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Rutgers

**CIVIC EDUCATION AND COMMUNITY SERVICE PROGRAM
COURSE DESCRIPTIONS**

Political Science: The Civic Community. Theory & Practice

The flagship course in the Rutgers program, this course focuses on what "community" means in contemporary democratic culture, exploring the responsibility of each individual as a citizen in the democratic political system of the United States. In addition to connecting general themes of democratic community and citizenship to students' community service activities, the course examines questions of diversity and inequality in American life, especially those based on race, gender, class, and religion, and the challenges these pose to the building of community. Students do their community service in small groups, choosing from a range of options designed to give them a concrete experience of the issues discussed in the classroom. Service opportunities include: work with youth and adults as tutors and teaching assistants at the Adult Learning Center; work with children in an after-school tutoring and enrichment program in the New Brunswick Schools; working as child care and social work assistants at Amandla Crossing, a transitional housing and job training program in Central New Jersey; and working at Elijah's Promise, a local soup kitchen.

Political Science/Biology: The Civic Community. HIV. and Public Policy

Offered in conjunction with the Biology course, HIV and Society, this service-learning pilot provides the opportunity for students to explore questions of public health, policy options and consequences, community awareness, and social responsibility, all as they are related to issues surrounding HIV/AIDS. Students use HIV as a lens through which to examine the social, ethical, and political questions that face a community when it confronts a major public health crisis that affects a large portion of its citizens. These issues raised in readings, written assignments, and class discussions are concurrently applied to and informed by HIV-related community service such as HIV education on campus or in local schools, delivering meals to people with AIDS, or working with children in a hospital pediatric AIDS ward.

Mason Gross School of Performing Arts--The Artist in Society: Rights and Responsibilities

The course offers young preprofessional artists the opportunity to explore the relationship of art to citizenship in a democratic society, while doing arts-related community service (for example, organizing afterschool program dance classes for inner city children). Using examples both from the history of the arts (tragedy in democratic Athens, spectacle in Revolutionary France) and from current issues (arts funding by the state, censorship and pornography), the course asks students to confront both the rights of artists in and their responsibilities to a free society. Different perspectives -- conservative (art reinforces social values), reformist (art challenges and changes social values), and liberal (art is apolitical, a matter of aesthetics) -- are debated in the setting of the artist's role as creator, teacher and citizen in a democracy.

"Mentoring in the Community"

This course is designed to explore the meaning of mentoring relationships between college students and young adolescents within campus projects like the Big Sister--Little Sister or Big Brother--Little Brother. The course and its readings are designed to facilitate building and maintaining trust within the mentoring relationship, by looking at questions of adolescent development, self esteem and opportunity, the urban school environment, issues of diversity and exclusion, and the effect of gender, all as they impact one-on-one relationships between young people in American society. Class discussions and written work focuses on the common

experience of mentoring, as students and teachers share the challenges and conflicts of empowering young men and women and each other to live up to their full potential. The course is highlighted by community service activities jointly undertaken by mentor and mentee groups in response to issues and problems defined by young people themselves in the communities in which they live.

Social Work: Education for Citizenship

This five-hour course combines an extensive community service internship at a local agency with an academic curriculum covering issues such as civic responsibility, community, volunteerism, empowerment, leadership, and community organizing and development. Students are asked to make connections between broad philosophical questions of community and citizenship, specific concepts in social work relating to social service agencies, organization, and volunteerism, and their particular experiences in the field internships. Students intern in a variety of agencies, ranging from School-Based Social Services to the Adult Learning Center, to Planned Parenthood and the Puerton Rican Action Board.

Women's Studies Seminar: Community Values. Women's Participation

This course seeks to combine an extensive community service practicum in an agency working on issues related to gender with a classroom-based curriculum centered on questions of "women and citizenship." The class considers issues revolving around citizenship as it is affected by questions of gender, women and work, and women's leadership and community activism, and students are encouraged to bring their experiences as interns in community agencies to bear on the discussion of these issues. Service opportunities include work at: The Women's Health and Counseling Center, the Office of the Public Defender, the YWCA, Planned Parenthood, a program for homeless women and children, and the Center for Women's Global Leadership.

Newark--English: Writing and Community Literacy

This course took an advanced expository writing seminar and transformed it into a model service-learning experience for students and "community learners" in Newark. Rutgers students use the classroom themes of writing and literacy to discuss larger questions concerning community and citizenship. The "service" portion brings to the Rutgers-Newark campus each term 50 community learners to work with the undergraduates to improve their communication and writing skills. Among other things, the Rutgers students and literacy learners produce by the end of the semester a book of writings, poetry and prose. This literacy-based course is being expanded in the 1993-94 year to include a "discipline-specific" literacy seminar and a writing/literacy service-learning course for students in the "academic foundations" EOF program.

Camden--Urban Studies: Civic Education and Community Service

This course uses students' experiences serving in the urban community of Camden surrounding the university to examine socioeconomic issues such as joblessness, homelessness, illiteracy, bigotry and intolerance, the criminal justice system, AIDS, alcohol and substance abuse, and urban children's issues. For their community service work, students mentor youth at the Juvenile Resource Center or in elementary and secondary schools, volunteer in after-school church-based children's programs, or assist in community-based organizations dealing with AIDS and substance abuse.

Camden--Education: Urban Literacy Practicum

This course focuses on the concept of literacy within an urban setting, conceived more generally than the usual definition of the basic ability to read and write. Students read from an

extensive bibliography concerning issues of literacy and self-esteem, urban education, finding one's voice, and civic empowerment through effective communication, and keep a structured journal of their experiences in the classroom and in the community. As part of the course all students will be trained and then serve as literacy tutors to elementary school reluctant readers, to adolescent youth seeking to improve their reading or writing skills, or to adult literacy learners in a variety of community based organizations.

Human Ecology: Community Politics and Waste Policy

Each of us throws away more than a ton of garbage each year. But few people want a landfill or incinerator in their backyard, and people disagree about the extent of source reduction and recycling garbage that is feasible. How can communities deal with this crisis? Does this problem afford us opportunities for strengthening citizenship and democracy? This course explores the community service opportunities in the field of solid waste management and environmental policy. Students will examine and reflect on such topics as "NIMBYism," examine the disproportionate pollution of minority communities, and evaluate the pros and cons of various waste disposal methods as they relate to democracy and the environment.

Psychology: Children and Democracy: The Developmental Role of Schools and Parents

Preparation of individuals for their roles as citizens in a democracy begins quite early. Indeed, it would not be inaccurate to say that it begins before birth, in that many things that happen to children prenatally strongly influence their attributes and abilities when they are born. This seminar looks at what it means to be a responsible citizen and the ways in which schools and parents influence that process. More specifically, the seminar will (a) explore how the community organizes--or fails to organize--to aid children's growth and development; (b) identify the conditions needed to optimize children's sound growth; and (c) analyze the ways in which Head Start and related agencies work with parents and public schools to provide those conditions. Individuals who play key roles in our democracy--legislators, policymakers, child development experts, media officials, and others who shape public perceptions and policies concerning children--will be brought in as guest speakers to understand their views on the needs of children and families. The class will concentrate on the early years, and will be coordinated with community service placements at Head Start Centers in Central New Jersey, as well as placements in the area of early childhood advocacy, through work with the Association of Children of Jersey.

Spanish: Latin American Community, Displacement, and Exile

The course will center on questions of community, citizenship, belonging, and estrangement, by combining student's service experiences in hispanic- and Spanish-language-related agencies with seminar discussions focusing on the nature of membership and exclusion from communities among latinos in the United States. In addition to general literature related to the themes of citizenship and democracy, students will read from novels and short stories of latino authors dealing with questions of exile and displacement of Hispanic communities in the United States.

THE ARTIST IN SOCIETY: RIGHTS AND RESPONSIBILITIES

Political Science 220 Spring, 1992

Benjamin R. Barber

This is a CECL service learning course designed particularly for students of the arts. It raises historical and contemporary questions about the role, rights and responsibilities of arts living in democratic societies. It incorporates a service experience in the community that is arts-related into the academic material, and offers an extra credit for that service element.

Course requirements thus include:

- * attendance at class
- * completing required readings
- * three paper assignments
- * an arts-related community service component

The course is led by three teachers:

Benjamin Barber, Professor of Political
Department

Claudia Gittelman, of the Mason Gross School
Dance Department

Wendy Gunther-Canada, of the Political Science
Department

TOPICS AND READINGS

Introduction: Art and Society

1. Truth and Beauty vs. Power and Interest

Part I: Theater Arts and Politics: A Historical Perspective

2. Heroism, Tragedy and the Greeks: the Quarrel of Poetry
(theater) and Philosophy (politics)
Sophocles, Antigone
3. Renaissance Realism and Comedy: the Human
Condition, Democracy and the Lowest Common Denominator
Machiavelli, THE PRINCE (selections) and the play
MANDRAGOLA
4. The Enlightenment: Art as Progress or Corruption?
Rousseau, LETTER TO D'ALEMBERT ON THEATER
Mary Wollstonecraft, ON POETRY
B.R. Barber, ROUSSEAU AND BRECHT
5. Naturalism and Revolution: Art as Liberation
Ibsen, A DOLL'S HOUSE
Shaw, MAJOR BARBARA (with preface)

6. Marxism and Art

Brecht, MOTHER COURAGE

Trotsky, ON PRODUCING ART AND CULTURE

Part II: Forms of Art and Forms of Society

7. Kinds of Art: Performance (mediation) vs. Creation;

Creators and their Audience; art as sociology

John Berger, WAYS OF SEING

8. The Word -- Poetry, Theater, and the Novel

V. Woolf, A ROOM OF HER OWN

BETWEEN THE ACTS

9. Music and Dance

10. Television (and film): THE Modern Art Form?
a Democratic Medium?

Susan Sontag, THEATER AND FILM

M. McLuhan, THE MEDIUM IS THE MESSAGE

Todd Gitlin

Part III: The Artist in Society:

11. The Artist as Dissident in a Tyrannical Society:

Art as Resistance

Herbert Marcuse, ON LIBERATION

W. Benjamin, "The Work of Art in an
Age of Mechanical Reproduction"

12: The Artist as Revolutionary in a Bourgeois Society: Art
as Iconoclasm

B. R. Barber, POETRY AND REVOLUTION

13: The Artist as Private Person/Anarchist in a Liberal
Society: Art as Aesthetics (for art's sake)

14: The Artist as Citizen in a Democratic Society:

Art as Civic Culture

15: Art and Democracy -- I: What society owes the
artist: (arts funding, tax policy and censorship)
Maplethorpe materials

16: Art and Democracy -- II: What society can require of the
Artist: Pornography and the First Amendment

C. MacKinnon, PORNOGRAPHY: ON MORALITY AND POLITICS

Susan Sontag, "THE PORNOGRAPHIC IMAGINATION,"

17. Art and Democracy -- III: What the Artist Owes
Society: Citizen service and the performing artist

B.R.Barber, A MANDATE FOR LIBERTY

Rutgers University
Political Science 220-01:
The Civic Community: Theory and Practice
Spring 1993--MW4; SC119

Prof. Rick Battistoni
Office: 78 College Avenue
Office Hours: W 9-12;
or by arrangement

COURSE DESCRIPTION AND REQUIREMENTS

This course is part of a pilot program, now in its third year, which seeks to bring together an academic, classroom-based curriculum and community service to create a holistic learning experience for the student. Although this class has been taught before, we are still trying out concepts, reading materials, and methods, and the course will still be somewhat experimental. We appreciate your willingness to be "pioneers" in this exciting exploration of a new frontier in civic learning. I will be describing more fully the content and aims of this course in class during our orientation, but a beginning statement of our ends is in order. This course will focus on what "community" means in contemporary democratic culture and will explore the role of each individual, both as individual and as "citizen," in the democratic culture of the United States. We will look honestly and critically at both the promises and challenges of civic life in the U.S. context. In particular, we will examine questions of diversity and inequality in American life, especially those based on race, gender, class, religion, and sexual orientation, and the challenges these pose to contemporary understandings of democratic community.

Seminar format. The class will be conducted as a seminar, even though our numbers will make this difficult. Therefore, it is imperative that students come to class prepared to discuss class themes and reading assignments. I will provide some context-setting and may present additional material in some instances, but for the most part the class will be an opportunity for us to reflect upon and analyze together critical questions about citizenship, democracy and community. Students will be encouraged to bring into class discussions their community service experiences as they relate to topic themes. To facilitate this discussion and your structured journal entries, you will be provided with regular handouts setting the context of particular authors/readings and asking a series of questions for reflection and for writing about in your journals.

Readings. We will be spanning a wide range of reading materials, all meant to serve as resources to you as you think about what it means to be a democratic citizen and a member of the communities in which you find yourself. I have chosen the selections to give you as broad a range of ideas, topics, and disciplinary perspectives as possible. You may not find all of the readings inspiring, and you may not agree with the perspective of some of the authors. But I hope they will provoke thought and discussion of the relevant matters of the course. Your responsibility is to read each work by the time it is listed in the course outline, as well as to respond to journal questions about the reading in question.

Community Service. Because democracy is not a spectator sport, and because democratic citizens are active participants in their communities, in addition to the regular class meetings you and other students in the class will participate in approximately 4-5 hours of community service a week. Community service allows

you the unique opportunity to apply theories and concepts discussed in class to your own practical experiences in serving others in the community. The additional hour of academic credit you signed up for under Political Science 399 takes account of this service work. You will have a choice among possible community service projects, and will be able to schedule your service around your other classes, work, or extracurricular activities. These projects will include (among others): Tutoring, coaching, and working with children in one of three after-school programs in New Brunswick elementary schools; Working as coaches/resources to high school students as they mentor younger New Brunswick children in a project designed to curb violence and victimization; Serving as a Literacy Tutor, ESL Instructor, or Teaching Assistant in the Adult Learning Center in New Brunswick; Working as a child care or social work assistant at Amandla Crossing, a transitional housing program for homeless families. All placement possibilities will be described and arranged in the first week of the semester.

Structured "experiential journal." You will document your thoughts and experiences working in the community, reflecting critically on the assigned readings and class discussions, and responding to specific questions presented for writing. You should aim for a minimum of five pages per week of freely written material; the writing will not be scrutinized for "quality" along typical academic lines--it can be loose, informal, associative, and in alternative forms to straight prose. I will provide questions to guide you in your weekly journal writing, but there will be ample opportunity for you to write freely of your various experiences. Entries will be evaluated in light of the overall quantity of entries and the general quality of your intellectual explorations, responses to specific questions, musings, speculations, and the like. I'll be responding to the journals along the way so that all will get feedback. Journals will count for 40% of your final grade in the three hour portion of the class.

Group projects. We will talk much more about these in class, but they should concern issues that are related to your community service experience. You will be broken up into groups based on your choice of community service, and will have as a resource and "team leader" an advanced undergraduate student whom you can consult as you work on your project. You will work on your projects collaboratively throughout the semester, culminating in some form of written (probably) and oral presentation of your group's findings. Group projects will be worth 30% of the final grade.

It is imperative that you do the readings, come prepared to discuss their relevance and implications each class, and faithfully participate in community service as per your agreement with your particular community service agency. Active attendance and participation in class sessions will make up the rest of your grade, so if you miss classes or don't contribute to our seminar sessions, your grade will suffer relative to the severity of the problem.

Over the course of the semester, we hope that students and faculty will form a democratic community as we discuss and reflect upon the nature of democratic community. Please feel free to raise concerns, questions, criticisms, and suggestions as we go along, either publicly or in private consultation with me, or if you are more comfortable, with one of the student team leaders. The course outline that follows is tentative, and should be seen as a general guide, not a box.

COURSE OUTLINE

<u>Date</u>	<u>Topic Under Discussion</u>	<u>Reading Assignment</u>
Jan 20	Orientation; Introduction to Class; Community Service Placements	None; begin reading for next time
Jan 25,27	Democracy and Community	Katherine Mansfield, <i>The Garden Party</i> ; John Dewey, "The Search for the Great Community," <i>The Public and Its Problems</i> (1927);
Feb. 1,3,8	Civic Values: The Morals, Psychology, and Problems of Belonging to Communities	Robert Bellah, et al., <i>Habits of the Heart</i> (1985), selections; Scott Peck, "The True Meaning of Community," from <i>A Different Drum: Community Making & Peace</i> ; Simone Weil, <i>The Need for Roots</i> (1949), Selections; Shirley Jackson, <i>The Lottery</i> ; Ursula Le Guin, "The Ones Who Walk Away from Omelas"
Feb. 10,15,17	The Meaning of Democratic Citizenship: Historical and Contemporary	Thomas Jefferson, <i>Selected Writings</i> ; Benjamin Barber, "Neither Leaders Nor Followers" (1985); Harry Boyte, "Practical Politics," <i>The Atlantic</i> (1993)
Feb. 22, 24 Mar 1,3	The Responsibilities of Citizenship: Philanthropy, Service, "Civic Duty"	Martin Luther King, "On Being a Good Neighbor," from <i>Strength to Love</i> (1963) 16-24; Mother Teresa, <i>Words to Love By</i> , Selections; George Santayana, "The Philanthropist," <i>Dialogues in Limbo</i> (1925); Allan Luks & Peggy Payne, <i>The Healing Power of Doing Good</i> , Selections; Edward Bloustein, "Community Service: A New Requirement for the Educated Person" (1988)

Challenges to Democratic Community: Inequality & Diversity in American Life

Mar. 8,10	Class and Poverty	Jonathan Kozol, <i>Savage Inequalities</i> (1991) selections
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<u>Date</u>	<u>Topic Under Discussion</u>	<u>Reading Assignment</u>
Mar. 22,24,29	Race and Democratic Community	Ralph Ellison, <i>The Invisible Man</i> , prologue (1947); Shelby Steele, <i>The Content of Our Character</i> (1990), selections; Gloria Anzaldua <i>Borderlands: La Frontera</i> , selections
Mar 31, Apr5	Gender and Democratic Community	S. Okin, "Justice and Gender" E. Fox-Genovese, "Women & Community," from <i>Feminism Without Illusions</i> (1991)
Apr. 7	Religion, Sexual Orientation, and the Nature of Prejudice	"Minersville School District v. Gobitis," in <i>The Courage of Their Convictions</i> ; "The Gay Cadet," <i>The Village Voice</i> (1990)
Apr. 12	Suburbanization and the Decline of Democratic Community	Kenneth Jackson, "The Loss of Com'ity in Metropolitan America" (1986)
Apr. 14	The Challenge of "Multiculturalism"	Catharine Stimpson, "Meno's Boy: Hearing His Story--& His Sister's" Michael Morris, "Educating Citizens for a Multicultural Society" (1990); Dinesh D'Souza, "Illiberal Education" (1991)

Levels of Citizenship: School, Neighborhood, Nation

Apr. 19	The University as a Civic Community	Michael Moffatt, "What College is Really Like," from <i>Coming of Age in New Jersey</i> (1989), 25-53, 71-73; Benjamin Barber, "The Civic Mission of the University" (1989)
Apr. 21	The Local Community & Public Space	Evans & Boyte, "The People Shall Rule," from <i>Free Spaces</i> (1992); Alexis de Tocqueville, "The Local Spirit of Liberty," from <i>Democracy in America</i>
Apr. 26	Nationalism & Democratic Community	John Schaar, "The Case for Patriotism," <i>Legitimacy in the Modern State</i> (1981)
Apr. 28, May 1	Group Project Presentations	

“Rutgers University
Political Science 220-02:
The Civic Community, HIV, and Public Policy
Spring 1993--MTH 3, FH B1

Prof. Rick Battistoni
Office: 78 College Avenue
Office Hours: W 9-12;
or by arrangement

COURSE DESCRIPTION AND REQUIREMENTS

This course is part of a pilot program, now in its third year, which seeks to bring together an academic, classroom-based curriculum and community service to create a holistic learning experience for the student. This particular class, with its focus on HIV and its connection to Biology 150, has never been taught before. The materials, methods, and connections with HIV-related community service work, will be somewhat experimental. We appreciate your willingness to be "pioneers" in this exciting exploration of a new frontier in civic learning. I will be describing more fully the content and aims of this course in class during our orientation, but a beginning statement of our ends is in order. Since you already have or will be developing a working knowledge of HIV/AIDS, this course will focus more on what the epidemic means for questions of community, civic responsibility, and public policy. We will use HIV to examine the social, ethical, and political questions that face a community when it confronts a major public health crisis that affects a portion of its citizens. What are our social responsibilities to others and to ourselves as they relate to this virus? What are the public policy options/consequences? What do we do as citizens about HIV/AIDS?

Seminar format. The class will be conducted as a seminar, though we will have a number of "guest" presenters to share their expertise in particular areas relating to HIV, community, and public policy. It is imperative that students come to class prepared to discuss class themes and reading assignments. I may provide some context-setting and may present additional material in some instances, but for the most part the class will be an opportunity for us to reflect upon and analyze together critical questions about public health, disease, and community awareness as they relate to issues surrounding HIV. You will be encouraged to bring into class discussions your community service experiences as they relate to topic themes. To facilitate this discussion and your journal entries, you will be provided with regular handouts setting the context of particular authors/readings and asking a series of questions for reflection and for writing about in your journals.

Readings. The main text for this course is Nancy F. McKenzie, ed., *The AIDS Reader: Social, Political, and Ethical Issues* (heretofore referred to as *Reader*), available for purchase in the Rutgers University Bookstore. There will be additional readings assigned at points in the semester, which I will tell you about the first week of class. I have chosen the selections listed in the course outline to give you as broad a range of ideas, topics, and disciplinary perspectives, to serve as resources as you think about what it means to be a democratic citizen and a member of the communities in which you find yourself, all specifically related to a particular public health issue. You may not find all of the readings inspiring, and you may not agree with the perspective of some of the authors. But I hope they will provoke thought and discussion of the relevant matters of the course. Your responsibility is to read each

work by the time it is listed in the course outline, as well as to respond to journal questions as requested about the reading in question.

Community Service. To aid in learning about these issues, and because democratic citizens are active participants in their communities, in addition to the regular class meetings you and other students in the class will participate in the equivalent of at least 4 hours of HIV-related community service a week. Community service allows you the unique opportunity to apply theories and concepts discussed in class to your own practical experiences in serving others in the community. The additional hour of academic credit that you signed up for under Political Science 399 reflects your community service work. You will be able to choose from a wide variety of community service projects related to HIV (some hands on, some not), and will be able to schedule your service around your other classes, work, or extracurricular activities. I will describe the various options for HIV-related service the first day of class, but the placements you might choose among will include: delivering meals or serving as a "buddy" to people with AIDS through the Hyacinth Foundation, assisting in HIV education on campus or in the local schools, or working on *The Names Project*, the AIDS Memorial Quilt that will be coming back to the Rutgers campus in April. All placements will need to be arranged in the first week of the semester.

Structured "experiential journal." You will document your thoughts and experiences working in the community, reflecting critically on the assigned readings, "expert" presentations, and class discussions, and responding to specific questions presented for writing. You should aim for a minimum of five pages per week of freely written material; the writing will not be scrutinized for "quality" along typical academic lines--it can be loose, informal, associative, and in alternative forms to straight prose. I may provide questions to guide you in your weekly journal writing, but there will be ample opportunity for you to write freely of your various experiences. Entries will be evaluated in light of the overall quantity of entries and the general quality of your intellectual explorations, responses to specific questions, musings, speculations, and the like. I'll be responding to the journals along the way so that all will get feedback. Journals will count for 30% of your final grade in the three hour portion of the class.

Group projects. We will talk much more about these in class, but you will be broken up randomly into groups of seven or eight students. Each group will select a public policy issue related to HIV--your group might choose confidentiality in HIV testing, or condom distribution in the schools, or issues of sex or race discrimination, or drug approval policy as it affects HIV treatment, or federal funding of AIDS research, to name just a few--and then do the research necessary to collaborate on a public policy proposal on this issue area. Your group's research should not be confined to the library, but should draw upon community resources, including PWAs. You may choose an issue or find resources in areas related to your community service work, but this isn't necessary. You will work on your projects collaboratively throughout the semester, culminating in some form of written (probably) and oral presentation of your group's findings and proposals. Group projects will be worth 50% of the final grade.

It is imperative that you do the readings, come prepared to discuss their relevance and implications each class, and faithfully participate in community service as per your agreement with your particular community service agency. Active

attendance and participation in class sessions will make up the rest of your grade, so if you miss classes or don't contribute to our seminar sessions, your grade will suffer relative to the severity of the problem.

Over the course of the semester, we hope that students and faculty will form a democratic community as we discuss and reflect upon the nature of democratic community. Please feel free to raise concerns, questions, criticisms, and suggestions as we go along, either publicly or in private consultation with me, or if you are more comfortable, with Karen Zivi, my graduate assistant. The course outline that follows is tentative, and should be seen as a general guide, not a cage.

You should note on the page that follows that the course outline is still somewhat sketchy. I am trying to arrange the showing of one film, *Common Threads*, sometime in April, and at least two additional "Guest Presenters," William David Burns, Rutgers University Vice President for Student Life Policy & Services; and Fern Goodhart and Tracey Post-Zwicker, Rutgers Department of Health Education. Dates for these three and other special sessions will be disclosed as the semester progresses.

COURSE OUTLINE

<u>Date</u>	<u>Topic Under Discussion</u>	<u>Reading Assignment</u>
Jan 21	Orientation; Introduction to Class; Community Service Placements	None; begin reading for next time
Jan 25,28	HIV, Community, & "Otherness" Choose Placements	Paul Monette, <i>Borrowed Time: An AIDS Memoir</i> , 1-26; other readings TBA
Feb. 1,4	The Social Context of HIV Infection: "Community" Demographics	<i>Reader</i> , pp. 107-189
Feb. 8 Feb. 11	Initial Group Meetings Guest Presenter: Marion Banzhaf, NJ Women & AIDS Netwrk	<i>Reader</i> , 190-99, Gena Corea, <i>The Invisible Epidemic</i> , selections
Feb. 15	"Otherness", Discrimination, & HIV	Ursula LeGuin, <i>The Ones Who Walk Away from Omelas</i> "; <i>Reader</i> , 463-490
Feb. 18	Robyn Scudder, Program Coordinator Central NJ Pediatric AIDS Program UMDNJ-Robert Wood Johnson Hospital	<i>Reader</i> , 200-212
Feb. 22	Groups Meet	
Feb. 25 Mar. 1, 4	HIV and the Politics of Health Care	<i>Reader</i> , 247-304
Mar. 8,11	Community, Ethical Issues, and HIV: Individual Responsibility, Collective Responsibility, and Privacy	<i>Reader</i> , 387-434
Mar. 22	Groups Meet	
Mar 25, 29 Apr. 1	HIV Prevention and Education	<i>Reader</i> , 307-375; other readings TBA
Apr. 5,8,12	HIV and the Role of the Community: The University Community	TBA
Apr. 15,19	HIV and the Role of the Community: Local, National, International	<i>Reader</i> , 493-594
Apr 22	Groups Meet to finalize projects, proposals, presentations	
Apr. 26	Where Do We Go From Here?	
Apr. 29, May 3	Group Project Presentation Summaries	

Douglass College, Rutgers University
EDUCATION FOR CITIZENSHIP
06:090:371

Fall 1992
Wed. 10:00-12:00

Prof. Eleanor Brilliant
Ext. 2-7520 or 2-7218

PURPOSE OF THE COURSE

The central theme of this seminar is education for citizenship in a democracy. The topics covered will range from broad philosophical questions about the nature of citizenship, the state and society, to a more specific focus on what we can do as individuals to help develop a sense of community or bring about a common good. Students in this course are required to take a concurrent internship in community service.

The readings for this course are selected to help students develop an appreciation of the complex concept of citizenship in a democracy as well as awareness of the effort which is involved in realizing that concept in practice, in the larger society and through individual experience. Course content includes consideration of the meanings of civic responsibility, community, volunteerism, empowerment and leadership, and diversity in a multi-cultural society. Emphasis will be given to the special situation of women, as citizens, in organizations and as leaders. Students are expected to make linkages between their experiences in the field/internship and the content covered in the course readings and class discussion.

COURSE REQUIREMENTS AND GRADING

This course will be taught as a seminar. Students are required to do the assigned readings prior to class, and to come to class prepared to discuss the concepts and content of the readings. Students are also encouraged to bring in related material, additional readings or current newspaper articles in particular. On occasion there may also be some group exercises (and possibly a class trip) in which all students will participate. CLASS PARTICIPATION WILL COUNT IN YOUR FINAL GRADE.

There will be three major written assignments: 1) a five (5) page paper due on the fifth week of class; 2) a seven (7) page paper due on the eighth week of class; and 3) a fifteen (15) page paper due on the fourteenth week of class. Topics will be assigned in class. Papers will be expected to demonstrate understanding of the course readings, class discussions, and connection to the field experience where relevant. All papers must be typewritten and with appropriate references. (APA or other approved format may be used.) ALL PAPERS ARE DUE IN CLASS ON THE DAY ASSIGNED.

If necessary the course outline may be revised with notification.

EDUCATION FOR CITIZENSHIP

COURSE TEXTS

I. The following books are required texts for this course and are available at the Douglass Co-op.

1. Aristotle. The Politics. Translated by T.A. Singer, revised by Trevor J. Saunders. London: Penguin, 1981.

(The Singer edition (Penguin) has been ordered for this course. In addition, some copies of an older classical edition, with more extensive notations are also available at the Douglass bookstore. The optional (more expensive) edition is:

The Politics of Aristotle. Edited and translated by Ernest Barker. London: Oxford Press, 1981.)

2. Jean-Jacques Rousseau. The Social Contract. Translated by Maurice Cranston. London: Penguin Books, 1968.

3. Robert N. Bellah, et al. Habits of the Heart: Individualism and Commitment in American Life. Berkeley: University of California Press, 1985.

4. Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy. Washington, D.C.: National Conference of Catholic Bishops, 1986.

- II. 5. There is also a packet of required readings available for purchase through Douglass College. On the course outline below, readings in this packet are referred to as DP#1, DP#2 etc.

All readings on the outline below are to be found in one of the five course texts (above). Some additional readings, class handouts etc. may be assigned.

COURSE BIBLIOGRAPHY, TOPICS AND SEQUENCE BY CLASS SESSIONS

I. OVERVIEW OF THE COURSE (September 2)

- A. Format of a Seminar
Issues to be addressed
Scope of the readings
- B. Theory and praxis
Orientation to the Field-- Dr. Viola Van Jones

II. THE CITIZEN AND THE STATE: A FORMATIVE VIEW (September 9)

The role of the citizen in the state: privileges and

obligations. Defining the polis, and the nature of politics.

Readings:

Aristotle, The Politics, (Particular emphasis on Books 1,3, and 5-8.)

III. DEFINING NATURAL RIGHTS AND SOCIAL CONTRACTS (September 16)

Considerations of natural rights. Discussions of citizen, state and society. Life, liberty and the pursuit of happiness. Defining the social contract and sovereignty.

Readings:

John Locke, "Of Civil Government", selections from Two Treatises of Government, Book II. (DP#1)

Jean Jacques Rousseau, The Social Contract, Books 1 and 2; Selections from Books 3 and 4 (indicated in class).

IV. INTEGRATING DISCUSSION (September 23)

The Individual in Contemporary American Life. Making your own linkages.

Reading: Bellah et l., Habits of the Heart, pp.3-84.

V. AMERICAN DEMOCRACY: BASIC FOUNDATIONS (September 30)

(FIRST PAPER DUE)

Rhetoric and Reality of Democracy. The meaning of government for the people and by the people. The question of rights in the new American democracy. Tyrannies by the majority and the minority.

Readings:

The Declaration of Independence. (DP#2)

The Constitution of the United States with Bill of Rights. (DP#3)

James Madison, "The Federalist Papers", #10.(DP.#4)

The Seneca Falls Declaration of Sentiments and Resolutions of the First Women's Rights Convention. (DP#5)

A. Abraham Lincoln, "The Momentous Issue of Civil War", First Inaugural Address; "It is for Us the Living", The

Gettysburgh Address; and "With Malice Toward None",
Second Inaugural Address. (DP#6A)

B. _____, "Slaves May Be....Free" The Emancipation
Proclamation. (DP.#6B)

VI. THE AMERICAN CULTURE AND CHARACTER: INDIVIDUALISM AND
ASSOCIATION IN A DEMOCRATIC SOCIETY (October 7)

Individual freedom and equality in civil society. Institutions
which secure democracy. Civil and political associations.

Readings:

Alexis de Toqueville, "The Influence of Democracy on the
Sentiments of the Americans". (DP#7)

John Dewey, "The Modes of Societal Life". (DP#8)

VII. EXTENSIONS OF VOLUNTARY ASSOCIATION IN A WELFARE STATE
(October 14)

Three sectors in modern society: government, business, and
the voluntary sector. Growth of the human service organization.
Public or private, and what difference does it make.

Readings:

Yeheskel Hasenfeld, "The Ubiquity of Human Service
Organizations." (DP#9)

David Horton Smith, "The Impact of the Voluntary Sector".
(DP#10)

Dimensions of the Independent Sector: Table 1.1. (DP#11)

Eleanor L. Brilliant, "In Whose Interest?". (DP#12)

VIII. INTEGRATING DISCUSSION (October 21)

Citizenship, community and getting involved.

Reading: Bellah et al., Habits of the Heart, pp. 167-249.

IX. RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP IN A
DEMOCRATIC SOCIETY (October 28)

(SECOND PAPER DUE)

Liberalism, Pluralism and strong democracy. Definitions of
the public, public space and public talk. The nature of
participation and non-participation.

Readings:

Benjamin Barber, "Two Democracies: Ours and Theirs". (DP#13)

Sara Evans and Harry C. Boyte, "Free Spaces". (DP#14)

Martin Luther King, "Letter from a Birmingham Jail". (DP#15)

David Mathews, "The Independent Sector and the Political Responsibilities of the Public" (DP#16)

Frances Fox Piven and Richard Cloward, "The Politics of Nonvoting". (DP#17)

Michael Walzer, "The Problems of Citizenship". (DP#18)

X. COMMUNITY: VISIONS AND REALITY IN PRACTICE (November 4)

Various conceptualizations of community. From sentiment to the concrete: boundaries, linkages and functions.

Readings:

Patricia Yancey Martin and Gerald O'Connor, "Communities as Loosely Coupled Systems". (DP#19)

Roland L. Warren, "A Community Model". (DP#20).

XI. CONFLICT AND CONSENSUS IN A MULTICULTURAL SOCIETY (November 11)

The positive functions of conflict and its justifications. Questions of the moral position and a common good. Coming together: unity in diversity.

Readings:

Willian A. Henry III, "Beyond the Melting pot". (DP#21)

Tom Hayden, "The Port Huron Statement" (excerpt). (DP#22)

June Axinn and Herman Levin, "The War on Poverty and the Economic Opportunity Act of 1964" (DP#23)

Lewis Coser, "Conflict and Group Boundries". (DP#24)

John Dewey, "Intelligence in Social Action". (DP#25)

Alan Wolfe. "The Gift of Society". (DP#27)

XII. LEADERSHIP AND EMPOWERMENT FOR WOMEN (November 18)

Contradictions in leadership and following? Issues of transformational leadership and empowerment. C r i t i c a l consciousness and critical skills. What is different for women.

Readings:

Bernard Barber, "Neither Leaders nor Followers: Citizenship Under Strong Democracy". (DP#27).

Steve Burkhardt, "From Leadership Development to Critical Consciousness" (DP#28)

Rita Mae Kelly with Marci Cech Soucy, "Gender, Success, and Behavioral/Leadership Styles". (DP#29)

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack". (DP#30)

Elizabeth M. Schneider, "The Dialectic of Rights and Politics: Perspectives from the Women's Movement." (DP#32)

XIII. INTEGRATING DISCUSSION (November 25)

Defining a common good and working for it in a multicultural society.

Reading: Bellah et al., Habits, pp.250-296.

XIV. FROM NOW TO THE FUTURE (December 2)

(FINAL PAPER DUE)

What have we done and what can we do for better society. "The price of liberty" and the tasks for citizens of a democracy.

Readings:

The Helsinki Accord (DP#26)

Douglas P. Biklen, "Negotiations and Lobbying". (DP#33)

National Conference of Catholic Bishops, "Pastoral Letter".

XV. COURSE EVALUATION AND WRAP-UP (December 9)

Rutgers University
Women's Studies 988:425
Internship Seminar in Women's Studies
Community Values: Women's Participation
Fall 1992 -- W7 6:10-7:30
Syllabus

Dr. Mary Trigg
Women's Studies Program, Voorhees Chapel, Douglass Campus
Office phone: 932-9331/9335 Home phone: 766-3371
Office Hours: Wed. 2-4:30; Fri. 9:30-Noon

COURSE OVERVIEW:

This course is part of a pilot program which seeks to bring together an academic, classroom-based curriculum and community service to create a holistic learning experience for the student. Although the internship experience is not new in women's studies, this is the first time a seminar has been offered to help you integrate your own experience with other majors doing women's studies internships. So, we will all be "pioneers" in this new experience together. This seminar is intended to provide you with a support system, a place to talk about what you are learning in your 12 to 15 hours per week at your internship placements. It is a way to evaluate the experiential learning process. You will be expected to bring in material from your placements, to tell others about it and to share, to discuss what's common and different about your interning experiences. Through our shared reading and discussions we will place your work experiences in a broader academic context. We will consider issues revolving around women and work; women, leadership, and community activism; and strive to find connections between feminist theory, politics, and activism. We will think about what it means to be citizens in our communities and in a democracy.

GRADING:

Your grade will be based 50% on your performance in the internship itself, and 50% on your performance in the seminar. Your supervisor will provide me with both an oral and written evaluation of your accomplishments and effectiveness as an intern. This will be considered, along with your own self-evaluation of your "on the job" performance. The requirements of the seminar are that you attend regularly, come prepared to discuss the reading and relate it to your community service, and complete two assignments. The first is a Journal which I will discuss in more detail in class; this will be collected twice, on October 14 and December 9. This will be worth 40% of your grade in the seminar. The second assignment is a Final Paper which I will discuss in more detail in class; this is due December 9 and

is worth 40% of your grade in the seminar. Class attendance and participation will make up the final 20% of your seminar grade.

READINGS:

The reading, which averages one article per week, is in a Xerox packet available at Kinko's Copy Center, 110 Penn Plaza, in New Brunswick (next to the Rutgers Bookstore). The readings focus on women's experience and understanding of work in their lives as well as on women as community activists, feminists, leaders, and citizens. It is intended to help build a common language in which to place our experience, and to consider what it means to be an activist and a woman in a public position.

CLASS SCHEDULE

Wednesday, September 2 Introduction & Discussion of Internship Placements

I. IN THE PUBLIC SPHERE: WOMEN AND WORK

Wednesday, September 6 Feminism and Work
read: Kay Keeshan Hamod, "Finding New Forms," from Sara Ruddick and Pamela Daniels, eds., Working It Out: 23 Women Writers, Artists, Scientists, and Scholars Talk About Their Lives and Work (1977) In Xerox Packet

Wednesday, September 16 Why and How We Work
read: Catharine R. Stimpson, "On Work," from Working It Out In Xerox Packet

Wednesday, September 23 Redefining Work
read: bell hooks, "Re-Thinking the Nature of Work," from Feminist Theory: From Margin To Center (1984) In Xerox Packet

Wednesday, September 30 Work, Family and Our Futures
read: Anne Machung, "Talking Career, Thinking Job: Gender Differences in Career and Family Expectations of Berkeley Seniors," Feminist Studies 15, no. 1, Spring 1989, pp. 35-58. In Xerox Packet

Wednesday, October 7 Student-Led Discussion
read: Materials brought in from Internship Placements by students

Wednesday, October 14 Student-Led Discussion
read: Materials brought in from Internship Placements by students

* JOURNALS DUE: MID-TERM CHECK

II. WOMEN, LEADERSHIP, AND COMMUNITY ACTIVISM

Wednesday, October 21 Women and Community
 read: Elizabeth Fox-Genovese, "Women & Community," from
Feminism Without Illusions (1991)

Wednesday, October 28 Expanding the Political
 read: Cheryl Townsend Gilkes, "Building in Many Places:
 Multiple Commitments and Ideologies in Black Women's
 Community Work," from Ann Bookman and Sandra Morgen,
 eds., Women And The Politics of Empowerment (1988)
 In Xerox Packet

Wednesday, November 4 Community Activism and Consciousness
 read: Wendy Luttrell, "The Edison School Struggle: The
 Reshaping of Working-Class Education and Women's
 Consciousness," from Women And The Politics of
 Empowerment (1988) In Xerox Packet

Wednesday, November 11 Women as Health Care Activists
 read: Sandra Morgan, "'It's the Whole Power of the City
 Against Us!': The Development of Political
 Consciousness in a Women's Health Care Coalition," from
Women And The Politics of Empowerment (1988) In Xerox
 Packet

Wednesday, November 18 Women and Leadership
 read: Karen Brodtkin Sacks, "Gender and Grassroots Leaderip,"
 from Women And The Politics of Empowerment (1988) In
 Xerox Packet

III. FEMINIST THEORY, POLITICS AND ACTIVISM: FINDING THE CONNECTIONS

Wednesday, November 25 NO CLASS (Thanksgiving Break)

Wednesday, December 2 A Historical Perspective
 read: Paula Baker, "The Domestication of Politics: Women and
 American Political Society, 1780-1920," from American
 Historical Review 89, June 1984, pp. 620-647.

Wednesday, December 9 Toward the Future
 read: Ruth Sidel, "Toward a More Caring Society," from Paula
 S. Rothenberg, ed., Race, Class, & Gender in the United
 States (1992) In Xerox Packet

* JOURNALS AND FINAL PAPERS DUE

MENTORING IN THE COMMUNITY
Political Science 220

Dr. Wendy Gunther-Canada

Spring 1993

Course Description:

This course is designed to explore the meaning of mentoring relationships between young women within the "Big Sister - Little Sister" program. The readings in this course have been chosen to facilitate building and maintaining trust and communication between women by focusing on the rich history of women's activism within the United States. We will examine the critical connections between gender, community and citizenship for American women. Our discussions will focus on our common experience of mentoring, as we share the challenges and conflicts of empowering young women and ourselves to live up to our full potential. Course readings will offer insights concerning tutoring young women at a time in which their minds and bodies are undergoing a rapid development which mirrors the changing roles and opportunities for older women in America. My aim is to suggest that women's efforts to grow together in the household and community as mothers, sisters, daughters, teachers and students can give us valuable lessons about progressing together in an increasingly complex and diverse democratic society.

Course Requirements:

You are expected to attend every class session prepared to contribute to the discussion. You will be responsible for all required readings. Your grade will be based on one written project that you design yourself and rewrite at least once over the course after consultation with me. Paper proposals will be due the sixth week of class and first drafts in early April. Your final draft is due the last week of class.

Course Readings:

The following books are required and can be purchased at the Rutgers University Bookstore. You are also required to purchase a course reader at KINKO'S which contains selections from other texts we will be using within the class.

Jane Addams, Twenty Years at Hull House

Eleanor Flexner, Century of Struggle

Carol Giligan, ed. Making Connections

Charlotte Perkins Gilman, Herland

Toni Morrison, The Bluest Eye

Jane Wagner, The Search for Signs of Intelligent Life in the Universe

Alice Walker, The Color Purple

Mary Wollstonecraft, The Wrongs of Woman: or, Maria

Syllabus

1. Introduction: Connections of Community and Self
Jane Wagner, The Search for Signs of Intelligent Life in the Universe
2. Concepts of Community:
John Dewey, "The Search for the Great Community" from The Public and its Problems
Charlotte Perkins Gilman, Herland
3. Growing Up a Girl:
Claire Safran, "Hidden Lessons: Do Little Boys Get a Better Education Than Little Girls" from Racism and Sexism: an Integrated Study
Nona P. Lyons, "Listening to Voices We Have Not Heard: Emma Willard Girls' Ideas about Self, Relationships and Morality" from Making Connections
Gill Firth, "'The Time of Your Life': The Meaning of the School Story" from Language, Gender and Childhood
4. Childhood, Adolescence and Community
Toni Morrison, The Bluest Eye
Ntozake Shange, "is not so gd to be born a girl"
5. The Relationship of Mothers and Daughters:
Mary Wollstonecraft, The Wrongs of Woman; or, Maria
Adrienne Rich, "Motherhood and Daughterhood" from Of Woman Born
Sharon Rich, "Daughters' Views of Their Relationships with Their Mothers" from Making Connections
6. The Lessons of Sisterhood
Alice Walker, The Color Purple
Doris Lessing, "Debbie and Julie" from The Real Thing
7. "Remembering the Ladies": Sex and Citizenship in Revolutionary America
Jane Adams, "Remember the Ladies"
Eleanor Flexner, Century of Struggle Part I
8. From Seneca Falls to Suffrage
Eleanor Flexner, Century of Struggle Part II
Sojourner Truth, "Ain't I a Woman?"
9. The Right to Equality
Jane Mansbridge, Why We Lost the ERA Chapters 1,2,3,9
Charlotte Bunch, "ERA Debate: a Tendency to Blame the Victims" from Passionate Politics
10. The Politics of Our Bodies:
Margaret Sanger, My Fight for Birth Control excerpts

Adrienne Rich, "Hands of Flesh, Hands of Iron" from Of Woman Born
Catherine Steiner-Adair, "The Body Politic: Normal Female Adolescent Development and the Development of Eating Disorders" from Making Connections

11. The Feminization of Poverty:

Jane Addams, Twenty Years at Hull House
Sara Rimer, "At a Welfare Hotel, Mothers Find Support in Weekly Talks" from Racism and Sexism: An Integrated Study
Julianne Malveaux, "Ain't I a Woman: Differences in the Labor Market Status of Black and White Women" from Racism and Sexism: An Integrated Study

12. Democracy and Gender:

Jane Addams, "Educational Reform" from Democracy and Social Ethics
Anne Phillips, "Feminism and Democracy" from Engendering Democracy
Nona Lyons, "Competencies and Visions: Emma Willard Girls Talk about Being Leaders" from Making Connections
Lorna Dee Cervantes, "Poem for the Young White Man Who Asked Me How I, an Intelligent, Well-Read Person Could Believe in the War Between Races"
Marge Piercy, "The Woman in the Ordinary"

Patricia Bender
Rutgers, Newark
Office: Hill Hall Room 626 Office phone: 648-5465
Office Hours: After class and by appointment (day and evening)

Syllabus Fall 1991

Advanced Exposition
62:350: 306:01

Saturdays (Hill Hall 217)
9:00 A.M. -- 11:40 A.M.

Texts:

About Language -- William H. Roberts and Gregoire Turgeon
Lives on the Boundary -- Mike Rose
The Craft of Revision -- Donald Murray (All texts at NJ Books)
Text to be created by our writing community (handout)
Manuscript from the Spring Semester Literacy Course (handout)
Civic Education Handbook (handout)

Supplemental readings will be distributed and placed on reserve in the library. You'll want to read everything. And, then, reread everything.

Classes:

Our class meetings will include an hour and twenty minute session with Rutgers Newark students, tutors, and me, as well as an hour and twenty minute tutorial writing session with writers from the Newark community.

Writing Assignments:

- Comments/letters to your research partners
- Interviews
- Progress reports
- Two critical essays based on topics that emerge from our class
- Term project based on observations of your own and others' writing
- Journals (Note: JE indicates journal is due.)

Attendance:

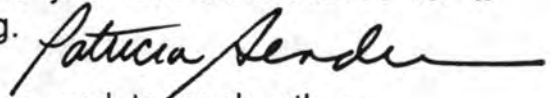
It is important for you to attend every class meeting and come prepared to work with your learners. If you must miss a class, please call me and prepare me to work with your group. Also, you need to come to class on time. I will not remind you of all this -- you know what you need to do. Be in class: Be on time.

Important: Please keep **all** your writing for the semester in a portfolio. Your journal should be used at home for responses to your readings, and to record your thoughts about the class, your writing, your learners' writing, etc. Journal format will be discussed in our first class. A typed selection from your journals must be handed in weekly -- this must be at least two typed pages (double spaced) Grades will be discussed in class -- take notes.

Now Please Note: Together with beginning adult writers from the Newark community, we will think and write for the semester about writing. You should see yourselves as writers, successful writers, who are able to define how they write well in an inviting and accessible manner to others with less writing experience. We should all see each other as research partners.

As we research the writing process and what it means to have control over it, we will consider: syntax, punctuation, grammar, spelling, vocabulary, development, forms and process, and, of course, content. We should strive for a new awareness of how to write well, while we encourage each other to improve and master our writing skills.

While I will be offering suggestions and help, please remember this is your class. Let me now welcome you with best wishes for a good semester of teaching and learning.



Week One .. Introduction to the course and to each other. Consider the interview handout. Ask yourself these questions and begin to answer them. Discussion of handouts -- in-class writing.

Week Two .. Reading due: Introduction and Chapter 1 -- 3 in Lives on the Boundary. ; "Freewriting" by Peter Elbow in About Language. JE. Meet your writing partners and participate in a class about interviewing taught by Artie-Lee Kowalski. Begin interviews.

Week Three.. Reading due: Lives on the Boundary, Chapters 4 and 5; "Get Hold of A Dictionary" by Malcolm X in About Language. JE. Write a draft of your interview and prepare follow-up questions.

Week Four.. Reading Due: Finish Lives on the Boundary. JE.

Note your journals should include reading responses as well as reflections on your group work and your writing.

Some Suggestions for Tutors

Consider:

-- how difficult it may be for an adult to come for writing help. Acknowledge this; remember it.

-- encouragement. The greatest gift you can give your learners is confidence. They can write well. Be confident; share your enthusiasm.

-- listening. Like you, your learners have a lot of life experience. Listen to what they say about their writing, about the book we are reading together, about the difficulties they are having with reading or writing. What do you learners already know; what do they need/desire to learn? Listen well; respond thoughtfully.

-- time. We have very little time together and the semester will pass quickly. We will not have time to solve every writing problem nor can we eliminate every barrier between our co-learners, ourselves and writing well. We can work together and establish a genuine dialogue about writing. Work hard; encourage and praise hard work.

-- your own writing needs. Keep notes in your journals about your writing. Do you see it changing? How? What questions do you have about your writing? Bring them to class. Look again at your writing from the past; what changes do you see -- want to see?

-- writing is a process of self discovery. In the process of discovering more about our writing, we will discover more about ourselves. What does language enable us to do? How do we use our power with language; how can we use it?

Please bring any questions you have about writing to class. Together, we will answer them.

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24 pp.

The Walt Whitman Center for the Culture
and Politics of Democracy

Project Report
1986-1992

The
Walt Whitman
Center
for the
Culture and
Politics of
Democracy

Project Report
1988-1992

Susan you're
 right

I looked forward
to reading this--but,
alas, I wound up
disappointed. Lots of
B. S., not too many
concesses. Please tell me I'm
wrong. El.

January, 1992

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

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COMMUNITY

SERVICE

A Guidebook
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A Project of the
Civic Education
and Community
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