

Service Leadership

EDL 271

3 unit course

Instructor: Lydia F. Bell, email: lfbell@email.arizona.edu

Location:

Time: Tuesdays and Thursday, 9:30-10:45 am

COURSE DESCRIPTION:

In Service Leadership, students explore the connection between leadership and community involvement through the concepts of philanthropy/volunteerism, community service, civic responsibility, civil society, activism, citizen leadership and social change. Students also collaborate with local non-profits to gain an understanding of how change occurs in the community and examine the role of non-profits and non-governmental organizations in the United States and abroad. Through group presentations and lively discussions, students critically examine the impact of service and explore the root-causes of social ills. Students in Service Leadership become familiar with the Community Impact Theory, Community Asset Mapping, and Relational Leadership Model. Students also practice specific community leadership and community building skills and support one another as they reflect upon personal goals, skills, awareness of community issues, and attitudes as community members and leaders. Each student is expected to play a key role in directing and facilitating the learning process, in conjunction with actively participating in debates, discussions, and group projects.

COURSE OUTLINE

WEEK 1 Introduction & Defining Service

Thurs *Intro to course*

WEEK 2 Defining Community and Leadership

Tues *Community & Leadership*

Readings: Morse, S. (2004). *Smart Communities*. Ch.1 (pgs. 14-20) & Ch. 2

Thurs *Community Asset Mapping*

Readings: Tuffler, T., Guy, D. & Pletsch, C. (2002). *Canadian Rural Partnership Asset Mapping: A handbook*.

WEEK 3 Community Assets and Nonprofits

Tues *Community Asset Mapping contd.*

Due: Community Asset Mapping Papers and Presentations

Thurs *Introduction to Nonprofits*

Readings: Kopp, W. (2001). *One Day All Children*. Ch. 1-3

Journal 1: What non-profits best align with your values? What skills can you bring to them? Identify 2-3 Tucson non-profits that align with your values and issue areas, include organizational description, contact names and number in journal.

Due: Make an appointment and meet with the non-profit with which you hope to serve during this semester.

WEEK 4 Non-profit Organizations

Tues ***Nonprofits contd.***

Readings: Kopp, W. (2001). *One Day All Children*. Ch. 4-7
Ott, J. (2001). *Understanding Nonprofit Organizations*, Ch. 2

Thurs ***Root Causes of Social Ills***

Readings: Kozol, J. (1991). *Savage Inequalities*. Chapter 4.
Wright, J. (1989). "Address Unknown: Homelessness in contemporary America." *Sociology Full Circle*. Ed. W. Feigelman. pp. 199-212.

Journal 2: How did your appointment go with the local non-profit? What is your action plan to begin serving there?

WEEK 5 Activism

Tues **Foundations for Activism**

Readings: Fujino, D. (2005). *Heartbeat of struggle: The revolutionary life of Yuri Kochiyama*. Introduction pp. xv-xxv.
Kochiyama, Y. *Passing it on*. Ch. 5.

Thurs **Activism (continued)**

Readings: Loeb, P. (2001). *Soul of a Citizen*. Selections
Due: Root Causes/ Visioning Paper

WEEK 6 Social Movements and Activism

Tues **Cesar Chavez & American Indian Activism**

Read: Leon, L. (2005). "Cesar Chavez and Mexican American Religion."
Espinoza, G., Elizondo, V., & Miranda, J. (Eds.). *Latino religions and civic activism in the United States*.
Wathen, C. (Ed.). (2000). *Remembering Cesar: The legacy of Cesar Chavez*. Selections.
Boyer, L. (1997). "Reflections of Alcatraz." Johnson, T., Negel, J., & Champagne, D. (Eds.). *American Indian activism: Alcatraz to the longest walk*.

Thurs **Ella Baker & the Brown Berets**

Read: Lopez, I. (2003). *Racism on trial: The Chicano fight for justice*. Ch. 8
Ransby, B. (2003). *Ella Baker and the Black Freedom Movement*. Introduction & pgs. 111-118.

WEEK 7 The Power of One

Tues ***The Power of One***

Due: Civic Engagement Presentations/Paper

Thurs ***The Power of One***

Due: Civic Engagement Presentations/Paper
Journal 3: Reflect on the topic of activism and what new things have learned/discovered about either the “power of one” or social movements

WEEK 8 Theme 1: Issue to be determined by class

Tues *Exploring the issue of* _____
Presentation by non-profit leader from Tucson community

Thurs *Historical overview of* _____
Readings: 2 articles provided by Theme Issue 1 group

WEEK 9 Service Leadership on the College Campus

Tues *Civic Engagement in Higher Education*
Readings: Rhoads, R. “In the Service of Citizenship: A Study of Student Involvement in Community Service”
Astin, A, Sax, L. & Avalos, J. “Long Term Effects of Volunteerism During the Undergraduate Years.

Thurs **Service Learning**
Readings: Furco, A. (1996). “Service Learning a Balanced Approach to Experiential Education”
Neururer, J. & Rhoades, R. (1998). “Community Service: Panacea, Paradox, or Potentiation”
Journal 4: Where do you see students at the UofA being civically engaged? Are students actively participating? Should the University of Arizona do more to get students involved? If so, how?

WEEK 10 Theme 2: Issue to be determined by class

Tues *Exploring the issue of* _____
Presentation by non-profit leader from Tucson community

Thurs *Historical overview of* _____
Readings: 2 articles provided by Theme Issue 1 group
Journal 5: Reflect on this past week’s service experience.

WEEK 11 Theme 3: Issue to be determined by class

Tues Presentation by non-profit leader from Tucson community
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Thurs *Historical overview of* _____
Readings: 2 articles provided by Theme Issue 1 group

WEEK 12 Non-governmental Organizations

- Tues ***International issues: NGOs***
Readings: Ott, J. (2001). *Understanding Nonprofit Organizations*. Ch. 34 & 35
- Thurs **Safe Passage/Top 10 NGOs**
Readings: Safe Passage article (handed out in class)
Journal 6: Where do you see leadership in the non-profit where you are working?
 Interview a staff member or volunteer and ask them how they became
 involved in the organization, and why they are committed to serving those
 aided by this organization.

WEEK 13 **The pros and cons of International Humanitarian Organizations**

- Tues ***Peace Corps/USAID***
Readings: Carter, J. (2003). *Power Lines*. Introduction
 Maren, M. (1997). *The Road to Hell*. Introduction & Chapter 1
- Thurs ***Starting an NGO***
Readings: Kielburger, C. (1998). *Free the Children*, Prologue & Chapter 1
Due: International Issues Paper

WEEK 14 **NGOs Continued**

- Tues ***Getting to Know the Population to be Served***
Readings: Kielburger, C. (1998). *Free the Children*. Ch. 2 & 3
- Thurs ***Reflection and Making a Lasting Impact***
Readings: Kielburger, C. (1998). *Free the Children*. Ch. 14 & 15
Journal 7: Reflection of your choice.

WEEK 15 **Final Presentations**

- Tues ***Service Presentations***
- Thurs ***Service Presentations***

WEEK 16 **Final Thoughts**

- Tues ***Wrap Up***
Due: Final Synthesis Papers
Journal: What have you gained from taking this course? How do you see yourself
 using what you've learned in this class in the future? If you could change
 one aspect of the curriculum or class discussions what would it be?

ASSIGNMENTS & GRADING

- There are nine components in the course (see the list below). Your final grade will reflect the number of points you have earned over the semester based on 1000 points.
- Reading and assignments are due the day they are listed.

- You are responsible for all material covered in class whether you are there or not.
- All papers must be written in 12 pt. font (either Times, Garamond or Times New Roman), be double-spaced, and have 1” margins. You may print on both sides of a paper. Assignments will not be accepted electronically.

READING LIST

Students will be asked to read selections from the following books and journal articles:

Astin, A, Sax, L. & Avalos, J. (1999). “Long Term Effects of Volunteerism During the Undergraduate Years. *The Review of Higher Education*, 21 (2): 187-202.

Carter, J. (2003). *Power Lines*. Washington, DC: National Geographic.

Espinoza, G., Elizondo, V., & Miranda, J. (Eds.). (2005). *Latino religions and civic activism in the United States*. New York: Oxford University Press.

Feigelman, W. (Ed.). (1993). *Sociology full circle: Contemporary readings on society* (6th ed.). Fort Worth, TX: Harcourt Brace College Publishers.

Fujino, D. (2005). *Heartbeat of struggle : The revolutionary life of Yuri Kochiyama*. Minneapolis: University of Minnesota Press.

Fuller, T., Guy, D. & Pletsch, C. (2002). *Canadian Rural Partnership Asset Mapping: A handbook*.

Furco, A. (1996). “Service Learning a Balanced Approach to Experiential Education.” *Expanding boundaries: Service and learning*, 1(1), 2-6.

Johnson, T., Negel, J., & Champagne, D. (Eds.). (1997). *American Indian activism: Alcatraz to the longest walk*. Urbana, IL: University of Illinois Press.

Kielburger, C. (1998). *Free the children*. New York: HarperPerennial.

Kochiyama, Y. (2004). *Passing it on*. Berkeley, CA: University of California Press.

Kopp, W. (2001). *One day all children*. New York: PublicAffairs.

Kozol, J. (1991). *Savage Inequalities*. New York: HarperPerennial.

Loeb, P. (1999). *Soul of a citizen*. New York: St. Martin’s Griffin.

Lopez, I. (2003). *Racism on trial: The Chicano fight for justice*. Cambridge, MA: Belknap Press of Harvard University Press.

Maren, M. (1997) *The road to hell*. New York: The Free Press.

Morse, S. (2004). *Smart Communities*. San Francisco: Jossey-Bass.

Neururer, J., & Rhoads, R. (1998). “Community service: Panacea, paradox, or potentiation.” *Journal of College Student Development*, 39, (4), 321-330.

Ott, J. (2001). *Understanding nonprofit organizations: Governance, leadership and management*. Boulder, CO: Westview Press.

Putnam, R. (2000). *Bowling alone: The collapse and revival of american community*. New York: Simon & Schuster.

Ransby, B. (2003). *Ella Baker and the Black Freedom Movement*. Chapel Hill, NC: The University of North Carolina Press.

Rhoads, R. (1998). "In the Service of Citizenship: A Study of Student Involvement in Community Service." *Journal of Higher Education*, 69.

Wathen, C. (Ed.). (2000). *Remembering Cesar: The legacy of Cesar Chavez*. Clovis, CA: Quill Driver Books.

COURSE REQUIREMENTS

I. Class Attendance and Participation (160 pts.)

Because this course is driven by class discussion and student presentations, it is imperative that you are prepared for class, attend regularly, and participate. There will be numerous in-class activities, exercises and discussions throughout the semester. You have one absence without penalty. After that you will lose points for each missed class, regardless of the reason:

2nd class: 30 points

3rd class: 60 points

4th class: 120 points

II. Journal Assignments (8) (160 pts.; 20 pts. each)

You will need to keep a journal for this class. This can be a written journal, a photo journal with captions, a video-journal, Internet "blog," or audio recordings. Often a journaling topic will be indicated in the syllabus. If no journal topic is indicated, it is requested that you reflect upon experiences encountered while completing your service hours, or that you respond to in-class discussions or readings. Journal entries are approximately 2 written pages in length. If you choose to do another form of journaling, please check with the instructor to see if the length you propose is roughly equivalent to two pages. Points will be granted for thoughtful content, effort, and for thoroughly answering the posed question(s). Comments will be made on post-it notes or index cards—the journal is yours to keep at the end of this course. Journals will be passed in on Thursdays and returned in-class on Tuesdays.

III. Community Asset Mapping Assignment (100 pts.)

Imagine you were asked to facilitate a Community Asset Mapping session in your own community. If you are from an urban area your community would be your neighborhood, rather than your entire city. Now you are being asked to compile a summary report of this event. This summary can be written like a formal report (with bold headers and bullet points) or it can be more of a narrative report. Actual facts about your community should be used. Cite any sources used to gather this information (community papers, internet, calls to your family, etc.) Your summary report must include the following:

- Who was invited to your CAM session? Which individuals were there and what organizations did they represent.
- Where was your event held—how did this impact the attendance?
- Which approach to CAM did you take (Whole Assets, Storytelling, Heritage, etc.)? Why did you think this would be most effective in your community?
- How was the day structured?
- What went on in the large and small group discussions? What did people say? (Feel free to make up quotes/stories).
- What did this session map out as your community's assets (natural, economic, social and service)?

Your summary report should be 3-4 pages long. Please also turn in a 1 pg. handout outlining session and salient points. This will be presented to the class so we can learn more about your own community. Feel free to include

photographs*, but they cannot substitute for page requirements (meaning if you have 2 pages of writing and 1 pg. of photos you still have what I would consider a 2 pg. paper).

* Consider bringing photos/maps of your community or other community artifacts to share.

III. Community Service Project

You will be required to volunteer at a non-profit organization for 10+ hours during your enrollment in this course. You will identify an organization that aligns with your personal values and interests during the first 3 weeks of the course. You will also be required to study this organization and its leaders, but time spent conducting research **will not** count toward your service hours. Your experience at this non-profit organization will be directly tied into this course, and you will be asked to draw from your service experiences when participating in class discussions. Membership in a student club or student service organization does not count for these service hours. However, if you are currently a volunteer at a local non-profit organization you may volunteer your time at that organization to meet your 10 hour requirement. Questions about these hours should be brought to the instructor during the first month of the course.

IV. Root Causes/Visioning Paper (100 pts.)

Identify the mission of the organization with which you are performing your community service. What is the social issue it is hoping to address? How did things get the way they are now? (What are the key historical events, policies, public education, laws, conditions which have led to this condition?) Imagine a world where this problem has been positively changed 100%. What would society look like? What characteristics would our society need to have in order to create this change? What are some positive actions and keys to creating change? Choose one piece of your vision for change which strikes you the most, something that you would like to see in the near-future. How could you make this possible? (3-6 pgs., double spaced, must be turned in as a hard-copy—no e-mails or disks accepted.)

V. Power of One Paper/Presentation (75 pts.)

Civic engagement can take many forms, and people choose to be involved at variety of levels. Gloria Harper Hines made it possible for her community to create a HeadStart program which served hundreds of children in rural Louisiana. Julia Butterfly Hill climbed into a giant Redwood tree and lived there for over a year to raise awareness about environmental issues such as deforestation and repercussions of the logging industry. Grace Lee Boggs became famous for her activism in Detroit, Michigan. Find a person or group of people who made a difference—whether in his or her community, state, or country—and write a mini-biography of this individual or group. How did he/she get involved? What was his/her motivation? What was the process that led to his/her involvement in the cause? What was he/she trying to accomplish? What did his/her supporters say or do? What did his/her foes do to counteract his/her actions? You will be asked to present this person/group's story to the class (35 points) and to turn in a 2-5 pg. paper on the subject (40 points).

VI. International Issues Paper (75 pts.)

Identify a place (city, state, country, region) outside of the United States that is dealing with the same issue your service project is addressing. How does this community deal with the problem—is it a government issue? Handled by churches? Do they have non-profits that focus on this issue? Is there an international organization involved? 2-4 pages.

VII. Final Synthesis Paper and Presentation (190 pts.)

In this final paper, please discuss the social issue you have been addressing this semester. Make use of the previous papers you have written for this course, and your journal responses. What are the root causes of this issue here in Tucson? Is this a problem found state-wide, nationally, internationally? How did you assist in addressing this issue through service? What piece(s) of the issue is the non-profit you worked with addressing? Is it doing enough? How do other countries deal with this problem? Is this anything you have learned from the way it is addressed internationally which can be applied locally? Find an NGO serving people in a country (or countries) outside of the United States that addresses an issue similar to the one addressed by the service agency with which you are partnering (this may be one of the organizations you identified in your International Issues Paper—or it could be a non-profit located in another location) . Provide a critical analysis of this organization. What is its history—what need is it meeting, how was it founded? How is it structured? Who are the leaders of this organization? Does it live

up to its mission? How do they allocate funding? Is this an organization that you would consider working for or giving money to? Can you apply their actions to the local problem? What do you see as your future role in this specific area of service? (6-10 pgs., double spaced, must be turned in as a hard-copy—no e-mails or disks accepted.)
Paper (140 pts.)
Presentation (50 pts.)

VIII. Group Presentation (140 pts.)

The class will be divided into 3 themes, where we will explore 4 social issues that are addressed by local non-profits. These themes will be identified by the second day of class. Each student will sign up to join an issue team. Teams will be expected to...

- Organize a presentation from a community leader connected to this issue
- Provide the class with 1-2 current readings on this topic
- Present the history of this social issue to the class, and generate/facilitate discussion about what can be done to address this social issue.

Grading:

Attendance	160
Journals	160
Community Asset Mapping Project	100
Root Causes/Visioning Paper	100
Civic Engagement Paper	40
Civic Engagement Presentation	35
Comparative Social Issues Paper	75
Group Presentation	140
Final Synthesis Paper	140
Final Synthesis Presentation	50
TOTAL:	1000

Special Needs

Students needing special accommodations or special services should contact the Disability Resource Center (<http://drc.arizona.edu>) and/or the SALT Center (<http://www.salt.arizona.edu>). Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to the instructor as soon as possible.

Academic Dishonesty

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.