Service-Learning Course Syllabus Template

The University Policy on Course Syllabi and Grading (Section 241 in the Academic Policy Manual) is fairly prescriptive, with requirements based on legal considerations, past experience with grade protests, and generally accepted good practice. The following template is intended to serve as a guide to you as you prepare your service-learning class syllabus in accordance with University policies. Prior to preparing your service-learning syllabus, it is recommended that you consult the University Policy on Syllabi (APM 241) and the S Designation Process information, attached below.

Required portions appear in **bold letters**. Instructors may use the language provided or use the wording and formatting they prefer. Responses to items and questions appearing in non-bolded letters are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee and in the process of reviewing S course proposals.

Course syllabi shall be distributed in a format that meets the accessibility requirements for students with disabilities.

Note: Syllabi of courses in which online instruction replaces part or all of in-class time shall explain the role that technology plays in achieving student learning outcomes and describe how learning activities will be scheduled, including a distinction between synchronous and asynchronous activities.

Syllabi for web-based courses shall refer students to the policy on 24-hour access to a computer capable of accessing the campus data network and may be distributed electronically, but must be prominently and permanently available to students. If the syllabus is revised during the semester, all versions must remain available so that students can track changes. It is recommended that faculty require students to acknowledge formally that they have received and reviewed the course syllabus. A print copy of the syllabus and any amendments shall be kept on file in the department office for two years.

Introduction and Course Description

Include **course name, course number, number of units, time, and location**. Offer a brief course description and explain how the course fits into the curriculum (General Education, Major, Certificate, prerequisite for other courses, etc.). Why should a student take the course? This is also a good place to explain why you have organized the course the way you have. You may wish to consult the course description in the University Catalog as you prepare this section, to ensure your description is aligned with the University's.

Faculty may also wish to include statements on instructional philosophy and pedagogical methods, non-enrolled visitors or guests, General Education requirements met by the course, and other information of importance and concern to the instructor. Reference can also be made to University policies judged to be a particular importance to the conduct of the class (e.g., disruptive behavior). Faculty should be certain that any such statements are consistent with University policy.

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Syllabus for Course Name (Course Number, such as CFS 133S)
California State University, Fresno
Spring 2010
</div>

Course Information:	**Instructor Name**
Units	**Office Number**
Time	**E-Mail**
Location	**Telephone**
Website	**Office Hours**
	Other contact information such as website

Catalog Description: Example from CFS 133S-- This course ? stress and crisis as experienced and perceived by children and their families. Topics to be discussed including child abuse, divorce, remarriage, death, substance abuse, disability, immigration, poverty, and diverse populations.

Enhanced Description: Provides a more comprehensive understanding of what the course will entail. **In describing the course, an explanation of how the service-learning supports the academic focus should be included in the syllabus.** As part of the justification required for S Designation proposals, faculty are asked to describe how the service-learning assignment will be introduced to the students including references in the syllabus to any source(s) and procedures that will be followed to reinforce the service ethic. This information may be included in the general description, the service-learning assignment description and/or the course schedule.

Example from Communication 114: In this class, we will examine the nature of communication; its relationship to learning and instruction; and the importance of utilizing effective communication strategies in the educational setting. A knowledge and use paradigm is used to guide the curriculum in this course. Each student will develop new knowledge about the role of communication in the classroom and be given the opportunity to put this knowledge to use. Students will participate in a number of activities both inside and outside the classroom. Students will be exposed to various teaching techniques through a variety of modalities and will

have an opportunity to observe and practice the information learned through participation in service-learning. Students will learn by reading, writing, observing, listening, doing, discussing, analyzing, synthesizing, reflecting, and evaluating.

Course Goals and Primary Learning Outcomes

Course Goals: What do you, as the instructor, intend to accomplish through instruction?

Example from CFS 133S -- This class will provide you the opportunity to examine children and families in crisis. Unlike the typical university course, the content of this class, in some situations, may elicit strong emotional responses. The outcome of our exploration will be a deeper understanding of the impact of crisis on the human experience and the enhanced ability to assist yourself and others in coping with crisis.

Primary Learning Outcomes: What should students have learned or what should they be able to do when they complete the course? Primary learning outcomes stem from course goals and should be targeted statements about expected student performance. In general, they are competency-based and measurable, in that they describe exactly what the student must do to demonstrate mastery of course material. Use specific language (e.g., analyze, compare, describe, list, formulate, derive) rather than terms such as "know" and "understand" which may have different meanings for students and instructors. For additional information, please refer to the departmental Student Outcomes Assessment Plans. For service-learning courses, one or more of the learning outcomes should be specifically related to the service-learning component of the course.

Example from SOC 130WS (modified) –
This course has been designed to provide you, the student, with the opportunity to:
1. *develop a unique way of interpreting human behavior (i.e., a sociological perspective) to better understand and examine the world we live in;*
   SLO: Students will be able to make connections between personal, private, troubles and larger, social issues and describe these connections in writing and through oral communication.

2. *develop/expand your skills of thinking critically, writing, listening, reading, evaluating, speaking, doing library research, and relating to others;*
   SLO: Students will indicate their responses to various social issues through small group and partner communication exercises, report on and critique the assigned readings through journaling, evaluate peers' papers, and assemble research for a written paper that they will orally present to the class.

3. *examine several currently debated social issues (including, but not limited to, globalization, social inequality, corporate power, campaign financing, welfare, health care, urban racial tensions, crime) from a sociological perspective (i.e., to develop the ability to place social problems in a broader social context);*
   SLO: Students will summarize in writing the main points from the lectures and readings on at least three social issues and evaluate the arguments and evidence presented.

4. *develop job skills, make professional contacts, and deepen your understanding of the "book-learned" material through community service;*
    SLO: Students will list at least two benefits of participating in service to the community and interpret the book-learned material through written application of specific concepts and theories to their service.

5. *become aware of a particular agency's mission statement and acquaint yourself with the needs that the organization is meeting as a whole (i.e., understand how nonprofit community-based organizations are making a difference in our society and contributing to a more civil society);*
    SLO: Students will evaluate a particular agency in writing by examining its mission statement and how well it is meeting fulfilling its mission.

6. *develop a civic ethic and come to understand the importance of participating in: a) service to your local community and b) the political process;*
    SLO: Students will summarize in writing their feelings about the importance of civic participation.

Prerequisites

What are the prerequisites and how will you build on them? You may wish to refer students to resources for correcting weaknesses that might interfere with their learning in the course.

Example from Sociology 130WS –
- *G.E. Foundation (including "C" or better in the English Composition requirement)*
- *Junior-level class standing (60 units completed as of the end of this semester)*

What You Will Need to Purchase for this Course

Textbook, handouts, additional materials, course fees (if any), etc. Will you require the use of email? Internet accounts are available for fee at **http://www.cvip.net** .

Study Expectations. Consider using the following statement:
It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a ___-unit class, you should expect to study an average of ___ hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052 or visit **www.csufresno.edu/learningcenter**).

Examinations and Major Assignments

What will the examinations be like? **When are they scheduled?** How will they be structured? How will students know which material to emphasize? How much material on exams will be taken from reading assignments? Will exams be comprehensive?

Is attendance mandatory? Remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." **If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.** Specific to this course, the instructor should mention the requirements related to participating in and regularly attending their service site/activities. Disagreement over class participation and the lack of clear grading standards and grading scale have been the bases for several grade protests.

Example from Marketing 100S – Consider attendance of lectures as the equivalent of a business appointment with your immediate supervisor, or with a person at the next higher level. Work schedules, other courses, job interviews, and student activities are not acceptable excuses for missing class. Those are commitments you must learn to manage without failing to meet the commitment to this course. Attendance is required and will be taken. Attendance may be taken at any time during the scheduled lecture hours. A student is allowed to miss maximum of 2 classes without penalty. When missing any class in excess of 2 absences for which the student does not have a written statement from a doctor the student will receive a letter grade reduction in the course. You are expected to be on time and three late arrivals or early departures will be recorded as on absence.

If you are unable to attend scheduled service hours, you should contact the service site coordinator at least 24 hours in advance or as soon as possible prior to the planned service. Please remember that these agencies and the individuals served are depending on your regular attendance. Missing scheduled service hours will not only have an impact on your course grade, but can also negatively impact individuals who were depending on your assistance.

Do you have a make-up policy and how does it work? Explain how you will handle absences, missed exams, missed labs, late homework and/or paper submissions. Provide thoughts on how students should handle necessary absences due to illness or emergency, including contacting the instructor related to missing class and for contacting service site supervisor.

What will the major assignments (e.g. papers, field trips, projects, etc.) be like? How will completing the assignments help students achieve the course learning goals? When are assignments due?

Service-learning courses must require a minimum of 15 hours (20 hours is optimal) of academically relevant community service. These hours and other requirements that document the service-learning experience (papers, presentations, etc.) should contribute to at least 20% of the student's course grade. **The course syllabus should provide a description of: (a) the type of agency where the service-learning assignment will be completed and/or typical service activities which will meet the service requirement; (c) the length of time students will be**

required to serve; (d) how verification of service hours will be completed; and (e) how this requirement will be included in the course grade.

Example of service-learning assignment description from COMM 114 (adapted) --

• *Service-Learning Hours - 20% of course grade (Outcomes 11-14)*
Each student will complete a minimum of 20 hours of service-learning. (Some sites may require additional time for orientation.) The purpose of this assignment is to enhance student understanding of course material, integrate the concepts explored in this course, facilitate a better understanding of the educational communities in which teachers work, and provide students with an opportunity to practice teaching. Students are expected to attend as assigned, be punctual, show initiative and enthusiasm, and call the supervisor if for any reason they cannot attend at a scheduled time. A verification of service hours must be signed by the service site supervisor and submitted to the instructor by the due date in order for this requirement to be met. STUDENTS MAY NOT BEGIN THEIR SERVICE HOURS UNTIL THE "SERVICE-LEARNING LEARNING PLAN" IS COMPLETED, SUBMITTED AND APPROVED BY THE COURSE INSTRUCTOR!

Faculty should include a mechanism, such as a paper or presentation, that relates the experiential learning of community service to specific course content. **Faculty are asked to describe in the course syllabus how the student will integrate the service-learning experience with course curriculum via such a mechanism.**

Additionally, **faculty are asked to explain in the syllabus how critical analysis or reflection on their service experience will be integrated into the course.** This may be accomplished in multiple ways including, but not limited to the required mechanism for connecting the course content to the community experience mentioned above. Please note that structured opportunities for critical reflection on the service experience should be included throughout the course.

• *Reflection/Observation Paper - 5% of course grade (Outcomes 11,12,14)*
Students will write a 4 page, 12-point, double-spaced paper reflecting on their service-learning experience. In the paper students should: 1) Identify the educational program in which they completed their service and describe the children this program serves. 2) Describe the classroom culture and physical layout and explain how these characteristics impacted student-teacher communication and student-student interaction. 3) Based on observation, describe and evaluate the immediate supervisor's use of immediacy, self-discloser, humor, and classroom management skills and substantiate observations with specific examples. 4) Describe their service-learning experience. Describe in detail at least one child with whom they worked. Identify the strategies they used to insure learning. Explain how they addressed behavior issues. Evaluate whether or not these strategies were successful. 5) Describe how their knowledge of diversity issues influenced their approach to working with this child. 6) Relate the single most important lesson they learned from their service experience. (See Attachment A)

• *Site supervisor's feedback - 5% of course grade (Outcomes 12,13)*
The site supervisor will complete an evaluation of the student's service-learning. The evaluation will be completed toward the end of the semester. (See Attachment B)

• Thank you - 5% of course grade (Outcomes 11,12, 14)
*This assignment provides the student with an opportunity to thank their service-learning
supervisor for their guidance and support. It is also an opportunity to thank the supervisor for
providing this service to the children they serve. The letter should thank the supervisor for the
opportunity to work in their program and should highlight the specific work the student
completed. The student should personalize the letter with anecdotes and observations about the
children they worked with and note aspects of the program they found particularly interesting.
Students should mention how they have grown as a result of their participation in the program
and describe what they have learned through this experience. The letter should be typed and
include the full name and address of the immediate supervisor. A stamped envelope addressed to
the supervisor should accompany the letter.* **_Spelling and grammar should be flawless._** *Students
will make one copy of the letter, sign both letters, and turn both letters with the envelope to the
instructor. Students should not seal the envelope. (See Attachment C)*

• Service-Learning Surveys - 5% of course grade (Outcomes 11, 12)
*Students will be required to complete service-learning surveys for your instructor and for the Jan
and Bud Richter Center for Community Engagement and Service-Learning.*

Grading

Exactly how will you calculate the grades? What will be the point values and weights for
assignments, activities, and examinations? The cut-off points for each grade? An "Assignment
and Examination Schedule" with point values, may be an efficient way to transmit some of this
information:
Example from Sociology 130WS –

Percentage of total grade	Assignment	Points possible
23%	Research Paper (Draft + Final)	160 points
18%	Service-Learning Paper/Field Notes/Agency Evaluation	125 points
11%	"Reflection Précis"	75 points
11%	English Exercises (1.0, 1.5, 2.0, 2.5, 3.0, 3.5)	75 points
8.5%	Oral Presentation	60 points
7%	Reading Journal	50 points
5%	FINAL (in-class essay)	35 points
5%	Participation	35 points
3.5%	Wrap-up/Celebration Paper	25 points
3.5%	Letter to the Editor/Representative	25 points
2%	1-Page Sample Précis	15 points
1.5%	"Free Writing" Journal	10 points
1.5%	"Mini Meeting"	10 points

*There are 700 total points possible in this course. Grades follow the standard university scale: 90% and
above is an A; 80-89% is a B, etc. Grades will NOT be curved.*

A	=	700 – 630	points
B	=	629 – 560	points
C	=	559 – 490	points
D	=	489 – 420	points
F	=	0 – 419	points

Assignment and Examination Schedule
This can be presented in any number of ways, but is typically done in a table format that includes information such as the due date, assignment, points available and any other relevant information. This information can also be integrated into a more comprehensive course schedule, which typically appears as the last item in a course syllabus.

Be sure to include in the syllabus a statement such as:
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Note: If you are teaching an electronic course and plan to give your exam online, or not meet the class on the final exam day in your classroom, you need to inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

Course Policies & Safety Issues

Clearly state your concerns or prohibitions, if any (talking in class, cell phones, chewing gum, tobacco, wearing baseball caps, reading newspapers in class or other distracting behavior, tape-recording the lecture, bringing visitors or guests, etc.). Are students always expected to work independently, or is collaboration sometimes encouraged? Clearly state when students may and/or may not work together. Also, **address safety issues**, if relevant (labs, shops, service-learning sites, etc.).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior (APM 419) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment (see excerpt below). If you wish to use the Turnitin.com plagiarism detection service, your syllabus must give students the opportunity to opt out of the service, as Turnitin.com maintains submitted materials in its database and copyright issues have arisen

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports **WILL/WILL NOT* be available for your viewing.**

*FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.

University Policies

The syllabus must note the university **Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism**, a **statement on copyright**, and the **university computer requirement.** University policies can be included in the syllabus by

reference to statements in the University Catalog and Class Schedule. For example, one might state: "For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)." These may also be incorporated by directing students to the online required syllabus policy statement page:
http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStateme
nts.htm

Below are some sample statements that provide more than just the reference. In all instances, it is recommended that specific examples of what you consider to be cheating and plagiarism be included. See also those listed in the University Policy.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
   b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
   c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience.

Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:
http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf

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Tentative Course Schedule

The syllabus must include a tentative schedule of topics covered, a schedule of assigned readings, exam dates (including the date and time of the final exam) and assignment due dates. You may wish to include a statement similar to the following: "The schedule and procedures for this course are subject to change in the event of extenuating circumstances."

The following is a tentative course schedule for Sociology 130WS.

TOPICS AND READINGS SYLLABUS*

Wks. 1 & 2	1/16, 23, 28	*Intro to Sociology, each other, & this course*	
		Generating Ideas for Writing/Thesis Statements	

• *Preface & Ch. 1 in The Wilding of America (Derber)*

Week 3	1/30 & 2/4	*Fallacies and Propaganda*	Ex. #1.0 & 1.5 (25 pts)
		America—A Wilding Culture?	Sign-up for topics

• Issue 1: **Is America in Moral Decline?** *Taking Sides*
  o Ch. 2 in *The Wilding of America* (Derber)

Week 4	2/6 & 2/11	*Persuasive Writing/Parts of Speech*	Ex. #2.0 & 2.5 (25 pts)
		Wilding Culture in the Media & Everyday Life	

• Ch. 3 in *The Wilding of America* (Derber)

Week 5	2/13 & 2/20	*Basic Rules of Writing*	Ex. #3.0 & 3.5 (25 pts)
		Corporate Power	Service-Learning Learning Plan due

• Issue 11: **Is Government Dominated by Big Business?**
  Taking Sides
• Bernstein, Aaron. 2000. **"Too Much Corporate
  Power?"** *Business Week,* September 11,
  pp. 144-150, 152-154, 158. Available at:
  http://www.businessweek.com/2000/00_37/b3698001.htm
• Lasn, Kalle Lasn & Tom Liacas. 2000. **"The Birth"** & **"The Rule."**
  Adbusters, Aug/Sept. Available at:
  http://www.wilpf.org/CPOWER_10sessions, Session 3, Part 1:
  http://www.wilpf.org/docs/ccp/corp/III-read1%5B1%5D%5B1%5D.doc.pdf
• **"Northern CA City Challenges Corporate Personhood: A New Strategy
  for Placing Limits on Corporate Power."** 2000. A Corporate Personhood
  Resolution, City of Point Arena, CA, June. Available at:
  http://www.wilpf.org/CPOWER_10sessions, Session 3, Part 5:
  http://www.wilpf.org/docs/ccp/corp/III-read5%5B1%5D%5B1%5D.doc.pdf

Week 6	2/25 & 2/27	*Political Economy/Globalization*	1-page sample précis due
			Reading Journal Check

• Issue 12: **Should Government Intervene
  in a Capitalist Economy?** *Taking Sides*
• Chs. 4 & 5 in *Wilding of America* (Derber)
• Issue 20: **Is Globalization Good for Humanity?** *Taking Sides*
  o Dube, Arindrajit and Ken Jacobs. 2004. **"Hidden Cost of Wal-
  Mart Jobs"** & **"Response to Wal-Mart's Statements."** Available
  at: http://laborcenter.berkeley.edu/retail/walmart.pdf
  http://laborcenter.berkeley.edu/retail/walmart_response.pdf

Week 7	3/3 & 3/5	*The American Dream, Taxes, & Welfare*	May submit 1st 2-pg. précis
			1st Research Presentations

• Issue 13: **Has Welfare Reform Benefited the Poor?**
  Taking Sides
• Ch. 7 in *Wilding of America* (Derber)
• Barlett, Donald L. & James B. Steele. 1998.
  "Corporate Welfare." *Time,* November 9, pp. 36-39.
  Available at: http://www.cnn.com/ALLPOLITICS/time/1998/11/02/corp.welfare.html
• Berube, Alan & Bruce Katz. 2005. **"Katrina's Window: Confronting
  Concentrated Poverty across America."** Washington, D.C.:
  Brookings Institution. Available at:
  http://www.brook.edu/metro/pubs/20051012_concentratedpoverty.htm

Week 8	3/10 & 3/12	*Affordable Housing*	

- Issue 8: **Is Increasing Economic Inequality a Serious Problem?** *Taking Sides*
- Jendian, Matthew A. 2004. **"Put Affordable Housing on our Priority List."** Valley Voices column documenting the local movement, involving the group "Faith In Community," to increase the availability and quality of affordable housing in Fresno. *The Fresno Bee,* Saturday, June 19, p. B9.
  This article will be made Available via email.
- o Additional articles on affordable housing may be made available.

Week 9	3/24 & 3/26	*Media*	S-L Journal check

- Issue 2: **Does the Media Have a Liberal Bias?** *Taking Sides*
- Postman, Neil. 1985. "**The Peek-a-Boo World.**"
  In *Amusing Ourselves to Death. Technopoly.*
  Review available at: http://www.scottlondon.com/reviews/postman.html
- Miller, Mark Crispin. 2002. **"What's Wrong with this Picture?"**
  The Nation, January 7. Available at:
  http://www.thenation.com/docprint.mhtml?i=20020107&s=miller
  Also visit: http://www.thenation.com/special/bigten.html

Wks. 10-11   4/2, 7, 9   *Immigration/Urban Racial Tension/Hurricane Katrina*

- Issue 3: **Is Third World Immigration a Threat to America's Way of Life?** *Taking Sides*
- Almond, B.J. 2006. **"Post-Katrina wave of Mexican migrant workers reflects changing immigration trends from 1990."**
  Available at: http://www.eurekalert.org/pub_releases/2006-01/ru-pwo011206.php
- Wilson, William Julius. 1995. **"The Political Economy & Urban Racial Tensions."** *American Economist*, Spring, pp. 3-14.
  Available through Expanded Academic (CSUF Library).
- Ch. 9 in *Wilding of America* (Derber)
- Jendian, Matthew A. and Anna Moreno. 2006. **"Hurricane Katrina: A Case Study in Social Triage with Lessons for Prevention of Future Catastrophes."** (See *Blackboard*.)

Week 12   4/14 & 4/16   *Crime & Justice*   Letter to Editor due

- Issue 16: **Is Street Crime More Harmful than White-Collar Crime?** *Taking Sides*
- Mokhiber, Russell and Robert Weissman. 2004. **"The 10 Worst Corporations of 2005."** *Multinational Monitor,* December. Available at:
  http://www.multinationalmonitor.org/mm2005/112005/index.html
- Issue 17: **Should Drug Use be Decriminalized?** *Taking Sides*
- Take the **"Death Penalty Quiz, National Edition"** at
  http://www.patweb.com/dpquiz/main2.htm (print out your score)
- **"Proposition 66: Three Strikes"**
  http://www.igs.berkeley.edu/library/htThreeStrikesProp66.htm
- ISSUE: **"Should voters change 'three strikes' law this fall?"**
  The Sacramento Bee, July 25, 2004.
  "Yes" by Eugene Alexander Dey. Available at:
  http://www.sacbee.com/content/opinion/forum/story/10129298p-11050055c.html
  "No" by Charles Poochigian. Available at:
  http://www.sacbee.com/content/opinion/story/10129306p-11050052c.html

Week 13   4/21 & 4/23   *Health Care*

- ISSUE: **"Should the U.S. Adopt Universal Health Care?"**
  YES, Vincent Chau; NO, Erwin Wang, pp. 36 & 37 at
  http://www.thetriplehelix.org/documents/issues/Cornell_Spring_2005.pdf
- Light, Donald. 2002. **"Health Care for All:**

A Conservative Case." *Commonweal,* February 22,
p. 14. Available through Expanded Academic (CSUF Library).

Week 14	4/28 & 4/30	*Foreign Policy/Terrorism*	Last chance to submit 3rd 2-page précis

- Issue 22: **Should the U.S. Legitimize its Actions of World Leadership?** *Taking Sides*
- Ch. 8 in *The Wilding of America* (Derber)
- Rosemont, Jr., Henry. 1999. **"The Truth Behind US Foreign Policy."** *Resist Newsletter,* July/August. Available at:
  http://www.thirdworldtraveler.com/Foreign_Policy/TruthBehindUSForeignPol.html
- **"A Century of U.S. Interventions"**
  http://academic.evergreen.edu/g/grossmaz/interventions.html
- **"30 Years of U.N. Vetoes by the U.S."**
  http://www.informationclearinghouse.info/article2000.htm
- Issue 18: **Does the Threat of Terrorism Warrant the Curtailment of Civil Liberties?** *Taking Sides*
- Hoffman, Stanley. 2001. **"Why Don't They Like Us?"**
  The American Prospect, Nov. 19, pp. 18-21. Available at:
  http://www.prospect.org/print/V12/20/hoffmann-s.html

Week 15	5/5 & 5/7	*Corporate Social Responsibility & Being Pro-Business & Reconstructing a Civil Society*	Service-Learning Précis due

- Derber, Charles. 1998. **"Populism."** *Social Policy* 28(3):27-31. Available through Expanded Academic.   *Verification of SL hours due*
- **"An Introduction to Socially Responsible Investing."**
  Available at: http://www.calvert.com/sri.html (See also:
  http://www.coopamerica.org/socialinvesting/whattoknow.cfm)
- www.responsibleshopper.org
- Ch. 10 in *The Wilding of America*

FINAL	Wednesday, 5/14 5:45 – 7:45 pm	*Where do we go from here?*	Celebration Paper due

- Lasn, Kalle and Tom Liacas. 2000.
  "The Crackdown." *Adbusters,* August/September.
  Available at:
  http://www.wilpf.org/issues/ccp/corp/X/X-all.pdf
- Chasin, Barbara. 1997. **"Reducing the Casualties."** Ch. 8 in *Inequality & Violence in the U.S.: Casualties of Capitalism*. (See *Blackboard)*
- Overholser, Geneva. 2001. **"America must face problems that are real, not fantasies."** *The Fresno Bee,* January 21, p. G1. (See *Blackboard)*

*Syllabus is tentative & subject to change.