

**POLS 182 0720 Citizenship
Service Learning Assignment
1.23.2007**

The study of citizenship cannot be restricted to its academic treatment. A very powerful means by which students can learn about citizenship is to become involved in its practice. New pedagogical theory argues that experiential learning, in addition to traditional pedagogical approaches, can greatly facilitate the learning process. In response, students will have the opportunity to participate in local political and civic practice. Students must contribute **at least 15-20 hours** of volunteer service to a governmental body, community organization, not-for profit agency, or college group committed to serving others.

I highly recommend that students participate in a variety of different experiences. ***Students are encouraged to participate in more than one activity to complete their 15-20 hours and are encouraged to continue their service activities after class requirements are fulfilled.*** Students will present periodic reports to the class on their experiences and will submit a five page final reflective essay on their volunteer service which they will present as findings.

Students are required to attend at least two public meetings and forums (e.g., city council meeting or board of education). Students may also volunteer with a local not-for-profit that is in partnership with government bodies. For example, students may volunteer at the Community Action Agency to help clients fill out the forms for LIHEAP, Iowa's federal heating assistance program. Or they might help families work to gain access to other state and federal programs (e.g., food stamps). Please see the instructor or the Service Learning Coordinator, Mary Turner, turnerm@morningside.edu regarding these options. Students may also want to attend rallies, protest, or public meetings of local, country, state, or federal government. Everyone must identify with the professor what activities in which they will participate.

Project Proposal: Due February 9, 2006 (20 points)

Once a student knows how they will complete the requirements for the project, they will submit a written one-paragraph project proposal with a rough draft of their Citizenship Log filled out with projected activities and hours. The proposal must include some description of the activities in which they will be involved, contact persons, a brief description of the citizenship activities in which they will be engaged, ***and a learning plan.***

The learning plan will address these questions: *What knowledge/understanding do you wish to gain? What skills do you wish to develop? What attitudes/values do you wish to clarify or formulate?*

Citizenship Log: (60 total points). The log will serve as a means of tracking your service learning hours. It will also help you reflect on what each experience revealed to you about yourself, your values and ethics, as well as the general topic of citizenship. The log is designed to serve as a journal with two separate sections for you to: 1) Identify specific concepts, issues, and themes related to citizenship, ethical approaches, and poverty. 2) reflect on what you did and what you thought about that particular experience. These notes are essential to the success of the project so please take it serious.

A note on hours: Everyone is required to conduct at least 15 hours of service. Some students will participate in the poverty simulation. Others have attended ACAS and other college activities related to our course content. ***Students must be sure to do at least 10 hours of actual service to the community*** to qualify for the minimum hours (and points available). Additional hours (and more importantly, pertinent reflections on those activities) will demonstrate mastery of the course content and purpose and will increase your points and grade. Be sure to choose your activities carefully so you can make the most of your time, give the most of yourself to our community partner, and learn the most about active citizenship in our community. Students need to provide evidence from the community partner regarding their time contributed to the organization.

Annotated Bibliography: Due April 6. The reflective essay requires some basic background work on the agencies students serve; the issues they engage; the candidates they meet. All of the political experience essays must have in addition to multiple references to relevant course readings at least 5 external sources. Please list these first. One source will be an interview with one of the individuals with whom you serve. Furthermore, you should look for articles and other resources in

- Newspapers
- Agency or organization websites or literature
- Government documents (at least one)
- Scholarly journals (at least two)
- Journals of Opinion

There is no magic formula here. Find good resources that help you better understand the organization, issue, or problem to which you are contributing your energies. Each bibliographic reference will include a brief 2-3 sentence description of the source and how it relates to your service learning experiences and the issues you are investigating. These sources should be used in your essay (points for this assignment will only count if they are incorporated into your essay). Finally, the bibliography should also include the class sources and readings you plan to use in your Reflective Essay, although these do not require annotated comments.

Reflective Essay: (100 points) All students will write a reflective essay based on their experiences. This paper needs to be at least 5-7 pages. The instructor encourages students to submit a rough draft or outline for feedback prior to project completion. In addition to using proper citation (MLA or Chicago), papers should include bibliographies and a final **Citizenship Log** with a listing of activities and time spent on activities. This paper should address several questions pertinent to citizenship, personal values and ethics including, for example:

- *What connections have you made with your citizenship experiences and the material covered in class? Cite specific examples from texts or discussions from class.*
- *In particular, describe instances that reflect the competing ethical theories explored this semester.*
- *How have these cases helped you reflect on your own personal beliefs and values?*
- *How has your experience influenced your understanding of democracy, citizenship, and leadership?*
- *What have you learned about yourself—your own strengths and limitations?*

You may also integrate some of these questions into your reflective essay”

- What is the branch or organization for which you are volunteering? What is their stated mission? How did your service help contribute to their mission or goals? How do they serve the community? How did you *contribute to a specific community need?*
- Why have you chosen to work for this organization?
- How have you observed its relation to other organs and actors in state, local, or federal government?
- What are the main issues confronting your organization?
- In what activities did you participate? What is their political and/or social significance?
- What was your relationship like with others in your organization?
- How has your experience helped you learn more about the different varieties of citizenship?
- What have you learned about yourself and your values through the service experience?
- What values did you have tested or confirmed by these experiences?
- What have you learned about empowerment through participation?
- How have your service experiences informed your understanding of American civic life?
- What went well in your experiences? What could have been better or improved upon?
- Would you recommend this/these organization/s to another volunteer? Why?

Work Schedule:

In order to expedite the learning process, students must follow a schedule and meet a series of deadlines for specific elements of the project. Students will be encouraged to report independently on their service learning experiences (in addition to or in replacement of formal reports). Each step in the project is a necessary condition for the next step. That is, you must complete all aspects of the assignment.

Important Dates

Assignment		Due Date	Points
Poverty Simulation		1.31 3:00 p.m.	
Project Proposal		2.9.2006	20
Citizenship Log 1	After 5 hours	2.16.2006	20
Citizenship Log 1	After 10 hours	3.23.2006	20
Bibliography		4..6.2006	20
Citizenship Log 3	After 15 hours	4.20.2006	20
Final Paper		5.2.2006	100
Total			200

*The Instructor may request (with appropriate notice) that students (individually, as a group, or the whole class) submit their Citizenship Logs for inspection at different points of the semester. Students will also present informal oral presentations to both the class and to small groups to discuss their citizenship activities.

Students must complete all elements of the assignment.