and write a 3-5 page paper summarizing your experience. Papers must incorporate any related concepts from the course. Proof of attendance to the event must be provided. Up to 2 optional paper assignments may be completed over the duration of the course. Please follow the additional instructions posted on Blackboard.

IV. Course Schedule

	Date	Class	Topic	Reading	Assignments
<input checked="" type="checkbox"/>	M 3/28	Class	Course Introduction	No Reading	No Assignment Due
<input checked="" type="checkbox"/>	W 3/30	Class	Site Introduction & Selection	No Reading	No Assignment Due
<input checked="" type="checkbox"/>	M 4/4	Class	What is Social Justice?	Chapt 1: Adams (1-26)	No Assignment Due
<input checked="" type="checkbox"/>	W 4/6	Dis	Intro to Discussion Section	Chapt 1 Hardiman (26-34)	No Assignment Due
<input checked="" type="checkbox"/>	M 4/11	Class	From Oppression to Privilege	Chapt 1: Young (35-58)	No Assignment Due
<input checked="" type="checkbox"/>	W 4/13	Dis	Discussion Section	Chapt 2: 59-78	Letter to A Public Official Due
<input checked="" type="checkbox"/>	M 4/18	Class	Racism / Colorism	Chapt 2: 106-113	No Assignment Due
<input checked="" type="checkbox"/>	W 4/20	Dis	Diversity Training	No Reading	No Assignment Due
<input checked="" type="checkbox"/>	M 4/25	Class	Immigration	Reading on D2L	No Assignment Due
<input checked="" type="checkbox"/>	W 4/27	Dis	Discussion Section	Chapt 2: 100-106	SJ Interview Due
<input type="checkbox"/>	M 5/2	Class	Classism	Chapt 3: 141-167	No Assignment Due
<input type="checkbox"/>	W 5/4	Dis	Connecting Service & Social Justice Activity	No Reading	No Assignment Due
<input type="checkbox"/>	M 5/9	Class	Religious Oppression	Chapt 4: 228-254	No Assignment Due
<input type="checkbox"/>	W 5/11	Dis	Scavenger Hunt Presentations	No Reading	Scavenger Hunt Due
<input type="checkbox"/>	M 5/16	Class	Sexism / Heterosexism	Chapt 5: 315-326	No Assignment Due
<input type="checkbox"/>	W 5/18	Dis	Discussion Section	Chapt 6: 371-344 Chapt7: 423-432	No Assignment Due
<input type="checkbox"/>	M 5/23	Class	Abelism	Chapt 8: 457-469; 477-484	No Assignment Due
<input type="checkbox"/>	W 5/25	Dis	Discussion Section	Chapt 8: 528-531	Day of Social Justice Due
<input type="checkbox"/>	M 5/30	Class	No Class	No Reading	No Assignment Due
<input type="checkbox"/>	W 6/1	Class	Class Wrap-Up	Chapter 10: 587-603	Service Learning Paper Due
<input type="checkbox"/>	M 6/6	Class	Final Exam (11:45 – 2:00 PM)	No Reading	Optional Papers Due

*The university is closed from April 22 - 24th in celebration of Good Friday & Easter Weekend.

**The university will also be closed May 30th in honor of the Memorial Day holiday.

***Spring Qtr classes are schedule to June 3rd, 2011.

****Final Exam week is schedule from June 6th – June 10th.

Grading Scale

Percentage		Percentage	
100-93	A	76.9-73	C
92.9-90	A-	72.9-70	C-
89.9-87	B+	69.9-67	D+
86.9-83	B	66.9-63	D
82.9-80	B-	62.9-60	D-
79.9-77	C+	<60	F

IV. Late Policy

Due dates for all assignments are located on your syllabus. Late assignments will not be accepted without an excused absence. Any written assignments will be graded according to content, organization, grammar (e.g., clarity, organization, etc.), and style (e.g., APA). Students who fail to complete an exam/assignment will receive zero credit for that activity. You will not receive and incomplete for a missing assignment unless you have made arrangements one week prior to the end of the quarter and request and incomplete through a written statement explaining why you are making such a request. This statement should be signed, dated and typed. An "I" will only be given to those students who follow this policy and are passing the course with a grade of D or better. Grades lowered by incomplete or missing assignments will not be changed after the quarter unless you have received an "I" for the course.

IV. Course Communications

All course announcements, reminders, and changes will be made on blackboard. Students must make sure that they are able to access this feature. If not, please inform the instructor. Course documents (Syllabus, schedule, projects, and Power Points will be posted on a week basis. Be sure to check regularly!

V. Violations of Academic Integrity

Students will be expected to adhere to DePaul University's policy of academic integrity. See DePaul's Student Handbook or website regarding academic integrity and plagiarism policy. http://www.condor.depaul.edu/~tla/html?student_academic_integrity.htm

VI. Disability Statement

DePaul University attempts to make educational opportunities available to qualified students regardless of disability. This course also follows that policy. If you have a disability that requires accommodation, please notify the course instructor so that the appropriate accommodations may be arranged.

VII. Changes to the Syllabus

The instructor reserves the right to make any necessary changes to the syllabus. If such a situation should arise, an announcement will be made in class and will also be posted on blackboard. Be sure to check regularly!

Letter to A Public Official Assignment

Write a letter to a public official/agency advocating for social change. The specific official/agency you choose will depend on the social change you are advocating (e.g., contacting the Department of Education to advocate for school reform). Please make the letter specific about what kind of changes you want (e.g., more funding for under resourced schools) rather than including sweeping generalizations (e.g., we need better education). It may be helpful to draw on your volunteering experience and on the things you have learned in class to explain why you are advocating for this change. In order to receive full credit, you must address the letter to a specific individual at an actual agency or organization.

Preparing Your Letter

The following guidelines are offered to help you write an effective letter. Keep in mind that you can write a positive letter that explains why a decision is or would be good (a recommended practice after a favorable decision) or a negative letter that explains your opposition to a pending decision.

A. Decide to whom you will write. Get the name, title and address of the highest official who has authority and responsibility for a decision. Example: The city's mayor is the highest official with authority over zoning issues or parking ordinances, such as the ones described in the sample letters. A corporation's executive president might have the final say over whether a new business office is accessible to disabled persons. A state human service agency's director might be responsible for the way services are provided. You might write to:

B. Determine whether the letter will be positive or negative? A positive letter would explain why a decision is or would be good. A negative letter would explain your opposition to a pending decision. This letter will be:

1. Open the letter. If you are writing to an elected official, show respect for the position by using the "Honorable," the title of the office, and the official's full name. In any other letter, use the familiar term "Dear," the title Mr., Mrs., Ms., or Dr., and the official's full name. Examples: "Honorable Mayor Robert A. Hersch," or "Dear Dr. Frederick Marsh," You might address your letter:

2. Write something about yourself. Example: "I am an art lover. However, I have never been able to get my wheelchair into the city Art Museum."

3. Tell why you are writing the letter. State why you are concerned or pleased that a particular decision is being considered. Example: "I am writing to let you know how pleased I am that you are considering using revenue-sharing funds to make the museum accessible."

4. Summarize your understanding of the issue (decision) being considered. State the general impact you expect, if a particular decision is made. Example: "I believe that this change will make it easier for many people in our community to enjoy art."

5. Tell why you think a decision should occur. Describe in detail why you feel the decision made will lead to the impact you foresee. Example: "The proposed installation of wheelchair ramps for the front entrance of the museum will make it possible for me to get into the building to enjoy the exhibits and plays."

6. Tell what any changes mean to you personally. Describe the decision's positive or negative effects for you. Example: "These changes will make me feel that I am truly a part of our community."

7. If you think others will also be affected, identify them. Tell the official who and how many other people will be affected in the same way. Example: "The latest census statistics indicated there are over 1,200 people in our community with mobility impairments. All of these individuals are similarly affected."

8. Acknowledge past support. Tell the official about appropriate actions and decisions she or he has made in the past. Example: "You have always been sensitive to the needs of all community residents."

9. Describe what action you hope the official will take. State specifically what action you hope the official will take – what you would do in his or her place. Example: "I urge you to vote in favor of using revenue-sharing funds to improve accessibility."

10. If you have written a letter that opposes some action, offer an alternative. Tell the official what decision or action you believe would be best. Example: "The zoning in our neighborhood should remain as it is. Those wishing to build apartments rather than new homes have many alternatives more appropriate than this from which to choose."

11. If you have time and you are committed, ask how you can help. Tell the official that you would be willing to volunteer your help. Example: "If there is any way I might be of assistance, please don't hesitate to call on me." You might write:

12. Close your letter. Thank the official. Example: "Thank you for your thoughtful consideration of this important matter." You might write:

13. Sign the letter. Sign your full name and write your address.

*Please refer to D2L for a sample letter.

**Also, please contact the DePaul Writing Center for additional assistance in structuring your paper. A link has been provided to you under course resources on Blackboard.

Social Justice Interview Assignment

You will conduct a brief interview with someone who works at a social justice organization (preferably in Chicago). Ideally, this person would have a leadership position of some sort (e.g., coordinator, managers, Vice President, CEO, Founder, Board Member, etc.). The interview is to be conducted in person and should focus on the respondent's experiences in working with social justice issues (e.g., reason for working in social justice, successes and failures, any relevant key milestones, reasons for continuing to work in the field of choice, etc.). In addition to writing a 2-3 page paper (single spaced), you will summarize your interviews following the form/guide provided on the second page of this handout. Your completed forms must be handed in along with your assignment for full credit.

*Please check the last page for a list of organizations that you can contact for an interview.

Interview Questions – Your interview questions should include the following:

1. Demographic information (e.g., Ask the interviewee how they define themselves from a multicultural perspective and clarify the extent to which any aspects of their multicultural identity inform their understanding of social justice)
2. Introductory questions about how respondents got into the field of social justice. Please see below for sample questions.
 - What led you to become interested in issues of social justice?
 - At what point to you become more actively engaged in social justice issues?
 - What prompted/inspired you to become more more actively engaged?
 - How did you come to focus on this issue?
3. Major questions – questions about your respondents' experiences, views and beliefs about their chosen area of focus in social justice (i.e., racism, classism, sexism, heterosexism, ableism, etc.) and their continued role in the movement. Please see below for sample questions.
 - Can you tell me a little bit more about the history of this organization? How was it started, who founded the organization, why was it started?
 - What population/ community does the organization serve?
 - Are there any major organizational milestones that are important to note as I try to understand the work of the organization.
 - How long have you been working in this area of social justice? What do you enjoy? What do you not enjoy about working in this area?
 - What transitions in the field have you seen take place since you started working in this area?
 - What about your understanding of social justice or your chosen field of focus keeps you working in this area?
 - From your perspective what are some of the things that still need to happen to move social justice issues forward for the people/community that your serve?
 - How has your definition of social justice changed as a result of working in this area?
 - What recommendations or advice do you have for anyone looking to become more engaged in the social justice issues?

4. Closing questions – questions that ask them about general comments or thoughts about this interview.

* You should have a total of 6 to 8 open-ended questions to describe the introductory, major, and closing questions of this interview.

Social Justice Interview Form

Topic of Discussion	Date	Start Time	Finish Time
Name of Interviewee	Organization		
Job Title	Meeting Location		
<p>1. Demographic Questions about how the respondent would describe her or himself (List key characteristics identified by interviewee, including race/ethnicity, age, skin color, sexual orientation, ability, gender, religion, etc.).</p>			
<p>2. Introductory questions about how the respondent got into the field of social justice, how their sense an understanding of themselves informed and/or influenced their decision to work in their particular field or area of focus and key experiences that have shaped their understanding of social justice and/or the particular issue that they are interested in.</p>			
<p>2. Major questions about your respondents' experiences, views and beliefs about their chosen area of focus in social justice (i.e., racism, classism, sexism, heterosexism, abelism, etc.) and their continued role in the movement. Insert your responses below.</p>			

3. **Closing questions** that ask them about general comments or thoughts about the interview and any words of advice that they have for someone who is looking to work for social justice.

4. **Personal Reflections** (What went well? What would you do differently? Was there anything that surprised you? What did you learn about yourself?)

Your Name _____

Paper Format- Single Spaced

1. Introduction

Briefly describe the social justice organization that you are studying and how the focus of the organization relates to class. Include information on how the organization was founded, the mission and goals statements. Clearly indicate what population the organization serves.

2. Interview- Provide background information

- a. Respondents: You are to describe who you interviewed (e.g., name, age, race, religion, profession, job title, etc.), and provide background information on how they got into social just work, in general, and how they came to work at that organization, in particular.
- b. Interview: You are to describe the questions that you used for your interview.
- c. Procedure: You are to describe how and where you interviewed your respondents. How long did it take you to interview each respondent? Were they willing to answer all of your questions? Were they resistant to answer some of the questions?

3. Discussion – Briefly describe the following information.

- d. What was life like for each of your respondents? What was the social and cultural context? What were their challenges and accomplishments? Describe their values and beliefs about your topic.
- e. Summarize your reflections and key take-a-way messages. Be certain to comment on how your findings are associated with information and material in your text, assigned readings, and class discussions.

List of Organizations for Social Justice Interview Assignment

<http://chicagoactivism.wordpress.com/category/social-justicepeace/>

<http://www.areachicago.org/p/issues/everybodys-got-money-issues/economic-justice-organizations-directory/>

- Amnesty International
- Affinity Community Services
- Chicago Urban League
- Food Not Bombs
- The Bronzeville Visitor Information Center
- Streetwise
- Teachers for Social Justice
- World Vision Chicago
- Citizen Action/Illinois
- Women Employed
- Access Living
- Chicago Foundation for Women
- Amigas Latinas En Accion
- GenderJust
- PuertoRican Chamber of Commerce
- AfroCaribbean
- Heartland Alliance
- Chicago Freedom School
- Greater Chicago Food Depository
- Howards Brown Medical Center
- Gary Comer Youth Center
- Beyond Media Education
- Little Village Environmental Justice Organization
- Chicago Coalition for the Homeless
- Citizen Action
- Community Renewal Society
- Southwest Youth Collaborative

Social Justice Interview Assignment

You will conduct a brief interview with someone who works at a social justice organization (preferably in Chicago). Ideally, this person would have a leadership position of some sort (e.g., coordinator, managers, Vice President, CEO, Founder, Board Member, etc.). The interview is to be conducted in person and should focus on the respondent's experiences in working with social justice issues (e.g., reason for working in social justice, successes and failures, any relevant key milestones, reasons for continuing to work in the field of choice, etc.). In addition to writing a 2-3 page paper (single spaced), you will summarize your interviews following the form/guide provided on the second page of this handout. Your completed forms must be handed in along with your assignment for full credit.

*Please check the last page for a list of organizations that you can contact for an interview.

Interview Questions – Your interview questions should include the following:

5. Demographic information (e.g., Ask the interviewee how they define themselves from a multicultural perspective and clarify the extent to which any aspects of their multicultural identity inform their understanding of social justice)
6. Introductory questions about how respondents got into the field of social justice. Please see below for sample questions.
 - What led you to become interested in issues of social justice?
 - At what point to you become more actively engaged in social justice issues?
 - What prompted/inspired you to become more more actively engaged?
 - How did you come to focus on this issue?
7. Major questions – questions about your respondents' experiences, views and beliefs about their chosen area of focus in social justice (i.e., racism, classism, sexism, heterosexism, ableism, etc.) and their continued role in the movement. Please see below for sample questions.
 - Can you tell me a little bit more about the history of this organization? How was it started, who founded the organization, why was it started?
 - What population/ community does the organization serve?
 - Are there any major organizational milestones that are important to note as I try to understand the work of the organization.
 - How long have you been working in this area of social justice? What do you enjoy? What do you not enjoy about working in this area?
 - What transitions in the field have you seen take place since you started working in this area?
 - What about your understanding of social justice or your chosen field of focus keeps you working in this area?
 - From your perspective what are some of the things that still need to happen to move social justice issues forward for the people/community that your serve?
 - How has your definition of social justice changed as a result of working in this area?
 - What recommendations or advice do you have for anyone looking to become more engaged in the social justice issues?

8. Closing questions – questions that ask them about general comments or thoughts about this interview.

* You should have a total of 6 to 8 open-ended questions to describe the introductory, major, and closing questions of this interview.

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Topic of Discussion	Date	Start Time	Finish Time
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<p>3. Demographic Questions about how the respondent would describe her or himself (List key characteristics identified by interviewee, including race/ethnicity, age, skin color, sexual orientation, ability, gender, religion, etc.).</p>			
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<p>5. Major questions about your respondents' experiences, views and beliefs about their chosen area of focus in social justice (i.e., racism, classism, sexism, heterosexism, abelism, etc.) and their continued role in the movement. Insert your responses below.</p>			

6. **Closing questions** that ask them about general comments or thoughts about the interview and any words of advice that they have for someone who is looking to work for social justice.

7. **Personal Reflections** (What went well? What would you do differently? Was there anything that surprised you? What did you learn about yourself?)

Your Name _____

Paper Format- Single Spaced

4. Introduction

Briefly describe the social justice organization that you are studying and how the focus of the organization relates to class. Include information on how the organization was founded, the mission and goals statements. Clearly indicate what population the organization serves.

5. Interview- Provide background information

- f. Respondents: You are to describe who you interviewed (e.g., name, age, race, religion, profession, job title, etc., and provide background information on how they got into social just work, in general, and how they came to work at that organization, in particular.
- g. Interview: You are to describe the questions that you used for your interview.
- h. Procedure: You are to describe how and where you interviewed your respondents. How long did it take you to interview each respondent? Were they willing to answer all of your questions? Were they resistant to answer some of the questions?

6. Discussion – Briefly describe the following information.

- i. What was life like for each of your respondents? What was the social and cultural context? What were their challenges and accomplishments? Describe their values and beliefs about your topic.
- j. Summarize your reflections and key take-a-way messages. Be certain to comment on how your findings are associated with information and material in your text, assigned readings, and class discussions.

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- Amnesty International
- Affinity Community Services
- Chicago Urban League
- Food Not Bombs
- The Bronzeville Visitor Information Center
- Streetwise
- Teachers for Social Justice
- World Vision Chicago
- Citizen Action/Illinois
- Women Employed
- Access Living
- Chicago Foundation for Women
- Amigas Latinas En Accion
- GenderJust
- PuertoRican Chamber of Commerce
- AfroCaribbean
- Heartland Alliance
- Chicago Freedom School
- Greater Chicago Food Depository
- Howards Brown Medical Center
- Gary Comer Youth Center
- Beyond Media Education
- Little Village Environmental Justice Organization
- Chicago Coalition for the Homeless
- Citizen Action
- Community Renewal Society
- Southwest Youth Collaborative

Living A Day of Social Justice Assignment

This assignment is designed to have you explore your own typical behavior as it applies to recognizing issues of social justice. Your assignment is to pick one day to concentrate on these issues and engage in a behavior that would normally not be part of your routine. You then want to perform your chosen behavior and document the experience, including the reaction of all people involved (a stranger you may have helped, observers at the scene, yourself, etc.). Please be creative in the behavior you choose – as long as you engage in a behavior that benefits another person who in your mind is marginalized by society, that behavior is appropriate for this assignment. Some examples appear below, but are just suggestions.

- Give up your seat for an elderly or handicapped person on the train/bus
- Give some extra change to a homeless person and ask how they are doing
- Help an elderly or handicapped neighbor with a task they are having difficulty with.
- Offer to serve a meal in a soup kitchen
- If you have an elderly or ill neighbor, offer to walk their dog or run an errand
- Walk to school and give your bus fare to someone who needs the money more than you
- Bend your gender in a feeling you would not normally feel comfortable
- Make or give a card for an elderly or ill person

For this assignment you must complete at 2- page reflection. Consider the following questions as you reflect on your experience.

- How do you define social justice and how did your definition inform which behavior you chose to engage in?
- Who were the recipients of your efforts?
- How did others respond to your behavior? Do you think they noticed a difference in your behavior? What attributions did people make for your behavior, and why?
- If your behavior was different than normal, which person did you like more: the "Social Justice you" or the "normal you"? If you preferred the "Day of social justice you," what are the psychological factors that prevent this "you" from engaging in act of social justice more frequently?
- What are the psychological costs and benefits of engaging in social justice?
- If you wanted to encourage others to behave as you did during the Day of social justice, what techniques would you use?
- If you were to predict your behavior one month from now, do you think it will be changed in any way as a result of participating in the Day of social justice? If so, how? If not, why not?

Note: don't do anything unsafe and don't create a situation that doesn't already exist – respond to everyday occurrences that you normally ignore, avoid, or don't take notice of.

Service Learning Reflection Paper Assignment

The goal of this 4-5 page (double spaced) paper is to provide an opportunity for students to integrate their service experience with course material, key activities and classroom discussions. This paper is one of the most important aspects of your service learning experience because the paper is where you demonstrate both critical thinking and a grasp of the course material. Use the following outline as a guide for writing your reflection paper. You may include any other resources in your final paper but you must include the following to receive full credit.

- **Agency:** Describe what agency worked with. Identify its mission, vision, values, goals, etc. Describe the culture of the organization (dress, level of formality, physical structure of offices and how they are assigned, staff meeting style, the hierarchy, work input in decision-making, values, reward system, etc.). Describe the purpose of the organization and/or what specific population or social issue it serves. Describe the agency's structure and your role in it. What do you do as a volunteer, what do other employees/volunteers do. How did your position and/or the other employees/volunteers contribute to the overall mission of the organization? Comment on your perception of its strengths and weaknesses.
- **Learning Objectives/Action Plan:** What did you outline as your initial learning objectives. Did these change throughout the experience? If so, describe your newly revised Learning Objectives/Action Plan. Describe the challenges, successes, and setbacks in your efforts to accomplish each of your initial objectives. Identify the specific outcomes for each objective, including any changes that were necessary. Describe the "what" and "how" of your experience. More simply, describe what you had hoped to gain from this experience and how you planned on accomplishing it. Specify if you learned new skills and knowledge, personal development, specific project development, new responsibilities, career exploration, major/field exploration, as well as the connection to the academic components to your course work or hands on application of skills gain in a real world work setting. What specific strategies, actions, and assignments did you complete in order to accomplish the corresponding learning objectives.
- **Personal Development:** Describe any specific skills you acquired or polished during this experience. Describe the specific contributions you made to the agency. Comment on whether this role seemed to fit your talents, abilities, values, and interests. Identify the extent of your personal growth. How did it affect your strengths and weaknesses? Comment on how this experience relates to your future. Did this meet your expectations and perceptions of what you had hoped to accomplish in the beginning (if so, describe; if not, describe). How did this experience intersect with your major, interest areas, career choice? Describe any specific overlap with academic programs, course experiences, etc. How did the agency or community benefit from your service? How did you benefit? In what ways did you learn through this service experience—observation, hands on, research, etc. Please describe each of the ways you learned as well as what you learned. How are you different when you left the service location, compared to when you entered? What have you learned about yourself? What have you learned about a specific community or societal issue? How does this experience compare to others you've had? How do you define service? How do you define community? Is there anything you would do differently in the future because of this experience?
- **Experience Evaluation:** Evaluate your service experience in a summary paragraph. Relate back to your initial expectations and perceptions. Were you able to accomplish what you had hoped to accomplish? Did you learn what you had hoped to learn? Were you able to observe, participate in, or research anything that was valuable to your experience. Any other thoughts, etc.

*Please note that you must also include a cover/title page (including title, name, course number, Instructor and TA) and use APA format when submitting your responses.
