

**CENTER FOR TALENTED YOUTH**  
**Johns Hopkins University, Baltimore, MD**

**Youth & Society: Service Learning**  
**Summer 2004 - Session I**

**COURSE DESCRIPTION**

What is the role of a young person in today's society? What responsibilities and opportunities do young people have to affect their communities? Offered through a partnership with the Center for Talent Development's award-winning Civic Education Project, this course provides students the opportunity to integrate academic study with meaningful community service.

Through reading, writing, discussion, and experiential learning, students examine the structure of communities and the different factors—social, political, economic—that affect them. Focus topics correspond to students' volunteer assignments and include issues such as homelessness and urban poverty. Students spend time in both classroom work and supervised volunteer work with community organizations, ranging from homeless shelters to Head Start programs to top political offices. For example, they may balance a day spent volunteering in a soup kitchen by meeting with a representative from the Mayor's Office to discuss welfare reform. The instructor facilitates these activities and classroom discussions.

By carrying academic rigor outside the classroom, this highly interactive course allows students not only to apply what they learn in the classroom, but also to learn from the people most directly confronted by a given issue: the social workers and clients, the politicians and constituents. Through academic research, small group work, and facilitated reflection, students gain a deeper understanding of complex social issues and learn how young people can make a difference in communities. They emerge as more active scholars, leaders, and citizens.

**COURSE OBJECTIVES**

This course aims to:

- 1) Raise students' awareness of challenging social problems;
- 2) Help students develop the tools to affect positive social change, such as critical thinking, communication, problem solving, and learning to work effectively in a group setting;
- 3) Raise students' awareness of resources in their community and across the nation that can be utilized to address social problems;
- 4) Connect traditional academics with real world applications; and,
- 5) Develop more motivated and active students, leaders, and citizens.

## **REQUIRED TEXTS**

- Hayes, B., and Degelman, C. (1994). *Active Citizenship Today: Field Guide*. Los Angeles, CA: Constitutional Rights Foundations and Close Up Foundation.
- Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York, NY: Henry Holt and Company.
- Photocopied materials compiled and disseminated in class by the instructional team.

## **REQUIRED MATERIALS**

- 1” or 2”, three-ring binder
- Loose leaf paper
- Blue/Black ink pens and pencils
- 3.5” IBM formatted floppy disc with label reading your name and “Youth & Society”
- Water bottle
- Backpack

## **EVALUATION POLICY**

This class is unique in that direct instruction by the instructor will be kept to minimum; dialogue and activities will replace the more traditional lecture format. For this reason, attendance and quality participation are paramount to the learning of all students enrolled, as well as to the success of the course. To ensure success, students must attend all class meetings and engage in class discussions and activities. Students should look at their participation as not only a means by which to share their own point of view and to clarify concepts and issues presented, but also as an additional fund of knowledge from which their peers may learn.

In addition to attending and participating in all class meetings, students are expected to complete all assigned readings (i.e., both in the ACT text and photocopied), writing assignments (e.g., journals), and group projects and activities (e.g., final project, welfare challenge) carefully, maturely, and conscientiously. Final course evaluations will be derived from each of these elements, as well as any additional formative assessment measures used (e.g., quizzes).

## **COURSE SCHEDULE & TOPICS**

The basic content and sequence of each class meeting follow. The schedule is subject to change based upon the time needed/desired to discuss certain topics in more detail.

## WEEK I (6/28/04 – 7/2/04)

<p>Monday, 6/28</p> <p><i>What's This All About?</i></p>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Overview of Course</li> <li>• What is Service-Learning?</li> <li>• Establish Class &amp; Review CTY Rules</li> <li>• “Youth &amp; Society” Pre-Survey</li> <li>• Examining, Deconstructing, and Defining Community</li> <li>• Welfare Challenge &amp; Reflective Journaling</li> </ul>
<p>Tuesday, 6/29</p> <p><i>Community Mapping</i></p>	<ul style="list-style-type: none"> <li>• <b>Community Mapping Exercise</b> (9:00 am – 12:00 pm)</li> <li>• Welfare Challenge</li> <li>• Community Mapping Group Reflection &amp; Poster Creation</li> </ul>
<p>Wednesday, 6/30</p> <p><i>Communities and Social Problems/Assets</i></p>	<ul style="list-style-type: none"> <li>• Presentation of Community Mapping Activity</li> <li>• Defining, Identifying, and Naming a Social Problem</li> <li>• Community Assets &amp; Relationship to Problems</li> <li>• <b>Field Study:</b> The Book Thing (12:30 – 2:00 pm)</li> <li>• Welfare Challenge</li> <li>• Problem Identification Exercise</li> </ul>
<p>Thursday, 7/1</p>	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Our Daily Bread (9:00 am – 1:00 pm)</li> <li>• <b>Field Study:</b> Helping Up (10:00 am – 1:00 pm)</li> </ul>
<p>Friday, 7/2</p> <p><i>Role of the Adolescent in Society</i></p>	<ul style="list-style-type: none"> <li>• Societal Perceptions of Teens: Myths vs. Facts &amp; Why?</li> <li>• What is a citizen?</li> <li>• Ramifications of Not Getting Involved</li> <li>• Nonprofit Organizations/NGOs</li> </ul>

## WEEK II (7/5/04 – 7/9/04)

Monday, 7/5	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Bea Gaddy Center (9:00 am – 12:00 pm)</li> </ul>
Tuesday, 7/6  <i>Social Action, Social Justice, &amp; Empowerment</i>	<ul style="list-style-type: none"> <li>• <b>Guest Speaker:</b> Algebra Project (TBD)?</li> <li>• Social Justice/Critical Consciousness</li> <li>• Empowerment: Meaning &amp; Being</li> <li>• Welfare Challenge</li> <li>• Choosing and Researching a Problem</li> </ul>
Wednesday, 7/7	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Washington, DC               <ul style="list-style-type: none"> <li>○ Depart JHU – 8:00 am</li> <li>○ DC Central Kitchen – 10:30 am</li> <li>○ Tour of Capitol – 11:45 am</li> <li>○ Lunch – 12:45 pm</li> <li>○ Free Time – 1:30 pm</li> <li>○ CCNV – 3:00 pm</li> <li>○ Depart Washington, DC – 5:00 pm</li> </ul> </li> </ul>
Thursday, 7/8  <i>Types of Service and Principal Actors</i>	<ul style="list-style-type: none"> <li>• Reflection on Washington, DC</li> <li>• 4 different kinds of service</li> <li>• Who provides what service?</li> <li>• <b>Guest Speaker:</b> Tracy Newsome, Center for Poverty Solutions (TBD)</li> <li>• Welfare Challenge</li> <li>• Final Group Project Choices to Instructor/TA &amp; Next Steps</li> <li>• How to Make Change/Getting the Word Out</li> </ul>
Friday, 7/9	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Our Daily Bread (9:00 am – 1:00 pm)</li> <li>• <b>Field Study:</b> Helping Up (10:00 am – 1:00 pm)</li> </ul>

### WEEK III (7/12/04 – 7/16/04)

<p style="text-align: center;">Monday, 7/12</p> <p style="text-align: center;"><i>Extending the Micro to Macro &amp; Research Beginnings</i></p>	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Maryland Food Bank (9:00 am – 11:00 am)</li> <li>• Local issues ARE Global Issues</li> <li>• Groups begin Research &amp; Continued Setting up Interviews</li> <li>• Continued Research and Setting up Interviews</li> <li>• How to Conduct an Interview &amp; Review of Other Information Gathering Techniques</li> <li>• Welfare Challenge</li> <li>• Project Work</li> </ul>
<p style="text-align: center;">Tuesday, 7/13</p> <p style="text-align: center;"><i>Identifying Resources</i></p>	<ul style="list-style-type: none"> <li>• National Policy/Legislation regarding Service</li> <li>• Profile of Youth-oriented organizations</li> <li>• Discussion of Welfare Challenge</li> <li>• Planning and Implementing a Service Learning Project</li> <li>• Project Work</li> </ul>
<p style="text-align: center;">Wednesday, 7/14</p>	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Student Projects</li> <li>• Project Work</li> </ul>
<p style="text-align: center;">Thursday, 7/15</p>	<ul style="list-style-type: none"> <li>• <b>Field Study:</b> Student Projects</li> <li>• Groups meet with Instructor</li> <li>• Continued Work on Projects</li> <li>• Present Final Group Projects</li> <li>• Establishing a Personal Fit between You and Your Service Projects</li> <li>• “Youth &amp; Society” Post-Survey</li> </ul>
<p style="text-align: center;">Friday, 7/16</p> <p style="text-align: center;"><i>Wrapping Up</i></p>	<ul style="list-style-type: none"> <li>• Meta-Reflections, Evaluations, &amp; Celebrations!</li> </ul>

## **FIELD SITE / SERVICE POLICY**

### **DRESS CONSERVATIVELY**

All students and staff should make sure to wear closed-toed shoes (e.g., tennis shoes), loose fitting shirts, and longer shorts or pants (preferable) on days when we will be engaging in service. Most of the organizations for which we will be serving have dress codes which are in place in order to protect not only their clients, but also volunteers. Any site-specific dress code guidelines will be shared with the group prior to the service day. These sites accommodate us, so we must be flexible.

Any student who is dressed inappropriately will be asked to change his/her attire prior to the group's departure for the field site. We do have pre-arranged schedules with representatives from these organizations who have graciously devoted a portion of their busy day to us. We don't want to be rude and arrive late, as this behavior jeopardizes the relations needed to ensure the future success of the program. Plus, it's not respectful.

### **NO BACKPACKS OR PURSES**

There are several reasons why backpacks and/or purses will not be allowed on service trips. First, there is no guarantee that the service sites will have a safe place to store backpacks and/or purses. Second, we don't want our service activities to be hindered by cumbersome packs. Lastly, several of the neighborhoods where we will be visiting do have above-average crime rates. We want to prevent any incidents before they have a chance to manifest.

To plan ahead, please consolidate your necessary belongings so that they will fit in your pockets. The instructional staff will take a backpack on each service trip. Please see them if there is an item that you need to take on service days, but might not be pocket friendly. Cell phones are neither necessary nor welcome. Both the course instructor and TA will have cell phones at all times. Please leave your cell phones in your residence halls.

### **BE RESPECTFUL**

Please remember that we are visitors at these organizations and although they are flattered that we are interested in their work, they do have an organization to operate. We must remember to listen to any guidelines shared with us by the staff at the organization, to be respectful of all individuals that we encounter at and around the service sites, and to be careful while we engage in our service. If any student or staff member feels uncomfortable at any time during a visit to a service site, s/he should talk to the course instructor or TA immediately in order to remedy the situation as quickly as possible.

Although it is commonsense to be respectful, the service organizations also understand that this is a learning opportunity for all of us. So, take advantage of your unique opportunity to ask questions; to watch the culture of the organization; to talk to organization employees and clients; and, to discuss your impressions as you serve, unless it becomes a detriment to your service duties.