

# Taking Action: Leadership and Service Honors

## *Essential Questions*

1. How and why do we define, assess and identify social and political injustice?
2. In what ways can a collective group of thoughtful young leaders move service toward justice?
3. How can we critically reflect on our collective actions to dispel misperceptions, challenge our old assumptions and develop the skills of true citizenship?

## *Outcomes:*

Upon successful completion of this course, students will:

- Understand the dynamic nature of community and the various layers and forces that contribute to or are affected by social injustice.
- Analyze the composition of a bounded community and determine its assets as well as its most critical needs.
- Identify multiple stakeholders that are influenced by or have influence over a social injustice.
- Prepare a multi-step action plan to address a particular area of social injustice.
- Demonstrate measurable increases in civic engagement over the duration of this course.
- Develop the tools to affect sustainable social change, such as critical and reflective thinking, interpersonal and intercultural communication skills and problem solving.
- Identify resources that can be utilized to address social problems, including local and national media and policy makers, NGOs and local nonprofit agencies, governmental and/or faith-based assistance programs, etc.
- Connect traditional academic content with real world applications.
- Understand cultural relativism and evaluate and adjust their own reactions and behaviors in unfamiliar circumstances.
- Develop into more motivated and active students, leaders and citizens.

## *Resources and Materials:*

- Ehrenreich, Barbara. (2008 reprint). *Nickel and Dimed: On (Not) Getting By in America*. New York, NY: Henry Holt. ISBN: 9780805088380 (pbk.)
- Hayes, B., and Degelman, C. (2005). *Active Citizenship Today: Field Guide*. 2<sup>nd</sup> edition. Los Angeles, CA: Constitutional Rights Foundations and Close Up Foundation. ISBN: 1-886253-31-5 (pbk.)
- Kielburger, Craig, with Kevin Major. (2000). *Free the children: A young man fights against child labor and proves that children can change the world*. New York, NY: HarperPerennial. ISBN: 9780060930653 (pbk.)
- **Photocopied materials** compiled and disseminated in class by the instructional team. American historical documents, essays, fiction, poetry, and statistical/interpretive readings will be provided from the following principle sources:
  - Deans, Thomas. (2003). *Writing and Community Action: A Service-Learning Rhetoric with Readings*. New York, NY: Addison Wesley Longman, Inc.
  - Eyler, J., Giles, D. E., Jr. and A. Schmiede. (1996). *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville, TN: Vanderbilt University.

- Ford, M. and Sills, E. S. (2005). *Community Matters: A Reader for Writers*. 2<sup>nd</sup> edition. New York, NY: Pearson Education, Inc.
- Hamner, D. M. (2002). *The Allyn and Bacon Student Guide to Service-Learning*. Boston, MA: Allyn and Bacon.
- Loeb, P. R., ed. (2004). *The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear*. New York, NY: Basic Books.
- Miner, Harold. (1993). *Body Ritual among the Nacirema (Reprint Series in Social Sciences)*. Fremont, CA: Irvington Publishers.
- **Additional readings** may be distributed throughout the course

**Schedule:**

Date(s)	Topic(s)	Activities	Assignments and/or Assessment
<b>Monday Day 1 AM</b>	<ul style="list-style-type: none"> <li>● Introductions</li> <li>● What is Service-learning?</li> <li>● Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Scavenger Hunt</li> <li>● Personal Story of Social Injustice</li> <li>● Share; chart areas of social injustice; groups expand topics</li> <li>● PowerPoint/LCD presentation</li> <li>● Review “Assumptions and Guidelines for Discussions”</li> <li>● Attitude and Behavior Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Interpersonal discovery</li> <li>● Writing #1 (any genre)</li> <li>● Small group elaboration of specific area of Social injustice</li> <li>● Whole class discussion</li> <li>● Intrapersonal reflection</li> </ul>
<b>Monday Day 1 PM</b>	<ul style="list-style-type: none"> <li>● Icebreaker</li> <li>● Rules: Society and Classroom</li> <li>● What is (American) Citizenship?</li> </ul>	<ul style="list-style-type: none"> <li>● Sock Toss Name Game</li> <li>● Honor Code; schedule, trip protocol, etc.</li> <li>● Jigsaw reading: Declaration of Independence, Original Bill of Rights, UN Declaration of Human Rights, Ten Point Plan</li> <li>● Share readings and clarify questions</li> <li>● Give info categories students need for Wednesday’s Carbon footprint assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Small group discussion: What are the essential rights of citizenship? How does U.S. measure up?</li> <li>● GET INFO FROM PARENTS</li> </ul>
<b>Monday Day 1 Evening</b>	<ul style="list-style-type: none"> <li>● Begin with the End in Mind</li> <li>● Intro to Community</li> </ul>	<ul style="list-style-type: none"> <li>● ACT text, chapter 5, Action Plan</li> <li>● Explain Field Trip; Maps/Teams, Notes</li> <li>● Read “Building Community from the Inside Out” plus “Tips on Doing Field Research” and “Similarities / Differences”</li> </ul>	<ul style="list-style-type: none"> <li>● Students review steps for final projects and ask clarifying questions</li> </ul>

Date(s)	Topic(s)	Activities	Assignments and/or Assessment
<b>Tuesday Day 2 All Day</b>	<ul style="list-style-type: none"> <li>Community Asset Mapping</li> </ul>	<ul style="list-style-type: none"> <li>Field Trip Expectations</li> <li>FIELD STUDY: Fells Point</li> </ul>	<ul style="list-style-type: none"> <li>Field Notes</li> </ul>
<b>Tuesday Day 2 Evening</b>	<ul style="list-style-type: none"> <li>Community continued</li> <li>Identifying Assets</li> </ul>	<ul style="list-style-type: none"> <li>Groups sort and categorize data from trip</li> <li>Individual reflection: Use field notes to craft haiku poem about Fells Point area.</li> <li>Illustrate home community with assets (on POSTER BOARD PUZZLE PIECES), discover interconnections.</li> <li>Check on home info for Carbon test</li> <li>Silent Reading: "America's Love-Hate Relationship with Community"</li> </ul>	<ul style="list-style-type: none"> <li>Record on wall charts.</li> <li>Journal #2 Individual sensory haiku</li> <li>Graphic reflection on home communities</li> </ul>
<b>Wednesday Day 3 AM</b>  <b>AM continued <u>ON LAWN</u></b>	<ul style="list-style-type: none"> <li>Writing Pre-Test</li> <li>Doing Service</li> <li>Power, Privilege and Oppression</li> </ul>	<ul style="list-style-type: none"> <li>Musical tie-in to Fells Point trip: Working at the Car Wash Blues (Jim Croce)</li> <li>Define Community</li> <li>Read "Kinds of Service" and "Helpful Skills for S-L" and "Inter-cultural Effect..."</li> <li>Privilege Walk (Sharity facilitates)</li> <li>Whole group debriefing</li> </ul>	<ul style="list-style-type: none"> <li>Essay planning web and rough draft</li> <li>Read when finished with essay draft</li> <li>Intra/interpersonal physical activity</li> </ul>
<b>Wednesday Day 3 PM</b>  <b><u>COMPUTER LAB</u></b>	<ul style="list-style-type: none"> <li>Race as Social Construct</li> <li>How I Live</li> <li>Power, Privilege and Oppression continued</li> </ul>	<ul style="list-style-type: none"> <li>Explore PBS website for Race: The Power of Illusion / QUIZ EACH OTHER</li> <li>Carbon Footprint lifestyle measure</li> <li>Whole class discussion of results and tie in to privilege walk.</li> <li>Jigsaw reading: "The Culture of Power," "Privilege, Power and Difference" (2 groups); "Oppression," and Preface from Pedagogy of the Oppressed</li> <li>Share and deconstruct readings via REAP questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Generate 10 quiz questions about race</li> <li>Large group reflection</li> <li>Silent reading</li> <li>Group reps present</li> </ul>

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<b>Wednesday Day 3 Evening</b>	<ul style="list-style-type: none"> <li>• Cultural Relativism</li> <li>• How (some) Others Live</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to oral reading from Body Ritual Among the Nacirema.</li> <li>• Determine WHY this article was written.</li> <li>• Read chaps 1-3 “There Are No Children Here” (in Course Pack)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between Nacirema and American culture on modified Likert scale.</li> </ul>
<b>Thursday Day 4 All Day</b>	<ul style="list-style-type: none"> <li>• Our most precious resource</li> </ul>	<ul style="list-style-type: none"> <li>• FIELD STUDY/SERVICE PROJECT: McKim Center Summer Camp</li> </ul>	<ul style="list-style-type: none"> <li>• Field Notes</li> </ul>
<b>Thursday Day 4 Evening <u>LIBRARY</u></b>	<ul style="list-style-type: none"> <li>• Research Skills</li> <li>• Youth poverty continued</li> </ul>	<ul style="list-style-type: none"> <li>• Library class on specific JHU resources for research in political science, sociology, etc.</li> <li>• Whole group sharing of experiences on field trip</li> </ul>	<ul style="list-style-type: none"> <li>• Student sample searches on “homelessness”</li> </ul>
<b>Friday Day 5 AM</b>	<ul style="list-style-type: none"> <li>• Youth Poverty,</li> <li>• Hunger and Homelessness</li> </ul>	<ul style="list-style-type: none"> <li>• Musical reflection: Children’s Blues (Bonnie Koloc) and I Wish I Knew How [It Feels to Be Free] (Nina Simone)</li> <li>• Individual reflection on McKim experience via personal letter (to be sent)</li> <li>• Silent reading: Free the Children (1-40, 280-89, 299-306, 308-319) as a model of how one child began his action project</li> </ul>	<ul style="list-style-type: none"> <li>• Journal #4 – Personal letter to a child you met today.</li> </ul>
<b>Friday Day 5 PM</b>	<ul style="list-style-type: none"> <li>• Preparing for field work among the homeless population</li> <li>• Economic Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Review all readings on service-learning, participant observer behaviors, recognizing sims/diffs, relating to other populations, etc.</li> <li>• Listen to reading of “Shells” and “From Seven Stories Up” (poems)</li> <li>• Individual reading: “Helping and Hating the Homeless: The Struggle at the Margins of America.”</li> </ul>	<ul style="list-style-type: none"> <li>• Process fears about meeting with this population beforehand.</li> <li>• Student groups determine the stance of both poets.</li> <li>• QUIZ on this reading on MONDAY after field trip</li> </ul>

Date(s)	Topic(s)	Activities	Assignments and/or Assessment
<b>Sunday Evening</b> <b><u>COMPUTER LAB</u></b> <b>Sunday Evening continued</b>	<ul style="list-style-type: none"> <li>Scholar Activism</li> <li>Intercultural communication</li> <li>The “Margins” of Society (fictional [non] solutions)</li> </ul>	<ul style="list-style-type: none"> <li>Research current census data (poverty) Read and discuss data in “Homeless Children and Youth”</li> <li>“Rules Rule” communication game with follow-up</li> <li>Begin reading: “The Lottery” and “The Ones Who Walk Away from Omelas”</li> </ul>	<ul style="list-style-type: none"> <li>Create cognitive maps for the CAUSES and effects of childhood poverty</li> </ul>
<b>Monday Day 6 All day</b>	<ul style="list-style-type: none"> <li>Hunger and Homelessness / Faith-based Solutions</li> </ul>	<ul style="list-style-type: none"> <li>FIELD STUDY/SERVICE PROJECT: Helping Up Mission – orientation; lunch prep service project; meet and eat with the residents</li> </ul>	<ul style="list-style-type: none"> <li>Field Notes</li> </ul>
<b>Monday Day 6 Evening</b>		<ul style="list-style-type: none"> <li>Debrief Monday’s trip</li> <li>Discuss the POV of narrator (“Helping and Hating the Homeless”) and compare to demographic data on poverty</li> <li>Plan Living Sculpture presentations for Lottery and Omelas stories</li> </ul>	<ul style="list-style-type: none"> <li>Oral Reflection</li> <li>Kinesthetic representation</li> </ul>
<b>Tuesday Day 7 AM</b>	<ul style="list-style-type: none"> <li>Faces of Activism</li> </ul>	<ul style="list-style-type: none"> <li>QUIZ on HHH</li> <li>Read “Letter from the Birmingham Jail” and do RAFT writing</li> <li>Compare violent resistance to nonviolent social action (read three perspectives in Course Pack...)</li> </ul>	<ul style="list-style-type: none"> <li>Journal #5 –Begin response to Dr. King’s Letter (using RAFT or personal voice)</li> </ul>
<b>Tuesday Day 7 PM</b>		<ul style="list-style-type: none"> <li>Discuss “Arrested for Feeding the Homeless” (with Orlando video clip)</li> <li>Nonverbal “living sculpture” of each story with Q/A as needed</li> <li>“Four Types of Activists” (“4 Corners” physical Activity)</li> </ul>	<ul style="list-style-type: none"> <li>Kinesthetic representation</li> <li>“I am” statements on Activist charts</li> </ul>
<b>Tuesday Day 7 Evening</b>	<ul style="list-style-type: none"> <li>Project Planning</li> </ul>	<ul style="list-style-type: none"> <li>Individual Student conferences re: project plan progress</li> <li>Catch up night or work on project</li> </ul>	<ul style="list-style-type: none"> <li>Begin written products for Action Plan</li> </ul>

Date(s)	Topic(s)	Activities	Assignments and/or Assessment
<b>Wednesday Day 8</b>  <b>All Day into Evening Session</b>	<ul style="list-style-type: none"> <li>• Role of the Government and Media</li> </ul>	<ul style="list-style-type: none"> <li>• FIELD STUDY: Washington, D.C.</li> <li>• 10:00 Politics and Advocacy Speaker (Maya Enista Smith, mobilize.org)</li> <li>• 1:00 Tour of U.S. Capitol</li> <li>• 2:30 Visit MD Senator Ben Cardin’s office</li> <li>• Use R-T train time to complete ind. reading of “Helping and Hating the Homeless” also Q/A re: structure of government policy-making</li> </ul>	<ul style="list-style-type: none"> <li>• FIELD NOTES</li> </ul>
<b>Thursday Day 9 AM</b>	<ul style="list-style-type: none"> <li>• Personal Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Review lessons from Maya Enista’s presentation, especially “telling one’s story” compare to legislative avenues (Senator Cardin’s office)</li> <li>• Review and revise answers on “Helping and Hating the Homeless” Quiz</li> <li>• When finished , begin reading <i>Nickel and Dimed</i> (1-10, 11-50, 193-221, 222-235)</li> </ul>	<ul style="list-style-type: none"> <li>• Students determine personal preference for NGO or governmental action.</li> </ul>
<b>Thursday Day 9 PM</b>	<ul style="list-style-type: none"> <li>• Economic Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Continue reading above</li> <li>• Students chart issues brought up in Field Experience and <i>Nickel and Dimed</i>; form “expert groups” to elaborate on these issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Student panels introduce issues from <i>Nickel and Dimed</i></li> </ul>
<b>Thursday Day 9 Evening</b>	<ul style="list-style-type: none"> <li>• Social Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Read “A Pioneer of Community Wealth”</li> <li>• Small groups compare profit motive vs. social responsibility</li> <li>• Final commitment to project topics; review requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagrams</li> </ul>
<b>Friday Day 10 All day</b>	<ul style="list-style-type: none"> <li>• Veterans’ issues, PTSD, substance abuse and recovery techniques</li> </ul>	<ul style="list-style-type: none"> <li>• FIELD STUDY/SERVICE PROJECT: South Baltimore Station 10:00 – 2:00</li> <li>• Debrief in transit</li> </ul>	<ul style="list-style-type: none"> <li>• Field Notes</li> </ul>
<b>Sunday Evening <u>LIB ERC</u></b>		<ul style="list-style-type: none"> <li>• WORK ON PROJECTS</li> <li>• Read “Harrison Bergeron”</li> </ul>	

Date(s)	Topic(s)	Activities	Assignments and/or Assessment
<b>Monday Day 11 AM</b>	<ul style="list-style-type: none"> <li>• Another Look at the Margins of Society</li> <li>• Immigrants and the economy</li> </ul>	<ul style="list-style-type: none"> <li>• Musical reflection: “Sanctuary” (immigration theme) and “The Aliens Came in Business Suits” (both by Rod MacDonald)</li> <li>• Discuss impact of current national immigration debate (AZ SB 1070, Dream Act, etc.)</li> <li>• Review and discuss N and D quizzes (explain instructor “item analysis” and impact on this quiz; students revise answers and adjust score accordingly)</li> </ul>	
<b>Monday Day 11 PM <u>LIB ERC</u></b>		<ul style="list-style-type: none"> <li>• WORK ON PROJECTS</li> <li>• Continue readings</li> </ul>	
<b>Monday Day 11 Evening <u>LIB ERC</u></b>		<ul style="list-style-type: none"> <li>• WORK ON PROJECTS</li> <li>• Continue readings</li> </ul>	
<b>Tuesday Day 12 All day</b>	<ul style="list-style-type: none"> <li>• Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Read: “Candidates Caught in Slavery Controversy”</li> <li>• FIELD STUDY/SERVICE PROJECT: Baltimore Montessori Charter School (10:00 – 2:00)</li> </ul>	<ul style="list-style-type: none"> <li>• RAFT writing assignment in response to this issue</li> </ul>
<b>Tuesday Day 12 Evening <u>LIB ERC</u></b>		<ul style="list-style-type: none"> <li>• WORK ON PROJECTS</li> <li>• Read “Why the Unemployed Are Invisible”</li> </ul>	
<b>Wednesday Day 13 AM</b>	<ul style="list-style-type: none"> <li>• Work and Justice</li> <li>• Solutions continued</li> </ul>	<ul style="list-style-type: none"> <li>• Musical tie-in to low-wage work: “Can’t You Line ‘Em” (Leadbelly, chain gang song)</li> <li>• “Employee” Self Evaluation forms per individual efforts at Montessori Garden</li> <li>• Student evaluations of all service/field trips</li> <li>• Elaboration on Progressive Education and charter schools; discuss Waiting for Superman and school improvement as a means of community development</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reflection on personal engagement as well as daily efforts of low-wage/ manual workers</li> <li>• Discuss: Where is the best point to infuse “change” into our current social and political systems?</li> </ul>

Date(s)	Topic(s)	Activities	Assignments and/or Assessment
<b>Wednesday Day 13 PM</b>  <b>Buffano Garden</b>  <b>Move to <u>LIB ERC</u></b>	<ul style="list-style-type: none"> <li>• Guest speaker:</li> <li>• Solutions vs. Non-solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Gaby Carranza (CTY Guidance Counselor, former probation officer) distinctions between jail and prison; probation and parole; effectiveness of incarceration; recidivism; racial and ethnic disparities; etc.</li> <li>• WORK ON PROJECTS</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask prepared questions.</li> </ul>
<b>Wednesday Day 13 Evening</b> <b><u>LIB ERC</u></b>		<ul style="list-style-type: none"> <li>• FINISH PROJECTS</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 research papers due by 9:00 p.m. (elaboration on/ definition of “Statement of Problem” which student presents in Action Plan)</li> </ul>
<b>Thursday Day 14 AM</b>	<ul style="list-style-type: none"> <li>• Final Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Student presentations of Individual Action Plans (major activity – requirements/points per guidelines in Course Pack and Active Citizenship Today)</li> <li>• Peer Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Oral and Written, Poster/Power Point Presentations Students evaluate and provide formative critiques for each other.</li> </ul>
<b>Thursday Day 14 PM 1:00 – 3:00</b>	<ul style="list-style-type: none"> <li>• Winding Down</li> <li>• Qualities for Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations continued with post pres discussion.</li> <li>• Students summarize “Harrison Bergeron;” elaborate author’s intent (Opposition to equal opportunity legislation and/or affirmative action initiatives)</li> <li>• “Harrison Bergeron” Paper Doll activity (student indentify their own gifts)</li> <li>• Values Line-up, round 2 (students choose locations twice—once as they would have answered 3 weeks ago and once for today)</li> </ul>	<ul style="list-style-type: none"> <li>• Art activity/ Intrapersonal reflection</li> </ul>
<b>Thursday Day 14 PM 3:30 – 5:30</b>	<ul style="list-style-type: none"> <li>• Post Test</li> </ul>	<ul style="list-style-type: none"> <li>• Team Trivia (from student questions submitted after on-line exploration of PBS Race: The Power of an Illusion)</li> </ul>	<ul style="list-style-type: none"> <li>• Content recall and consensus building</li> </ul>

<b>Date(s)</b>	<b>Topic(s)</b>	<b>Activities</b>	<b>Assignments and/or Assessment</b>
<b>Friday Day 15 AM 9:00 – 11:00</b>	<ul style="list-style-type: none"> <li>• Wrapping It Up</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to self regarding goals and motivation discovered during this class (to be mailed by instructor in 6 months)</li> <li>• Student presentations of “handicapped” paper dolls / positive sticky notes from/to each student (affixed to dolls).</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Reflection</li> <li>• Oral presentation and</li> <li>• Group sharing</li> </ul>
<b>Friday Day 15 11:00 – 12:00</b>	<ul style="list-style-type: none"> <li>• Wrapping It Up</li> </ul>	<b>CTY CLOSING CEREMONY – SHRIVER HALL</b>	
<b>Friday Day 15 1:00 – 4:00</b>	<ul style="list-style-type: none"> <li>• Wrapping It Up</li> </ul>	<b>PARENT CONFERENCES</b>	Take all projects and materials home.