I. Service Learning Course

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<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Sociology</th>
<th>Course Number (e.g., SW UG 423)</th>
<th>191</th>
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</thead>
<tbody>
<tr>
<td>Course Title (e.g., Addiction Studies/SvcLrn)</td>
<td>Privation in a Land of Plenty: Hunger and Homelessness in the U.S./SvcLrn</td>
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<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Privation Land of Plenty/SvcLrn</td>
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<td>Number of credits</td>
<td>3</td>
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<tr>
<td>Instructor name</td>
<td>Daisy Rooks</td>
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<tr>
<td>Instructor phone and e-mail</td>
<td>243-2852 <a href="mailto:Daisy.Rooks@mos.umt.edu">Daisy.Rooks@mos.umt.edu</a></td>
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II. Endorsement/Approvals

Complete this form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Requestor</th>
<th>Daisy Rooks</th>
<th></th>
<th>9-19-12</th>
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<tbody>
<tr>
<td>Requestor phone and e-mail</td>
<td>406-243-2852 <a href="mailto:Daisy.Rooks@mos.umt.edu">Daisy.Rooks@mos.umt.edu</a></td>
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<tr>
<td>Program Chair/Director</td>
<td>James Burfeind Daniel P Doyle</td>
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<td>Other affected programs</td>
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<td>Dean</td>
<td>Chris Comer</td>
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III. UM Service Learning Definition: Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.
IV. Service Learning Course Criteria

The University of Montana-Missoula has established the following criteria for Service Learning courses. In order to receive the Service Learning course designation, a course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments and in-class time should be scheduled to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
- The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.
- Service interactions in the community will recognize the needs of service recipients and represent reciprocal partnerships between the campus(class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the nature and value of the service performed by the students.
- Training (by the service agency) and preparation (by the course instructor) ensure that students perform service activities in a professional manner and that vulnerable populations are not harmed.
- Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.
- In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.
- If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. Confirmation of Service Learning Course Criteria

Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

Over the course of the semester, students in this course will volunteer 15 hours at the Missoula Food Bank. Students will serve in a variety of capacities, including greeting clients, helping new clients fill out intake paperwork, assisting clients with shopping, processing food donations, preparing food boxes for home-bound clients, etc. Although students will be able to choose from a variety of service projects at the Food Bank, all will be required to spend at least three hours in direct contact with clients. In meetings, agency staff have assured me that students’ service will be beneficial to the organization. The agency is particularly enthusiastic about the predictability of students’ service. Students will be required to commit to a set volunteer schedule during the semester.
 Relation to course content: Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?

The service component of the course will expose students to the personal and social benefits of engaged citizenship. In addition, their interactions with clients of the Food Bank will provide students with insights into the lived experience of hunger and homelessness. In their written reflections on their service experience students will be required to integrate their experiential, personal and academic learning about hunger and homelessness (see assignment description in the course syllabus). One of the learning outcomes for the course is directly related to service:

Integrate Knowledge. Students should be able to:
- identify and challenge their assumptions about people experiencing hunger and/or homelessness;
- reflect on their service experience at the Missoula Food Bank using course readings and in-class discussions; and
- explain the challenges facing organizations that serve the hungry, poor and homeless.

Reflection: What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus.

In weeks 5-9, students will write four short (1-2 pages) weekly reflection papers that explore their service experiences at the Missoula Food Bank. The reflection paper assignment is loosely based on Edward Zlotkowski’s “Three-Part Journal Entries” exercise. This exercise focuses on three discrete types of reflection:
- **Objective Accuracy**: Objective, detailed descriptions of what they did during their service hours.
- **Personal Awareness**: Self-critical responses to their service that focuses on their thoughts, feelings, judgments and assumptions.
- **Intellectual Analysis**: Discussion of their experiences in terms of concepts from course readings and discussions.

In their first two papers students will focus on objective accuracy. In their third and fourth papers students will focus on objective accuracy and personal awareness. In their final reflection paper students will incorporate all three types of reflection.
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VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus. The syllabus should also demonstrate how the above criteria are satisfied. For assistance in preparing a service learning course syllabus, see our Web site or contact André Venhoux, Director of the Office for Civic Engagement.

See attached

VIII. Copies and Electronic Submission: Submit approved original, a copy, and electronic file to the Faculty Senate Office, DH 239.

Revised 8/12
COURSE OVERVIEW

Course Description
In this course, students interrogate the following ‘big and enduring’ question: how can poverty and homelessness exist in a land of plenty? The existence of hunger and homelessness in a wealthy country raises additional questions about the distribution of resources, the effectiveness of social programs and the political will to eradicate inequality in the U.S.

Students in the course will gain exposure to multidisciplinary perspectives on hunger and homelessness in the U.S. and Montana. Students will read research from a wide range of disciplines including Sociology, Anthropology, History and Journalism. During in-class exercises and discussions, students will consider the disciplinary perspective of each reading by examining the claims, assumptions, evidence and rhetorical devices chosen by each author. Students will learn experientially while providing service to people experiencing hunger and/or homelessness in Missoula (see below for more information about the service component of the course). Students in this course will also experiment with several different types of writing (thesis-driven, personal reflection and original research).

This course emphasizes interactive, experiential and student-centered learning. Lectures will play a minimal role in the course. Instead, most learning will take place during carefully designed interactive activities, such as in-class exercises, small group discussions and structured debates. A small number of guests will visit the class, including speakers from the Poverello Center, Montana Food Bank Network and the Missoula Food Bank.

Learning Goals
Students in this class will learn to communicate effectively in writing, think critically, discuss and debate sensitive topics, gain insights into the lived experience of hunger and homelessness and critically assess different types of information.

Learning Outcomes
Communicate Effectively in Writing. Students should be able to:
- identify the components of college-level writing;
- develop a research question and argument; and
• locate and select scholarly evidence to bolster their argument.

Think Critically. Students should be able to:
• interrogate the assumptions underlying their own views and beliefs;
• formulate arguments with appropriate supporting evidence;
• understand the perspectives of others; and
• discuss sensitive and emotionally-laden topics in a collegial and respectful way.

Understand Hunger and Homelessness in the U.S. Students should be able to:
• differentiate between structural and individual causes of hunger and homelessness;
• identify the social, political and economic consequences of hunger and homelessness; and
• describe the diverse experiences of individuals experiencing hunger and/or homelessness.

Integrate Knowledge. Students should be able to:
• identify and challenge their assumptions about people experiencing hunger and/or homelessness;
• reflect on their service experience at the Missoula Food Bank using course readings and in-class discussions; and
• explain the challenges facing organizations that serve the hungry, poor and homeless;

Become Information Literate. Students should be able to:
• distinguish between popular and scholarly information;
• assess the validity, accuracy and bias of information sources;
• articulate the reasons for citing research sources; and
• understand the importance of academic honesty.

EXPECTATIONS OF STUDENTS

Preparation

Be prepared for class. Always read the assigned material prior to coming to class so that you can fully participate in class discussions. Bring the readings to each class so that you can refer to it during lectures, discussions and exercises.

Take careful lecture notes. You should obtain lecture notes from another student if you are unable to attend class. Lecture notes and/or powerpoint slides are not provided by the instructor.

Participation

Class sessions will include a mixture of lectures, discussion and exercises. I encourage you to participate actively during class discussions. In order to maintain a respectful, open and inquisitive classroom environment, please observe the following guidelines:
• Explain your views using reasoned arguments, and provide evidence for assertions of fact. Try to avoid endless personal anecdotes and story-telling.
• Respect others’ views and listen. You do not have to agree with your classmates, but try your best to give them your full attention and consideration when they are talking during class discussions.
• Texting, talking on your phone and emailing should be done outside of class time. These activities disrupt your classmates and are disrespectful to your instructor.
Service Commitment

Students in this course are required to volunteer for a minimum of 15 hours at the Missoula Food Bank. Students are responsible for arranging their volunteer schedule with the Food Bank’s volunteer coordinator and for getting themselves to and from their volunteer commitment each week. No student may be required to participate in a service-learning placement that creates a religious, political, or moral conflict for them. If such a conflict arises, please bring it to the attention of the instructor as soon as possible.

This course has a service learning designation from UM. Service learning is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community.

At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Communication

You should maintain a UM email account and check it regularly for class announcements. I communicate regularly via email and you are responsible for all information contained in these emails.

Feel free to contact me via email or come to my office hours with any questions or concerns you have about the course. If you email me, I will do my best to get back to you within 24 hours. When emailing me, always include “hunger & homelessness” or “SOCl 191” in the subject line of your email, and always sign your emails.

Academic Honesty

You must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf

Students with Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). For more information, please consult http://www.umt.edu/disability.

Students with disabilities may request reasonable modifications by contacting me. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications.
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Students with disabilities may request reasonable modifications by contacting me. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications.
COURSE MATERIALS

Required Books
- Barbara Ehrenreich’s *Nickel and Dimed: On (Not) Getting By in America*
- Kenneth Kusmer’s *Down and Out, On the Road: The Homeless in American History*
- Jessica Morrell’s *Voices from the Street: Truths about Homelessness from Sisters of the Road*
- Kath Weston’s *Traveling Light: On the Road with America's Poor*

These books will be available on traditional reserve at the Mansfield library. They can be checked out for 2 hours at a time and cannot be taken outside of the library.

COURSE SCHEDULE

Weeks 1-3: Understanding the Causes of Hunger and Homelessness

Overview of the Section:
This section of the course will provide students with an overview of hunger and homelessness in the U.S. Multidisciplinary readings will explore historical perspectives on hunger and homelessness in the U.S., contemporary causes of hunger and homelessness in the U.S. and the scope of hunger and homelessness in Montana.

Course Readings:
- Selections from *Down and Out, On the Road: The Homeless in American History*
- Selections from *Voices from the Street*

Assignment:
Students will write a short (2-3 pages) paper that explores one of the causes of hunger and homelessness in the U.S. In this paper, students will identify one cause of hunger and homelessness and develop an argument about why it is the most consequential cause of hunger and homelessness. Students will use course readings as evidence in this paper.

Weeks 4-10: Experiential Learning about Hunger and Homelessness

Overview of the Section:
This section of the course will emphasize experiential learning about hunger and homelessness. During this section of the course, students will complete 15 hours of service at the Missoula Food Bank on South 3rd Street. Although students will be able to choose from a variety of projects and tasks at the Food Bank, all will be required to spend at least three hours in direct contact with Food Bank clients.

Course Readings:
- Selections from *Nickel and Dimed: On (Not) Getting By in America*
- Selections from *Traveling Light: On the Road with America’s Poor*
Assignment:

Students will write four short (1-2 pages) weekly reflection papers that explore their experiences at the Missoula Food Bank. These papers are due in weeks 5, 6, 7 and 8. The reflection paper assignment is loosely based on Edward Zlotkowski's “Three-Part Journal Entries” exercise. This exercise focuses on three discrete types of reflection:
- Objective Accuracy: Objective, detailed descriptions of what they did during their service hours.
- Personal Awareness: Self-critical responses to their service that focuses on their thoughts, feelings, judgments and assumptions.
- Intellectual Analysis: Discussion of their experiences in terms of concepts from course readings and discussions.
In their first two papers students will focus on objective accuracy. In their third and fourth papers students will focus on objective accuracy and personal awareness. In their final paper students will incorporate all three types of reflection.

Weeks 11-14:  Evaluating Policy Interventions

Overview of the Section:

This section of the course will focus on solutions to the problem of hunger and homelessness in the U.S. and/or Montana. During this component of the course, students will read about efforts to reduce or eradicate hunger or homelessness. In-class discussions and exercises will help students evaluate these policy interventions and identify characteristics of effective policies.

Course Readings:
- Selections from Down and Out, On the Road: The Homeless in American History
- Selections from Nickel and Dimed: On (Not) Getting By in America
- Selections from Voices from the Street

Assignment:

Students will write a short (4-5 pages) research paper that examines one policy intervention designed to reduce or eradicate hunger and/or homelessness in the U.S. and/or Montana. Students' final papers will draw heavily upon three scholarly sources, as well as the course readings. Before they start writing, students will be required to turn in a brief summary of their paper topic and an annotated bibliography summarizing four scholarly sources related to their topic. In-class workshops led by Megan Stark from the Mansfield Library will prepare students to work on their annotated bibliographies.