ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/21/11

1. ACADEMIC UNIT: Mary Lou Fulton Teachers College - University Service Learning

2. COURSE PROPOSED: USL 410 Service Learning: Independent Placement 3
               (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Deborah Ball Phone: 5-8092
               Mail Code: 5511 E-Mail: Deborah.Ball@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   - Literacy and Critical Inquiry— L
   - Mathematical Studies— MA CS
   - Humanities, Fine Arts and Design— HU
   - Social and Behavioral Sciences— SB
   - Natural Sciences— SQ SG

   Awareness Areas
   - Global Awareness— G
   - Historical Awareness— H
   - Cultural Diversity in the United States— C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☑ No □ Yes; Please identify courses: __________________________

   Is this an unsection course?: ☑ No □ Yes; Is it governed by a common syllabus? ________

   Deborah Ball
   Chair/Director (Print or Type)  □ Yes; Please identify courses: __________________________

   Date: __________________________

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 1/02, 10/08
Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[C] CRITERIA

**CULTURAL DIVERSITY IN THE UNITED STATES**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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1. A Cultural Diversity course must meet the following general criteria:

   The course must contribute to an understanding of cultural diversity in *contemporary* U.S. Society.

<table>
<thead>
<tr>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>Course description, reading list, demonstrated focus and syllabus, and highlighted in yellow.</td>
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2. A Cultural Diversity course must then meet at least one of the following specific criteria:

<table>
<thead>
<tr>
<th>Identify Documentation Submitted</th>
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<tr>
<td>Course description, reading list, classroom workshops and syllabus</td>
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<tr>
<td>ASU--[C] CRITERIA</td>
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|   |   |

The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

In-depth study of culture-specific and cultural experiences in areas of education, language, politics, work, religion, etc of minority group, language, gender, and socio-economic status that affect community needs, citizenship and social justice. The course utilized critical inquiry to examine how diverse populations are subject to inequalities. For instance, why higher percentages of African Americans, Hispanics and Women are more likely to suffer from poverty, why Native Americans are more die from diabetes and cancer, and why predominantly minority urban schools suffer grave inequalities of facilities, resources, qualified teachers, and programs that White affluent suburban schools do. The course is also designed for students to critically analyze their own social identities to not only understand their own values and beliefs but to also learn to respect the background of others.

Furthermore, students participate in culture awareness and diversity training. These examples as well as full course curriculum is present in all course materials and lesson objectives (highlighted in green).
**b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender**, racial, ethnic and/or linguistic minority groups** within the United States.**

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In order to study social injustices occurring in our local communities, it will be imperative to also complete a comparative analysis of privileged versus marginalized diverse groups. While working with diverse populations in need of service, class curriculum will correlate experiences and world views that may be the root causes of social justice issues in the United States. This class will complete a critical analysis of cultural contributions of particular groups on social justice including but not limited to African American, Hispanic, and Native American Cultures, Gay/Lesbian/Bisexual/Transgender, Women, People with Disabilities, etc. These items also apply to item 1, highlighted in yellow and 2a highlighted in green.
<p>| | |</p>
<table>
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<tr>
<td>c.</td>
<td>The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
</tbody>
</table>

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc. |

<p>|   | This course is primarily a study of social, economic, political and psychological dimensions of relations between and among gender, racial, ethnic &amp; linguistic minorities within our local community and nationwide, in particularly of African Americans, Hispanics, Native Americans, Women, Gay/Lesbian/Bisexual/Transgender, people with disabilities and senior citizens. These elements are present throughout all the material, lessons, and assignments and highlighted in blue. |</p>
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>See 2a. In-depth study of culture-specific elements, cultural experiences, or cultural contributions of gender, race/ethnic or linguistic minority groups within the US. Contribute to the understanding of cultural diversity in contemporary American society.</td>
<td>Examine social injustices suffered by specific marginalized populations (African American, Hispanic, Native American, elderly, disabled, impoverished, gay/lesbian, immigrants, etc.)</td>
<td>This course provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our local community. The course will critically analyze social injustices (education, health care, immigration, the environment and labor rights facing marginalized populations including but not limited to people living in poverty, racial minorities, immigrant populations, the elderly, people with disabilities, gay/lesbian, refugees, etc. In order to promote social change, students learn the importance of respect for diverse perspectives) to evoke positive social change, while honoring cultural guidelines. Students also analyze the negative affects of stereotyping and bias and develop strategies to reduce stereotyping after understanding the cultural implications of discrimination on individuals. Examples of specific cultural groups will deepen their understanding of the societal implications of discrimination and the contribution of such on current social justice issues</td>
</tr>
<tr>
<td>See 2c. study of social economic, political, or psychological dimensions of relations between gender, racial, ethnic, and linguistic minorities with the US</td>
<td>Examine, discuss and take action toward communal issues, both the root of the issue which can be attributed to socio-economic status or membership of a gender, racial, ethnic or linguistic minority and positive action towards solving those issues with empathy and understanding of cultural diversity. Reflect upon the implications of cultural diversity on education, health care, labor rights, social services, environmental concerns, politics, and social embeddedness. Compare minority groups, such as African American, Hispanic, and Native American and Caucasian.</td>
<td>This course increases citizenship and civic engagement of our students by engaging them in service while studying social injustices affecting our community and the role democracy plays in US policy and the affects of those policies on the people in our community. This course facilitates critical thinking about how gender, race/ethnicity, religion, socioeconomic status, citizenship, and education affect our beliefs, actions, democratice practices and levels of social embeddedness of our community. This provides students with the tools to apply academic skills and knowledge to real-world problems to create social change for the improvement of our communities. See Syllabus Page 3, 4 &amp; 5, and highlighted in blue.</td>
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COURSE OBJECTIVES:
This is a graded internship that allows you to integrate your own coursework with a hands-on service learning experience.

The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice, particularly those that affect ethnic minorities and marginalized populations, in our contemporary American society. Through 100 hours of dedicated service at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies, etc.) students directly serve a population in need or provide supporting activities that contribute to the greater good of our community. Classroom seminar activities provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course also provides ‘real-world’ experiences that exercise advanced academic skills and knowledge applicable to each student’s program of study and career goals. Practicum. Prerequisite with a grade of "C" or higher: 45 hours earned and ENG 102.

STUDENT LEARNING OBJECTIVES:
Student will refine essential skills associated with their baccalaureate studies to actively serve the local community. While completing this in-depth study of cultural diversity, citizenship and social justice issues facing our community, students will gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their future career goals, as they strive to become productive citizens in our workforce. Students will research and analyze social justice issues affecting ethnic minorities and marginalized population and their implications for inequalities in education, health care, immigration, socioeconomic status, discrimination, the environment, labor rights, and other community issues. Students will also develop professional skills designed to lead to post baccalaureate employment.

INTERNSHIP RESPONSIBILITIES:
✓ Service hours – 100 hours of community outreach (spread throughout the semester in which you are enrolled in the course) serving a population in need with a pre-approved site partner (Title I school, nonprofit or community organization, or government entity). You must arrange your internship site placement, submit the online Internship Selection Form, and begin your service hours no later than the end of the 2nd week of the semester
✓ Weekly Seminar – Students are expected to attend class every week
✓ Online USL Account – Create a USL online student account, prior to or immediately after the first day of class. This system is used to submit timesheets & the Internship Selection Form which details service and goals
✓ Timewatch – Report service hours after each service shift including records of your activities during that time
✓ Service Learning Reflection Assignments – Assignments related to class readings, seminars and service
✓ Research Paper – 3-Part (proposal, annotated bibliography and final draft)
✓ Poster Session & Reflection Presentation – Midterm poster session & end of the semester presentation

GRADING SYSTEM: Grading is based upon total number of points earned for the semester.
Grading Scale
98%-100% = A+
93%-97% = A
90%-92% = A-
87%-89% = B+
83%-86% = B
82%-80% = B-
77%-79% = C+
70%-76% = C
60%-69% = D
59% and below = E

COURSE READINGS:
Find C-criterion highlighted in the following C1 - yellow C2a - green C2b - yellow & green C2c - blue

RECOMMENDED READINGS:

Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Details</th>
<th>Assignments</th>
<th>Due – Sunday at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 1/18</td>
<td>First class – Syllabus &amp; Service</td>
<td>Find your internship</td>
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<tr>
<td>2 – 1/25</td>
<td>Reflection &amp; SL, Vol &amp; CS</td>
<td>Pre-service Reflection &amp; ISF w/ goals</td>
<td>1/30</td>
</tr>
<tr>
<td>3 – 2/1</td>
<td>Civic Engagement &amp; Citizenship</td>
<td>SL Assignment #1 &amp; Quiz Philipsen</td>
<td>2/6</td>
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<tr>
<td>4 – 2/8</td>
<td>Introduction to Social Justice</td>
<td>Assignment #2 Blackwell</td>
<td>2/20</td>
</tr>
<tr>
<td>11 – 3/29</td>
<td>SJ – Health Care &amp; Environment</td>
<td>Assignment #4 Freeman &amp; Bogardus</td>
<td>4/3</td>
</tr>
<tr>
<td>12 – 4/5</td>
<td>SJ – Immigration</td>
<td>Assignment #5 Daviey</td>
<td>4/10</td>
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<tr>
<td>13 – 4/12</td>
<td>Liability Concerns &amp; Funding</td>
<td>Research Paper</td>
<td>4/24</td>
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<tr>
<td>14 – 4/19</td>
<td>Realistic Social Change</td>
<td>Post-Service Reflection</td>
<td>5/5 (Due Thursday)</td>
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<tr>
<td>15 – 4/26</td>
<td>Class Presentations</td>
<td>Annotated Bibliography</td>
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GRADING CRITERIA

GRADED COMPONENTS:

<table>
<thead>
<tr>
<th>% of final grade</th>
<th>Calculation</th>
<th>Total</th>
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<tbody>
<tr>
<td>Participation</td>
<td>18%</td>
<td>Your pts / 100 x .18 = ___</td>
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<tr>
<td>Service hours – 100 (Time Logs approved by supervisor)</td>
<td>1 point per hour</td>
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<tr>
<td>Time Log &amp; other paperwork submission on time: 2 points per 16 time logs (32 pts. total)</td>
<td>2%</td>
<td>Your pts / 32 x .02 = ___</td>
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<tr>
<td>Weekly Seminar: 15 points per seminar x 15 times per semester</td>
<td>30%</td>
<td>Your pts / 225 x .30 = ___</td>
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<tr>
<td>Service Learning Assignments: 415 Points</td>
<td>34%</td>
<td>Your pts / 415 x .34 = ___</td>
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<tr>
<td>– Pre-Service Reflection - 25 points</td>
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<tr>
<td>– Internship Selection Form Goals – 30 points</td>
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<tr>
<td>– Service Learning Article Reflections: 30 points each (5) = 150</td>
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<tr>
<td>– Discussion Article Quizzes – 10 points each (5 quizzies) = 50</td>
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<td>– Poster Session – 40 points</td>
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<tr>
<td>– Presentation – 40 points</td>
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<tr>
<td>Research Paper: Proposal - 10 points Annotated Bibliography – 20 points</td>
<td>16%</td>
<td>Your pts / 130 x .16 = ___</td>
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<tr>
<td>Final – 100 points</td>
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Add & convert to % for overall grade = ___

The University offers course credit for the class seminar & academic coursework, not for the service. Because the service is a crucial basis for the seminar and coursework, the service is mandatory.

- Completion of 100 service-hours is necessary to receive maximum Participation Points.
- Completion of fewer than 60 service-hours will result in automatic failure of the course.
Find C-criterion highlighted in the following Topics, Seminars, Readings, Assignments

Week 1
This lesson includes explanation of the course syllabus, the student handbook (detailing the service expectations), and a step-by-step demonstration of the web system.
1. Go over each item individually [115 min]
2. Working agreement for classroom discussions
Assignments – Set up service internship with an organization from our pre-approved list, create student web account on http://servicelearning.asu.edu, & complete week one time log

Week 2
This lesson includes explanation of the definition of critical reflection, the importance of usage and models of implementation in a PowerPoint presentation. Students will learn how to use critical reflection as a writing style. Then, students will practice critical reflect by watching a video clip and reading a controversial article about SB1070 and how it will affect local Hispanic people and the community at large. Students will reflect internally and then discuss in a large group. This lesson also includes an in depth explanation and discussion on what Service Learning is. Students will be able to identify service projects in the community, assess needs for service, and learn to pay attention to the community around them. Students will be able to identify the differences between service learning, volunteerism and community service, including an introductory to different populations in need of assistance.
1. Lecture – Critical Reflection & Models of Reflective Writing 20 Minutes)
2. Watch Crash Video Clip (40 minutes)
   a. Practice following one of the reflection models as a writing style after each clip
   b. Read Controversial article or clip (Ex. Article on SB 1070) (15 minutes)
3. PowerPoint What is SL?
   a. Watch Eden’s Lost & Found Video Clip (10 minutes)
   b. Discussion and Identify the service projects in the video (7 minutes)
Assignments – Complete pre-service reflective writing assignment, complete week 2 time log

Week 3
In this lesson students will define & analyze citizenship and civic engagement. Students will gain a greater understanding of the meaning of citizenship and identify actions of productive citizens (this will serve as a foundation for discussions of political, economic, and social dimensions of specific minority groups and marginalized populations). It is then important to define and discuss the differences between rights and opportunities. Students will critically analyze rights according to the US Constitution and Universal Declaration of Human Rights.
1. PowerPoint Presentation – Citizenship
   a. In small groups, define citizenship/civic engagement & what it means to be a good citizen (15 minutes)
   b. Discuss in large group actions taken by productive citizens (20 minutes)
   c. Define & discuss the difference between Rights & Opportunities (20 minutes)
Assignments – Article: “Service Learning, Race & the College Classroom”, correlated writing assignment, and complete week 3 timelog. Complete reflective writing assignment #1, complete week 3 time log

Week 4
This lesson will define social justice and identify categories of social justice occurring in contemporary American society. It also includes a critical analysis, discussion and reflection of the Article, “Service Learning, Race & the College Classroom”
1. Recitation Discussion on the Article SL, Race & the College Classroom. See discussion questions. (20 minutes)
   a. Define Race, Culture & Ethnicity
2. Lecture – Social Justice
   a. Identify categories of social justice
   b. VLC Clips of Stand and Deliver
   c. Discuss each clip by identifying and analyzing the social justice categories and issues in each

Categories of Social Justice Issues - Health care, education, immigration, poverty, welfare/child welfare, discrimination, labor rights/minimum wage, criminal justice, environmental issues

Using Critical inquiry, students will analyze the social injustices facing each of the diverse populations below:
- Ethnic Groups (Black, Hispanic, Native American, Asian, Etc)
- Women
- Gay, Lesbian, Bisexual Transgender
- Senior Citizens
Find C-criterion highlighted in the following:  
- C1 – yellow  
- C2a – green  
- C2b – yellow & green  
- C2c - blue

- Immigrants and Refugees
- People with Disabilities
- People living in Poverty
- Other populations or social identities that make people different (homeless, obese, little people, left-handed, etc)

Assignments – Complete week 4 time log

Week 5
This lesson includes an interactive activity designed to identify and analyze diversity and discrimination occurring in contemporary America society. This activity will also assist students to recognize that many points of view may exist on any given topic. Students often try to convince others of their positions, there is also value in hearing and understanding the perspectives of others, particularly when making decisions. This lesson teaches the students to respect & value diverse opinions while understanding that interpretation of the item can be affected by culture. Students will learn to actively and productively communicate their viewpoint on controversial topics without violating the rights or opinions of others.

1. A World of Difference Workshop & Reflection Discussion
2. Cultural Iceberg Workshop

Assignments – Complete a social identity assignment, Read “Discrimination of gays and lesbians: a social justice perspective”, complete quiz & reflective writing assignment #3 and week 5 time log

Week 6
This lesson is a continuing workshop of diversity training, understanding the perspectives of others and self analysis of one culture, views and behaviors. It is designed for participants to gain a broader perspective of diversity issues affecting our community, learn about diversity occurring in our contemporary American society, analyze and communicate about one’s own beliefs, culture and views, and learn sensitivity in serving diverse populations. This lesson will review the social identities humans including but not limited to: gender, race, ethnicity, culture, age, socio-economic status, sexual orientation, religion, etc. The class will continue our discussion on discrimination and negative effects of stereotyping and bias on the emotional, psychological and physical of GLBT population. Gov’t policy such as Don’t ask, don’t tell and gay marriage will be analyzed and discussed. This lesson will also illustrate inequalities in opportunities based on social privilege.

1. Recitation of the discrimination article
2. Social Identities Worksheet Discussion
3. Privilege Workshop – Monopoly variation

Assignments – Complete week 6 time log

Week 7
This lesson will analyze the characteristics of poverty and poverty by culture. The data published by the US Census Bureau will illustrate the nation levels of poverty and the disadvantaged group of people living in poverty. Then, students will participate in an interactive activity that demonstrates the cycle of poverty. Wealth Matters activity is a simulation activity that illustrates the cycle of poverty and the disadvantages many marginalized groups and cultures face in poverty.

1. Lecture on Poverty & US Census Bureau Information
2. Wealth Matters Activity
3. Debrief Discussion

Assignments – Complete research proposal (student will choose a topic of his/her interest related to social justice issues affecting the population they serve and/or a particular cultural group.) Complete week 7 time log

Week 8
This lesson will introduce social justice issues occurring in our K-12 public school system and analyze inequalities in schools. Students will use critical inquiry to analyze and discuss how social justice issues such as immigration and health care will affect student achievement in primary schools. Students will complete a comparison study of two public schools in opposing socio-economic areas: an urban school with predominantly minority students and an affluent suburban school with 90% Caucasian students. This video is equivalent to Savage Inequalities. Furthermore, the lecture will include a review of Arizona’s Educational Statistics for K-12 schools, with instruction on Title I school funding. Student will also discuss the assigned article, the Achievement Gap. Students will come away with a deeper understanding of the issues facing Arizona’s Education today and strategies to implement change and encouraged to think critically about consistently low scoring Arizona Schools in National standards.

1. Discussion of the Achievement Gap
2. Trading School & Inequality of Schools Video
3. Lecture on Arizona’s Educational state & Title I funding

Assignments – Read “Achievement Gap”, take quiz & complete reflective writing assignment #4. Complete week 8 time log
Find C-criterion highlighted in the following C1 - yellow  C2a - green  C2b - yellow & green  C2c - blue

Week 9 – Spring Break
Week 10 – Poster Session
Students will highlight their service organization and tasks they have accomplished working with their service population thus far. Students will create a visual aid and make short presentations. Oral presentations will be graded on content, professionalism and creativity. This assignment will be instrumental in developing strong final reflection presentations.
Assignments – Complete Annotated Bibliography for Research paper and week 10 time log

Week 11
This lesson will analyze healthcare and environmental concerns as social justice issues. Students will critically inquire about the process of our nation’s policies and how policy affects citizens especially regarding health care reform & how it will affect diverse populations, minorities and other marginalized populations. Students will review pros and cons of centralized medicine and examine causes of overcrowding emergency rooms. Students will also analyze our local environmental issues as well as compare local needs with global issues.

1. New York Times – Health Care Reform Quiz
2. Lecture on health care as a social justice issue
3. Recitation of health care articles
4. Local Environmental Concerns
Assignments – Read “Poverty, culture & social justice: Determinants of cancer disparities” and Reduced early insulin secretion in the etiology of Type 2 Diabetes Mellitus in Pima Indians.” Complete quiz and reflective writing assignment #4. Complete time log 11.

Week 12
This lesson covers two items, liability concerns/issues and funding, which will apply to all service/volunteer options. Since many nonprofit organizations are small, many of them do not have extensive training or policies regarding safety and liability. It is important that students learn to identify possible dangerous situations to keep them free from liability issues and to create safe and productive environments for their clients. Also, when working with specific populations different liability issues arise.

To provide service NPs must have funding. When students understand how nonprofits are funded, and learn creative ways to raise funds it enables them to assist when applicable. Furthermore, students tend to gain a deeper understanding of the organization in which they serve when they understand the funding behind the programs. Students will participate in an interactive activity to create an agency.

1. F card Exercise (10 minutes)
2. Liability Issue Discussion (15 minutes)
3. Nonprofit funding and fundraising discussion (15 minutes)
4. Develop an Agency Activity (30 minutes)
Assignments – Complete week 12 time log

Week 13
This lesson will analyze immigration as social justice issues. Students will learn about the process of becoming a citizen in the United States and analyze and discuss the how immigration affects our entire community. Students will discuss the SB1070 and the implications of the bill not only immigrant populations but also to the community at large. Using critical inquiry, students will debate border related issues and relevant current events.

1. Citizenship test
2. Critical Analysis & implications of SB1070
3. Review of current events
Assignments – Read “Latino immigration and social change in the US: toward an ethical immigration policy” and complete quiz & reflective writing assignment #5 Complete week 13 time log

Week 14
This lesson will apply classroom learning and reflect upon communal social change. Students will reflect upon semester long learning, correlate service experience to classroom lessons, and critically analyze how an individual can take action towards realistic social change. Furthermore, students will determine the true root of social justice issues facing their service populations. Lastly, students will critically analyze strategies to level the playing field for all diverse groups while respecting and acknowledging cultural differences.

1. Recitation on Immigration Article
2. Lecture – Strategies to Implement Social Change
   a. Discussion
3. Group Presentation Preparation
**Find C-criterion highlighted in the following**  
C1 - yellow  
C2a - green  
C2b - yellow & green  
C2c - blue

Assignments - Research paper due, prepare for oral presentation, week 14 time log

**Week 15-16**

**Student oral reflection presentations Guidelines**

1. Identify & describe a social justice issue facing the population you serve, which may include:
   - Personal experiences
   - Significant challenges or successes
2. Make recommendations for action towards realistic positive social change
3. Reflection on what you learned during your experience

Your presentation must have:
- a common theme/cohesive presentation
- a visual aide (poster, pictures, PowerPoint, etc)

Information about each of your organizations should be very brief due to time constraints

Assignments - **Complete post-service reflective writing assignment & final time logs**

**Grading Policies**

- Late assignments will lose 10% for each day and will not be accepted more than 5 days late
- All assignments must be submitted through Blackboard, in a MS WORD file (12 Font, Times New Roman, default margins) **Assignments not submitted in this format will not be accepted!**
- All assignments without a name will not be graded.
- Practice collegiate level writing, including thoughtful structure, proper grammar/punctuation
- Edit for content and errors
- Directly address each prompt question in any assignment
- Reflections must be complete! You will be marked down if responses leave grader asking “how so” or “why”
- * For every 3rd absence from class your FINAL grade will drop one letter grade*
  - To have an absence excused, you must submit an EXTENUATING CIRCUMSTANCE FORM to be approved by your instructor prior to an absence via email and documentation for the absence must be provided within one week of the absence.

**Seminars**

- The seminars are a vital piece of your reflection and learning. Attendance is expected!
- Tardiness to seminars will result in **lost attendance & participation points for that day**
- Each student is expected to sign in prior to class starting. Once class begins, anyone who signs in after will be marked late and deducted class points.
- Everyone is expected to participate in class discussions
- Cell phone usage during class will not be permitted
- Laptop users – the only laptop usage permitted during class is taking notes. During class discussions, please close your laptops.

**Logging Service Hours**

- You must register on our online system and submit all service paperwork (Timecards) there electronically
- One Timecard must be submitted each week once you begin your service (no later than week 3)
  - Timecards are due each week on Sunday, by 11:59 pm
  - For weeks you do not complete service, submit a Timecard reporting 0 hours
  - See the USL Student Handbook for details regarding the online system
- Service hours must be performed at a site that has been pre-approved by University Service Learning.
- Service hours completed prior to the start of the semester or after the end of the semester do NOT count towards the service-hours requirement.

If a student fails to submit an Internship Selection Form (ISF) and start their internship by the end of the 2nd week, he/she must submit an Action Plan. Then, will have one additional week to submit their ISF and start his/her service or will be administratively dropped from the course.
University Policies

- Professional Behavior
  It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) in the student's home department for the development of a Professional Improvement Plan (PIP).

- Academic Integrity/Plagiarism
  The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."
  The rest of the code, which consists of several pages, is available at the following URL.

- Disability Accommodations for Students
  Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

- Religious Accommodations for Students
  Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.
USL 410 Service Learning: Independent Placement

Course description: The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice, particularly those that affect ethnic minorities and marginalized populations, in our contemporary American society. Through **100 hours of dedicated service** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies, etc.) students directly serve a population in need or provide supporting activities that contribute to the greater good of our community. Classroom seminar activities provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course also provides 'real-world' experiences that exercise advanced academic skills and knowledge applicable to each student's program of study and career goals. Practicum. Prerequisite with a grade of "C" or higher: 45 hours earned and ENG 102.

See [http://servicelearning.asu.edu](http://servicelearning.asu.edu) for more details.
7. Description of how this course meets ASU criteria – C

USL 410 Service Learning: Independent Placement meets all general criteria for a Cultural Diversity Course.

Through experiential learning, critical reflection and research, USL 410 Service Learning: Independent Placement focuses on cultural diversity in our contemporary American society. USL 410 students attend a weekly seminar that correlates with 100 hours of service to a population in need in our community. Students embark upon an in depth study of inequalities of opportunities and fair distribution of resources in our local and national communities especially amongst specific populations including minorities, elderly, disabled, impoverished, gay/lesbian, immigrants, religious groups, etc. Furthermore students explore the implications of cultural diversity in education, health care, labor rights, social services, environmental concerns, politics, social embeddedness, crime, discrimination, etc. In particular the curriculum analyzes social justices issues facing African Americans, Hispanics, Native Americans, Gay/Lesbian/Bisexual/Transgender, Women, Senior Citizens and individuals with disabilities. Students also study the negative effects of stereotyping and bias on individuals and how this contributes to greater societal issues.

This cultural study is dispersed between course readings, weekly seminar lectures and workshops and in reflective writing assignments and a research paper addressing the social justice issue of their choice. Because students are simultaneously participating in approximately 7.5 hours of community service each week, they experience first-hand working with populations in need at their community organization which correlates with their course curriculum making the material a "real-life" experience.

Coursework provides a framework for student understanding of social, cultural and economic issues they are encountering at their community organization. Reflection assignments prompt students to explore their previously-held assumptions of diverse populations and analyze how their semester experiences creates a new paradigm of understanding, cultural competence, citizenship, and well-rounded knowledge of current community issues as well as how to positively affect social change towards the greater good of our contemporary American society.
USL 410 – Assignment Prompts

Assignment - Race, the College Classroom and Service Learning Prompt


After reading the article, answer each of the following questions in short answer form (150-500 words).

1. According to the article, define Service Learning and discuss AT LEAST THREE ways it enhances the educational experience.
2. According to the article, discuss AT LEAST TWO limitations of service learning and offer suggestions for ways to avoid these limitations.
3. According to Philipson (2003), “teachers must see color and culture in order to be effective” and yet they have to “see students as individuals rather than stereotypical members of a racial or ethnic group” (p.230). Discuss the validity of each viewpoint (quote above), and analyze these statements according to your own perspective.
4. Based on the article, differentiate between race, ethnicity and culture. Define & discuss your own race, ethnicity and culture.
5. What does the author mean by ‘growing civic consciousness’ (2003, p.239)? Based on this description, how do you anticipate using your service learning experience as a tool for ‘growing civic consciousness’?

Assignment – Discrimination


After reading the article, answer each of the following questions in short answer form (150-500 words).

1. Previously in class, we discussed the United Nation’s Declaration of Human Rights. The article discussed the existence of discrimination against America’s Gay & Lesbian citizens, how does discrimination violate basic human rights?
2. List and describe at LEAST TWO examples of situations in which discrimination affected a particular person or population (personal example, example from media or current event or your service).
3. Pick one of the government policies discussed in the article and analyze how policy implementation affects the process of behavioral and attitudinal change.
4. Discuss a topic mentioned in the article that was significant to you, include why it was significant and your reflection of the topic.
5. What type of discrimination does or could the population you serve face. Why may they be subject to discrimination, by whom, and how could this discrimination be alleviated or minimized?

Assignment Achievement Gap

After reading the article, answer each of the following questions in short answer form (150-500 words).

1. According to the article, define the Achievement Gap and identify the 4 defining characteristics of it.
2. Why are victims of the achievement gap more prevent among ethnic minorities? Please discuss.
3. Has your service confirmed or denied the theory of an achievement gap and its identifying characteristics according to this article? Discuss at LEAST THREE ways that the achievement gap affects all members of a community.
4. Discuss cultural aspects that contribute to an achievement gap?
5. What specifically can you do to help close the achievement gap amongst the people we serve or the children in need in the community? What actions can we take as a society to close the achievement gap? What is the significance of closing the achievement gap?

Assignment - Health Care


After reading both articles, answer each of the following questions in short answer form (150-500 words).

6. According to Freeman, how does poverty affect cancer treatment and survival?
7. According to the articles, why are some ethnic groups more likely to suffer from health concerns or have limited access to care? Discuss specific examples.
8. Describe some health care concerns affecting your family and culture. What will be the related implications of the new health care reform of 2014?
9. According to the articles, discuss at LEAST TWO of the recommendations for addressing health care social justice issues.
10. What type of health care concerns affect the population that you are serving. How can these issues be addressed?

Assignment - Immigration


Read the section of the article entitled Economic and Demographic Considerations. After reading this section, complete the following assignment.

1. Find at least 2 articles on the Senate Bill 1070. List those articles (Title, Author and source)
2. List arguments in favor of the SB 1070.
3. List arguments against SB 1070.
4. In at least 300 words, discuss your reflections and thoughts on the SB and the impact it will make on different ethnic groups within the community.
5. In at least 200 words, describe how your service has contributed to your understanding of the policy and the affects it will have on the community. (Ex. Affects on the economy, education, health care, social services, law enforcement, discrimination, etc.)

Pre & Post Service Prompt Questions pertinent to C-designation

1. Do you think that all people living in the United States are given the same opportunities? Why or why not? How has your answer changed and why?

2. As we discussed in class and in the Service Learning, Race and the College Classroom article, one of the limitations of short service experiences includes that students may draw pre-mature conclusions of the population in which they serve. How can you ensure that you do not “rush to unwarranted conclusions based on first impressions?”

3. Why is it important to understand your own social identities, background, stereotypes & biases?

4. Why do certain social justice issues face specific minority populations? (Use specific examples) What can be done to change this?

5. Discuss the implications that discrimination has on the victims of discrimination. What can individuals do to stand up for the rights of others and be inclusive of all populations?

6. What was the most impactful lesson you learned regarding cultural diversity? How has this changed your way of thinking, behaviors, and future actions?